

THE STANDARD OF ENGLISH AS SECOND LANGUAGE
AT SCHOOL-LEAVING LEVEL IN THE TRANSVAAL
WITH SPECIAL REFERENCE TO STUDENTS
ENTERING THE EUROPEAN TEACHERS'
COLLEGES

By

G.M.N. EHLERS, M.A., M.ED.

A THESIS PRESENTED FOR THE DEGREE
OF
DOCTOR OF EDUCATION

at the

POTCHEFSTROOM UNIVERSITY FOR C.H.E.

PROMOTOR : PROF. DR. J. CHRIS. COETZEE

FEBRUARY, 1954.

FOREWORD

I am very greatly indebted to my Promotor, Prof. Dr. J.Chris. Coetzee, of the Potchefstroom University for Christian Higher Education, for guidance, help, and inspiration. It was a privilege to study under him.

I wish to express my very sincere thanks to my Wife, without whose devotion and courage it would not have been possible for me to undertake and complete this study.

I should like to express my deep gratitude to the National Bureau For Educational Research for granting me a bursary of £100.

I am greatly indebted to the teachers who replied to my questionnaires, and to the lecturers in English at the Training Colleges for sending me copies of their syllabuses in English.

I wish to place on record my sincere thanks to the Librarian of the Transvaal Education Department, the Librarian of the Potchefstroom University for C.H.E., the Librarian of the Teachers' College, Potchefstroom, and the Librarian of the Public Library, Kimberley, for their helpfulness.

It is with appreciation that I mention those ladies who typed my thesis. I am especially indebted to Mrs. (Dr.) D.J. Cilliers for doing most of the typing, and for co-ordinating this part of the work.

To the Almighty my humblest thanks for granting me the strength to complete my arduous task.

CONTENTS

PART I

HISTORICAL AND CRITICAL

CHAPTER I

	Page
INTRODUCTORY	2
1. Training Colleges established in the Transvaal	2
(a) The Resumption of Education during the Closing Stages of the Anglo-Boer War ...	2
(b) Early Training Institutions	2
(c) Later Training Institutions	3
2. The Medium of Instruction in the Training Institutions	3
(a) English Medium	3
(b) Partly English Medium and Partly Limited Dutch Medium	4
(c) Dutch Medium	5
(d) Afrikaans Medium	6
(e) Dual Medium (Afrikaans and English)	7
(f) Re-introduction of Single Medium (Mother-tongue Instruction).....	8
3. The Problem of the Standard of English in the Training Colleges during these Changes.	9

CHAPTER II

THE GENERAL STANDARD OF ENGLISH IN THE TRAINING COLLEGES AS REVEALED IN THE SYLLABUSES OF THE SCHOOLS	13
A. PRIMARY SCHOOLS	13
1. The Provisional Code of 1903	13
2. The C.N.O. Schools	15
3. The Departmental Primary Schools in the Days of Lord Selborne	16
4. The English Syllabus of 1909	17
5. The Rissik Ordinance	19
6. The English Syllabus of 1917	20
7. The Syllabus for Country Primary Schools, 1918	21
8. The Primary School English Syllabus for the Towns	23

9.	The English Syllabus of 1929	24
10.	The Present Syllabus in English, Lower Grade	26
B.	SECONDARY AND HIGH SCHOOLS	28
1.	Early Organization of Secondary Education	28
2.	The English Syllabus in the Days of the Crown Colony	29
3.	The Standard of English in the Early Secondary Schools	31
4.	The Standard of English under the Smuts Act, up to 1911, as revealed in the Syllabuses of the High Schools	32
a)	Organization of the Classes of the High School	32
b)	The English Syllabus for the School Certificate Examination (Form IV), 1909, and of the Matriculation Exa- mination of the University of the Cape of Good Hope, 1908 - 1909	32
5.	The Standard of English in the High Schools from 1912 to 1919	33
a)	The Matriculation Syllabus of 1912..	33
b)	The English Syllabus of 1917	34
6.	The Standard of English in the 1920's...	36
a)	Change in the Organization of the Examination System	36
b)	The English Syllabus for the Transvaal Secondary School Certificate Exa- mination, 1921	36
c)	The Suggested Syllabus in English in the Intermediate Schools, 1923	38
7.	The Modern Period	38
a)	The Approximate Date	38
b)	The Transvaal Junior Certificate ...	39
	1. Change in the Examination System.	39
	ii. The English (Lower Grade) Syllabus for the Junior Certificate Exa- mination, 1938	40
	iii. The Junior Certificate English Syllabus of 1948	40
c)	The Modern English Syllabus for the Senior School Certificate Examination.	41
8.	Comparison and Conclusions	42

v.

CHAPTER III

THE GENERAL STANDARD OF ENGLISH IN THE TRAINING COLLEGES AS REVEALED IN THE SYLLABUSES OF THE COLLEGES THEMSELVES	45
1. Early Courses Offered	45
2. The English Syllabus of the T.3 Examination, 1905	46
3. The T.3 and T.2 Syllabuses in English, 1909.	49
a) The Inclusion of English in the T.2 Course	49
b) The Standard of English as Revealed in the T.3 and T.2 Syllabuses in English, 1909	49
4. The Standard of English during the Early Part of the Second Decade	54
5. Extension of the Course of Training with Raising of the Entrance Qualification to Matriculation	54
6. The Standard of English from 1918 onwards. The Inclusion of a Course in English Literature in the T.3 Syllabus	55
7. The University Connection	57
a) Changes in the System of Teacher Training.	57
b) The Standard of English in the Afrikaansmeum Training Colleges during the University Connection	60

CHAPTER IV

FURTHER EVIDENCE OF THE DECLINING STANDARD OF ENGLISH IN THE SCHOOLS AND TRAINING COLLEGES	
A. REPORTS BY THE DIRECTOR OF EDUCATION AND VARIOUS INSPECTORS OF EDUCATION ON THE ENGLISH IN THE SCHOOLS	63
B. REPORTS BY THE DIRECTOR OF EDUCATION, AND THE EXAMINERS, ON THE ENGLISH OF STUDENT TEACHERS	70
1. Limitations of Examiners' Reports	70
2. The Director of Education and the Examiners on the English of Student Teachers.	74
C. THE FINDINGS OF OTHERS	80
D. CONCLUSION	80

CHAPTER V

CHANGING AIMS IN THE TEACHING OF ENGLISH AND THEIR EFFECT ON THE METHODS OF TEACHING ENGLISH, AND OF THE STANDARD OF ENGLISH, IN THE SCHOOLS AND TRAINING COLLEGES.	
---	--

PART II

TWO QUESTIONNAIRES DRAWN UP

CHAPTER VI

CONSTRUCTION AND APPLICATION OF QUESTIONNAIRES

1.	Introductory	90
2.	Construction	91
	a) Aim	91
	b) Content	92
	c) Type of Questions	93
3.	Application	93
	a) Preliminary Testing	93
	b) Application to Primary Schools and High Schools	94
4.	Representativeness	95
5.	Validation	95
6.	Reasons for selecting the Written Questionnaire, and for sending it to the Schools instead of the Training Colleges.....	96

PART III

THE QUESTIONNAIRE TO AFRIKAANS-MEDIUM
PRIMARY SCHOOLS

PREFACE	99
---------------	----

CHAPTER VII

CONVERSATION - POETRY AND APPRECIATION

A.	CONTROLLED CONVERSATION	102
	Topic No. 1. Time devoted to Controlled Conversation	102
	Topic No. 2. Form of English taught	106
	Topic No. 3. Sound-drill	108
	Topic No. 4. Controlled Conversation and the Class Reader	110
	Topic No. 5. Role of Interest in Controlled Conversation	113
	Topic No. 6. Language Medium used	118
B.	FREE CONVERSATION	118

vii.

Topic No. 7. Subject Matter of Free Conversation Lessons	121
Topic No. 8. Correction of Errors	131
Topic No. 9. Time devoted to Free Conversation	133
C. POETRY AND APPRECIATION	137
Topic No.10. Methods used in memorization ..	137
Topic No.11. Repetition in Chorus	141
Topic No.12. Methods of presenting Poems ...	143
Topic No.13. Cultivating Appreciation	147
Topic No.14. Time devoted to Teaching of Poetry	150

CHAPTER VIII

READING

Topic No.15. Nature of Class Reader used ...	154
Topic No.16. Aids to Spontaneous Reading ...	159
Topic No.17. Ways of Introducing the Reading Lesson	163
Topic No.18. Conducting the Actual Reading .	167
Topic No.19. Ways of Correcting Errors	173
Topic No.20. Continuous Reading vs. Interrupted Reading	177
Topic No.21. Private Reading	178
Topic No.22. Production of Plays	182

CHAPTER IX

LANGUAGE AND GRAMMAR - COMPOSITION -
SPELLING - GENERAL.

A. LANGUAGE AND GRAMMAR	185
Topic No.23. The Teaching of Grammar	185
Topic No.24. Memorization in Teaching Grammar	193
B. WRITTEN COMPOSITION (THE WRITING OF SENTENCES ONLY - OF PARAGRAPHS - AND OF ESSAYS AND LETTERS)	198
Topic No.25. Nature of the Written Composition	198
Topic No.26. The Correction of Written Composition	204

viii.

Topic No.27.	The Best-Essays' Book (Class Magazine)	213
Topic No.28.	Record of Pupils' Mistakes....	216
C.	SPELLING	217
Topic No.29.	Spelling Techniques and Procedures	217
Topic No.30.	Ways of Testing Spelling	225
Topic No.31.	The Sound-chart	229
D.	GENERAL.....	231
Topic No.32.	Special Needs of Teacher on entering the Service	231
Topic No.33.	Methods used : "New" or Conventional	236
Topic No.34.	Methods of Testing : "New" or Conventional	240

PART IV

QUESTIONNAIRE TO AFRIKAANS-MEDIUM HIGH SCHOOLS

	PREFACE	244
	CHAPTER X	
	CONVERSATION	
A.	CONTROLLED CONVERSATION	246
Topic No. 1.	Controlled Conversation and the Time devoted to it	246
Topic No. 2.	The Selection of Vocabulary for Controlled Conversation Lessons.	251
Topic No. 3.	Sound-drill and Controlled Conversation	257
Topic No. 4.	Interest in Controlled Con- versation Lessons	259
B.	FREE CONVERSATION	264
Topic No. 5.	Time devoted to Free Con- versation	264
Topic No. 6.	Preparation of Speeches - Prevention of Errors - Ability to prepare Speeches independ- ently	267
Topic No. 7.	The Correction of Errors - corrective Teaching	272

CHAPTER XI

WRITTEN COMPOSITION - LANGUAGE AND GRAMMAR

A.	WRITTEN COMPOSITION	277
	Topic No. 8. Time devoted to Written Composition	277
	Topic No. 9. The Pupils' Ability to do Independent Written Composition ..	279
	Topic No.10. The Correction of Compositions and the Treatment of Errors	284
	Topic No.11. Incentives in Composition Writing	293
B.	LANGUAGE AND GRAMMAR	296
	Topic No.12. The Content of Grammar Teaching.	296
	Topic No.13. The Nature of the Teaching of English Grammar, and Language...	300
	Topic No.14. The Part Played by Memorization in Teaching Language and Grammar	308
	Topic No.15. The Time devoted to the Teaching of Language and Grammar	311

CHAPTER XII

READING - POETRY - SPELLING

A.	READING (INCLUDING THE READING OF PRESCRIBED BOOKS OF LITERATURE).....	313
	Topic No.16. The Time devoted to Reading	313
	Topic No.17. The Oral Reading Lesson (Stds. VI - VIII only)	316
	Topic No.18. Control of Private Reading	323
	Topic No.19. Procedures in Reading a Prescribed Book in English	328
	Topic No.20. The Summarizing of a Prescribed Book	330
B.	POETRY AND ITS APPRECIATION	335
	Topic No.21. Time devoted to the Study of English Poetry	335
	Topic No.22. The Methods of treating a Poem with a Class	336
	Topic No.23. Appreciation of English Poetry .	344
C.	SPELLING	347
	Topic No.24. The Teaching of Spelling	347

PART V

SUMMARY - CONCLUSIONS - RECOMMENDATIONS	
PREFACE	354
CHAPTER XIII	
SUMMARY - CONCLUSIONS - RECOMMENDATIONS	
1. SUMMARY	356
A. SUMMARY OF THE FACTS REVEALED BY THE ANALYSIS OF THE SYLLABUSES	356
B. SUMMARY OF THE FACTS REVEALED BY THE ANALYSIS OF THE SUPPLEMENTARY HISTORICAL DATA	357
C. SUMMARY OF THE FACTS REVEALED BY THE ANALYSIS OF THE METHODS OF TEACHING ENGLISH IN THE AFRIKAANS- MEDIUM SCHOOLS	359
1. THE STANDARD OF ENGLISH IN THE AFRIKAANS-MEDIUM TRAINING COLLEGES AS REVEALED BY THE INEFFICIENCY OF THE METHODS USED IN THE TEACHING OF ENGLISH IN A SUB- STANTIAL MINORITY OF THE AFRI- KAANS-MEDIUM SCHOOLS	359
a) AFRIKAANS-MEDIUM PRIMARY SCHOOLS	359
i. Introductory	359
ii. Inefficiency of the Methods of teaching English in many Afrikaans-medium Primary Schools	360
b) AFRIKAANS-MEDIUM HIGH SCHOOLS .	365
i. Introductory	365
ii. Inefficiency of the Methods of teaching English in many Afrikaans-medium High Schools	366
2. THE STANDARD OF ENGLISH IN THE AFRIKAANS-MEDIUM TRAINING COLLEGES AS REVEALED BY THE INADEQUACY OF THE METHODS USED IN THE TEACHING OF ENGLISH IN THE AFRIKAANS- MEDIUM SCHOOLS	370
II. CONCLUSIONS	375
III. RECOMMENDATIONS	380
BIBLIOGRAPHY	385
APPENDIX A. ENGLISH SYLLABUSES - PRIMARY SCHOOLS - SECONDARY SCHOOLS - TRAINING COLLEGES	396

APPENDIX B.	REPRESENTATIVE PORTIONS OF THE ENGLISH PAPERS OF THE MATRICU- LATION EXAMINATION OF 1909 AND OF THE SENIOR CERTIFICATE EXA- MINATION OF 1950	505
APPENDIX C.	THE QUESTIONNAIRES	519

LIST OF TABLES.

<u>TABLE</u>	<u>PART III.</u>	<u>PAGE.</u>
I	TIME DEVOTED TO CONTROLLED CON- VERSATION PER WEEK	103
II	EXTENT TO WHICH SPOKEN AND LITERARY FORMS ARE TAUGHT	106
III	DRILL IN PRONUNCIATION	108
IV	CONTROLLED CONVERSATION BASED UPON CLASS READER	111
V	METHODS USED (TO AROUSE INTEREST)....	114
VI	THE USE OF THE SECOND LANGUAGE AS MEDIUM	118
VII	METHOD OF SELECTING TOPICS (SPEECH)..	122
VIII	TIME ALLOWED. SPEECHES VOLUNTARY. PREPARATION	124
IX	TOPICS (OF CONVERSATION)	127
X	METHOD OF CORRECTING ERRORS (SPEECH).	131
XI	TIME DEVOTED TO FREE CONVERSATION ...	133
XII	METHODS (MEMORIZING POETRY)	137
XIII	REPETITION IN CHORUS (POETRY)	141
XIV	METHODS OF INTRODUCING A POEM	143
XV	METHODS OF CULTIVATING APPRECIATION OF POETRY : SENIOR STANDARDS	147
XVI	TIME DEVOTED TO THE STUDY OF POETRY .	150
XVII	PROCEDURES FOLLOWED AND METHODS USED (TEACHING READING)	154
XVIII	AIDS TO ENCOURAGE READING	159
XIX	METHODS... (INTRODUCING READING LESSON):	164
XX	PROCEDURES IN ORAL READING	168
XXI	WAYS OF CORRECTING ERRORS IN PRONUNCIATION	173
XXII	UNBROKEN OR INTERRUPTED ORAL READING	177
XXIII	PRIVATE READING	179
XXIV	CONTROL OF PRIVATE READING	180
XXV	PRODUCTION OF CLASS PLAYS	183
XXVI	THE TEACHING OF GRAMMAR	186
XXVII	USE MADE OF MEMORIZATION IN TEACHING GRAMMATICAL AND OTHER LANGUAGE FORMS	194

Continued:

LIST OF TABLES.

<u>TABLE.</u>		<u>PAGE.</u>
XXVIII	FORM OR NATURE OF THE COMPOSITION ...	198
XXIX	METHODS OF CORRECTION (ESSAYS)	205
XXX	BEST ESSAYS' BOOK	214
XXXI	ERRORS BY PUPILS RECORDED	216
XXXII	WAYS OF TEACHING SPELLING AND FREQUENCY OF TESTING IT	218
XXXIII	METHODS OF TESTING (SPELLING)	225
XXXIV	USE OF THE SPELLING-CHART	230
XXXV	NATURE OF REPLIES AND PERCENTAGE OF RESPONDENTS BY WHOM SUBMITTED (NEEDS OF TEACHER)	232

LIST OF TABLES.

<u>TABLE.</u>	<u>PART IV.</u>	<u>PAGE.</u>
I	NUMBER OF SCHOOL PERIODS DEVOTED TO CONTROLLED CONVERSATION	246
II	PROCEDURES (IN SELECTING VOCABULARY)...	252
III	WORD-DRILL AND SOUND-DRILL	257
IV	METHODS USED TO SECURE INTEREST	260
V	PERIODS PER WEEK (FREE CONVERSATION)...	264
VI	PREPARATION - PREVENTION - PROFICIENCY OF PUPILS IN ORAL SELF-EXPRESSION ...	267
VII	TIME OF CORRECTION - CORRECTIVE TEACH- ING	272
VIII	NUMBER OF PERIODS ETC. (COMPOSITION)...	277
IX	PREPARATORY STEPS (IN COMPOSITION)	280
X	CORRECTION OF COMPOSITIONS AND TREAT- MENT OF ERRORS	285
XI	BEST-ESSAYS' BOOK AND PROJECTS	293
XII	CONTENT (OF GRAMMAR TEACHING)	297
XIII	PROCEDURES (IN TEACHING GRAMMAR)	300
XIV	FORMS AND PATTERNS MEMORIZED (GRAMMAR).	308
XV	NUMBER OF PERIODS (DEVOTED TO GRAMMAR).	311
XVI	PERIODS AND TIME DEVOTED TO READING ...	313
XVII	PROCEDURES IN ORAL READING	318
XVIII	METHODS (OF CONTROLLING READING).....	323
XIX	METHODS (OF READING PRESCRIBED BOOKS)..	328
XX	SUMMARIES MADE (PRESCRIBED BOOKS)	330
XXI	TIME DEVOTED TO STUDY OF ENGLISH POETRY.	335
XXII	METHODS AND PROCEDURES (READING POEMS).	338
XXIII	PROCEDURES IN TEACHING SPELLING	348

1.

PART I.

HISTORICAL AND CRITICAL.

C H A P T E R I.INTRODUCTORY.1. Training Colleges established in the Transvaal.(a) The Resumption of Education during the Closing Stages of the Anglo-Boer War.

On visiting the Transvaal in December, 1900, Mr. E.B. Sargent, its first Director of Education, found that hardly any provision had been made, by the Military Administration, for education in the Transvaal.¹⁾ By establishing "camp schools" he was able to provide education of a very elementary nature for the children in the concentration camps. Nearly the whole of the pupil's daily school programme consisted of reading the Dutch Bible, learning to speak English, and doing writing and arithmetic, according to Sargent.²⁾ The number of pupils in these schools rose rapidly, so that by 31st May, 1902, when peace was made, there were 17,213 pupils in the "camp schools".³⁾

(b) Early Training Institutions.

A difficult problem indeed was the staffing of these camp schools, and of the town schools, the number and the attendance of which grew even before peace was made.⁴⁾ Sargent, naturally, first drew upon the supply of South African teachers available, even to the extent of employing, in a temporary capacity, young men and women who had passed but the Sixth, Fifth, or Fourth Standard.⁵⁾ This did not solve his problem, however. He found that he had to replace the Dutch teachers from Holland who had formerly taught in the Transvaal, because the late Republic's "army

1) Transvaal and O.R.C. Director of Education's Report 1900 - 1904, 4.

2) Op. cit., 11.

3) Op. cit., 18.

4) Transvaal and O.R.C. Director of Education's Report 1900 - 1904, 17 - 20.

5) Op. cit., 10.

of European teachers" had melted away, owing to a number of causes mentioned by him.¹⁾ For these teachers from Holland he substituted teachers first from Britain and later from all over the British Empire. As a further measure, it was decided to provide adequate facilities for training teachers in the Transvaal. Ordinance No. 7 was thus passed to make provision for establishing Training Schools. Of these two were opened, one in Pretoria in September, 1902, and another in Johannesburg in October of the same year.²⁾ These two institutions were merged in March, 1903, under Mr. J.E. Adamson, principal of the Normal College, Pretoria.³⁾

(c) Later Training Institutions.

As the Transvaal developed, more training institutions were established. In 1909 the Normal Colleges of Johannesburg and Heidelberg were opened.⁴⁾ According to the Director's report for 1918, yet two further training institutions were established, viz. at Ermelo and Potchefstroom, to provide training for prospective teachers who had not yet matriculated.⁵⁾ These two institutions later became Normal Colleges.⁶⁾ Ermelo Normal College was closed in 1924.⁷⁾

2. The Medium of Instruction in the Training Institutions.

(a) English Medium.

The medium of instruction in the first Training Schools of the Transvaal was English,⁸⁾ irrespective of the home language of the students, many of whom were of Dutch descent.⁹⁾

- 1) Transvaal and O.R.C. Director of Education's Report 1900 - 1904, 26.
- 2) Op. cit., 27
T.E.D. Director of Education's Report 1903, 53.
- 3) Op. cit., 52-53.
- 4) Coetzee: Onderwys in Transvaal 1838-1937, 113-114.
T.E.D. Director of Education's Report 1908-1909, 143.
T.E.D. " " " " 1909-1910, 199 ff.
- 5) T.E.D. " " " " 1918, 39.
- 6) T.E.D. " " " " 1921, 47.
- 7) T.E.D. " " " " 1924, 58.
- 8) Transvaal Ordinance No. 7 of 1903, Sections 5 and 6.
- 9) T.E.D. Director of Education's Report Nov., 1900 - Feb., 1904, 138.

This practice was in keeping with the general language policy of the authorities in those days - the policy laid down by Lord Milner in the following words: "Dutch should only be used to teach English, and English to teach everything else."¹⁾ English was thus the medium of instruction in the schools. Instruction in the Dutch language was given for three hours per week, in cases where the parents requested it. Dutch could further be used as a medium in giving religious instruction, to which two hours per week were devoted.²⁾

In the Selborne minute, 1905, and subsequent regulations, mother-tongue instruction was introduced, but for beginners only. Lord Selborne insisted that English should be made the medium of instruction in the teaching of "Boer" children,³⁾ as soon as the latter were able to follow the teacher's instruction in that language. English had to be introduced even before Std. III. A teacher could, in exceptional cases, revert to Hollands, for purposes of explanation, whenever a child did not understand him. Even though Lord Selborne laid down the principle of initial mother-tongue instruction, and saw the need to distinguish between English as a subject and English as a medium, he yet laid down that a knowledge of English, as prescribed for each Standard, was a condition of promotion from one Standard to another.⁴⁾

(b) Partly English Medium and partly limited Dutch Medium.

The Smuts Act of 1907 upheld the principle of mother-tongue instruction for beginners, and extended such instruction to the Third Standard, after which a maximum of two subjects, besides Dutch, might be taken through Dutch medium. The rest of the subjects had to be taken through the medium of English. Such knowledge of English as might reasonably

- 1) The Milner Papers, Volume II, 243.
- 2) Transvaal Ordinance No. 7 of 1903, Sections 5 and 6.
- 3) The Selborne Minute, 17th November, 1905.
- 4) The Selborne Minute, published in Nov., 1905, and subsequent Regulations.
T.E.D. Director of Education's Report, 1905-6.
Appendix, 152.
T.E.D. Director of Education's Report 1912, 7 - 8.

be expected of the child, and the making of satisfactory progress in the knowledge of English, were conditions of promotion from one Standard to a higher one.¹⁾ English was thus no longer the general medium of instruction in the schools of the Transvaal.

The new trend was manifest in the training institutions of the Transvaal too. Student-teachers were given the choice of having their examinations in geography and history conducted through the medium of Dutch or English.²⁾

Though maintaining, to a large extent, the then existing principle of English-medium instruction, the Smuts Act at the same time introduced the use of Dutch medium from Std. IV upwards, and made the extension of this medium an easy matter in time to come.

(c) Dutch Medium.

In a little more than a decade from the passing of the Smuts Act (1907), English, as the sole or main medium of instruction, had to give way to Dutch to a considerable extent. According to Article 137 of the Act of Union, English and Hollands were placed, legally, on a footing of complete equality as the two official languages of the Union of South Africa. The Rissik Ordinance, No. 5 of 1911, gave effect in the Transvaal to this language provision of the Act of Union. According to the new Transvaal ordinance, mother-tongue instruction was compulsory up to Std. IV.³⁾ The other official language would be taught to all pupils, except in cases where the parent decided otherwise.⁴⁾ After Std. IV the parent could choose the medium, English or Dutch or both.⁵⁾ This meant a further recession of English as a medium of instruction in the schools of the Transvaal. In the

1) The Smuts Act, 1907, Sections 30, 31, 32.

2) T.E.D. Regulations Governing the Training of Teachers and the Issue of Teachers' Certificates 1909. Appendix I, p. 10.

3) Onderwyswet (Taal) Amendement Ordonantie, 1911, par. 3.

4) Op. cit., par. 5 - 6.

5) Op. cit., par. 4.

Training Colleges the recession of English as a medium was very marked. The students were given the choice of medium.¹⁾ The result was that English became the sole medium at the Johannesburg Normal College, Dutch the preponderating medium at the Heidelberg Normal College, while parallel classes were organized at the Pretoria Normal College, where both media were used.²⁾

English, as a medium, was to recede even further, in both the schools and the Training Colleges of the Transvaal.

(d) Afrikaans Medium.

During the last three years of the second decade of this century, and during the early 1920's, Afrikaans was rapidly displacing Dutch as a medium of instruction in the schools of the Transvaal, as the following figures³⁾ clearly show:-

Year.	English medium.	Afrikaans medium.	Dutch medium.	Partly English partly Afrikaans medium	Partly English partly Dutch medium
1918	42508	21654	12231	12425	10650
1919	45351	32130	7671	11783	8047
1923	52300	60484	429	12408	7
1929	54184	74101	514	9686	-
1934	54172	85313	42	6095	-
1940	57882	109033	-	4660	-

The rise of Afrikaans as a medium of instruction was indeed phenomenal. In a space of 16 years, the number of pupils taught through the medium of Afrikaans rose by 63659, while the number of pupils taught through the

1) T.E.D. Director of Education's Report, 1912, 20.

2) Ibid.

3) T.E.D. Director of Education's Reports, 1918, 1919, 1923, 1929, 1934, 1940, pp. 67, 59, 70, 20, 26 and 36 respectively.

medium of English increased by but 11664¹⁾. In the Training Colleges there was a marked increase in the use of Afrikaans medium too, and a recession in the use of English as a medium. The Normal Colleges of Heidelberg, Potchefstroom and Pretoria became solely Afrikaans-medium institutions, while Johannesburg remained an exclusively English-medium one, under "The New Scheme", which became operative in 1933.²⁾

(e) Dual Medium (Afrikaans and English).

The purpose of the Education Act (Language) Amendment Ordinance of 1945 was the introduction of dual medium instruction in the schools of the Transvaal. In accordance with the spirit of the new ordinance, both Afrikaans and English were to be used as media of instruction in the Training Colleges. "Suitable steps, including the use of both official languages as media of instruction and such other measures as the Administrator may prescribe, shall be taken as will ensure that each candidate shall obtain the desired degree of proficiency in the use of both languages as media of instruction."³⁾ In accordance with Section 11(c) of the Ordinance, instruction was given through the medium of the second language, in certain subjects, in the Training Colleges of the Transvaal,⁴⁾ the students' proficiency in the use of the second language being increased still further by the granting of additional teaching staff.⁵⁾

The principle of promoting proficiency in the use of the other tongue by its use as a medium of instruction was destined to be but short-lived, however.

- 1) T.E.D. Director of Education's Reports 1918, 1934, pp. 67 and 26, respectively.
- 2) T.E.D. Director of Education's Report, 1932, 21.
- 3) Education Act (Language) Amendment Ordinance of 1945, par. 11(b).
- 4) T.E.D. Director of Education's Report, 1946, 4.
- 5) Loc. cit.

(f) Re-introduction of Single Medium (Mother-tongue) Instruction.

The Education Act (Language) Amendment Ordinance of 1949 abolished dual medium instruction. It does not specifically forbid the use of the second language as a medium of instruction in any subject or subjects, in the Training Colleges. It merely lays down that "up to and including Std. VIII or up to the highest limit of compulsory school attendance all instruction shall be given in the home language, with the exception of the other language as subject."¹⁾ A lecturer in any Afrikaans-medium Training College may therefore prescribe for his students, for extensive or intensive reading, such books written in English as he may deem necessary, even though he may teach through the medium of Afrikaans.

Opposed in principle to dual medium instruction for the sake of promoting bilingualism, the new ordinance aims at ensuring the required proficiency in the use of the second language in schools and Training Colleges mainly in the following ways: (1) The allocation of additional time to the teaching of the second language as a subject.²⁾ (2) The granting of a bursary to a pupil who has passed the final school examination and qualified in both languages "to a degree approved by the Director", so as to enable him to continue a course of study at an institution or class referred to in section 26 of the Education Act, 1907.³⁾ (3) The granting of a certificate to every pupil eligible for such a bursary.⁴⁾ (4) The awarding of a sum of money to a teacher who receives his first appointment to a permanent post, if he has attained the necessary proficiency in the use of

1) T.E.D. Circular No. 2 of 1950, B, Section 4(1), p. 8.

2) Education Act (Language) Amendment Ordinance, 1949, par. 3(2)(b).

3) T.E.D. Circular No. 2 of 1950. B. 3(2)(b), p. 7.

4) Education Act (Language) Amendment Ordinance, 1949, par. 13(b).

both official languages.¹⁾ (5) The withholding of promotion to a higher post, or of annual salary increments, from a teacher for lacking the required proficiency in both official languages.²⁾

3. The Problem of the Standard of English in the Training Colleges during these Changes.

The question now arises, what was the standard of English in the European Training Colleges of the Transvaal as a result of the changes, over the years, in the media of instruction? What is the standard of English in these institutions today?

It is obvious that the standard of English in the Training Colleges did not remain constant. While the Transvaal was a Crown Colony, English was the general medium of instruction (see p. 4), even though some of the first student-teachers enrolled had been taught at school through the medium of Dutch, and that in the days of Superintendent N. Mansvelt, whose attitude towards English was less liberal than many Afrikaners of those days desired.³⁾ It stands to reason that many of the students at the Pretoria Normal College were of Dutch extraction. In fact, the first resident student of the Pretoria Normal College was "Dutch", the term used in those days to designate the Afrikaner. "The Pretoria Normal College may be said to date from 2nd Sept., 1902, when the first student - a Dutch girl - came into residence."⁴⁾ According to a report issued in 1904, 95% of the students of the Pretoria Normal College were South Africans ("Africanders"); 50% were of Dutch origin, and the rest, with the exception of one German, were English.⁵⁾ The standard of the

1) Education Act (Lang.) Amendment Ord., 1949, par. 13(a)

2) Op. cit., par. 11.

3) Malherbe: Education in South Africa, 273 - 274.

4) T.E.D. Director of Education's Report 1903, 52.

5) " " " " " Nov., 1900 -
Feb., 1904, 138.

English of these early "Dutch" students could not, by and large, have been high, especially as also non-matriculated students were enrolled.¹⁾ As the years passed, however, the student-teachers recruited from the English-medium schools, established for "Dutch" and English pupils alike in the Transvaal, after the Anglo-Boer War, would have had all, or a very large percentage of, their school education through the medium of English (see 2(a) and 2(b), pp.3 - 4). English, however, did not take the place of the home language of the "Dutch"-speaking students. To credit them with the usual standard of English found in English-medium Training Colleges would thus be erroneous. Yet it is obvious that the English in the Training Colleges of the Transvaal, in the earlier years of these institutions, was of a standard infinitely higher than that of a foreign language, when we consider that the students were able, already before the Matriculation stage, to write their examinations through the medium of the English language, whereas in America, for instance, it is considered a normal achievement in a foreign language at the end of the four-year High School course if the pupil is able, among other things, to use orally and intelligently a limited stock of foreign words, phrases and sentences; to understand and enjoy the literature in the original and in translation; and to write the language with the aid of the dictionary and other helps.²⁾ As the effect of English-medium instruction in all the Transvaal schools and Training Colleges made itself felt more and more, the standard of English inevitably rose higher and higher until, in particular instances at any rate, the standard attained by the "Dutch"-speaking students must have compared very favourably with that of the English-speaking ones.

1) T.E.D. Director of Education's Report Nov., 1900 - Feb., 1904, 139.

2) Coleman: The Teaching of Modern Foreign Languages in the United States, 107 ff.

It is equally obvious that this standard, comparatively high as it was, could be maintained only as long as English remained the medium of instruction in the schools and training institutions. A decline, however slight, in the standard of English in these institutions, must have set in from the time of the Smuts Act (1907), according to which two subjects in the school could be taught through the medium of Dutch if the parent requested it, and in the spirit of which the students-in-training were given the right to take their examinations in geography and history through the medium of Dutch (see p. 5). The decline in the standard of English must have been even greater under the Rissik Ordinance, which allowed a wider choice of medium, i.e., either Dutch or English, or both Dutch and English in the schools, after Std. IV, and as a result of which Pretoria Normal College and Heidelberg Normal College ceased to be English-medium institutions, both Dutch and English being used from then on in the former, where the system of parallel classes was introduced, while in the latter Dutch became the preponderant medium of instruction (see p. 6). The decline in the standard of English must have been greatest after the introduction of Afrikaans medium in 1918 when three of the four Training Colleges became exclusively Afrikaans-medium institutions and the number of pupils taking Afrikaans medium in the schools started rising phenomenally (see 2d, p. 6).

An examination of the syllabuses of the past, for Primary Schools, High Schools, and Training Colleges, of the available examiners' reports, and of evidence from other sources, provides clear proof of the general decline of the standard of English as second language. An examination of the English syllabuses of the schools and of the examiners' reports on the English of the latter, in addition to a close scrutiny of the English

syllabuses of the Training Colleges and of the reports on their English, is thus essential, as the student at the training institution is but the product of the schools, where the initial level of the instruction in English in the Training College is largely determined. After all, the child is father of the man, as Wordsworth wrote. In the case of a short teachers' course, say of two years' duration, the standard of the work done in the Training College, especially in a cultural subject like the second language, is obviously dependent to a considerable extent on the general standard set and attained in the schools from which the students were recruited.

CHAPTER II.THE GENERAL STANDARD OF ENGLISH IN THE
TRAINING COLLEGES AS REVEALED IN THE
SYLLABUSES OF THE SCHOOLS.A. PRIMARY SCHOOLS.1. The Provisional Code of 1903.¹⁾

In the English syllabuses contained in the "Provisional Code" (see Appendix A.p. 397), no distinction was made between the needs of the Afrikaans-speaking pupil and those of his English-speaking class-mate. For both there was but one English syllabus, and that demanded mother-tongue proficiency in English.

For the Afrikaans-speaking pupil, this standard was obviously very high indeed. He had to learn to read and write English already at the infant school stage. This cannot be approved of in the light of modern educational theory and practice, according to which a child should have a reasonable command of simple English sentences and a relatively wide speaking vocabulary²⁾ before he is taught to read. The rate of progress required of the Afrikaans-speaking pupil or the "Dutch" pupil as he was called in those days, was very rapid. Within six years or slightly more from the time that English was an absolutely foreign language to him, the "Dutch"-speaking child in Std. V had to read, in that language, "clearly and intelligently from a continuous book, prose or verse, by a standard author; or from a collection of extracts, prose or verse, from standard authors; and, after perusal, any book of similar difficulty."³⁾ By dint of

- 1) Provisional Code of Regulations for Elementary Schools, with Schedules, 1903.
- 2) Gray: "The Nature and Organization of Basic Instruction in Reading." The Thirty-Sixth Yearbook of the National Society for the Study of Education. Part I. The Teaching of Reading, 83.
- 3) Provisional Code of Regulations for Elementary Schools, with Schedules, 1903.

diligent application, the pupil could, of course, have made sure beforehand that he had acquired the necessary proficiency in the reading of the set books. But more than that was required of him. He had to give proof of a high general standard of reading ability, for he was required to read, after perusal, from unprepared books of a standard of difficulty similar to that of the books prescribed. In short, a pupil in Std. V was expected to be able, within reason obviously, to read aloud with understanding a not inconsiderable field of English literature. The inclusion of analysis of simple sentences and the grammatical names of words in the English syllabus for Std. IV, and of simple parsing and more advanced sentence analysis in that for Std. V, points to the fact that it was assumed that at that early stage in the life of the Afrikaans-speaking child he had acquired mother-tongue proficiency, or something near it, in English, which is essential in order to deal intelligently with the abstruse facts of analysis of sentences, parsing, and the grammatical classification of words. To memorize passages from Shakespeare or Milton is a difficult task for an Afrikaans-speaking pupil in Std. VI, and also for an English-speaking pupil in this Standard, in the light of the prevailing South African usage not to prescribe even the lightest of Shakespeare's comedies before the Junior Certificate stage. And what applies to Shakespeare would certainly be no less true for Milton.

Whatever objections may be raised, on educational grounds, against this English syllabus for Afrikaans-speaking pupils, there is no reason to believe that the high standard set was altogether unattainable, at least by the abler Afrikaans-speaking pupils in the upper Standards of the Primary School, for all instruction was through the medium of English, so that every teacher, being a teacher in English, was also a teacher of English.

2. The C.N.O. Schools.¹⁾

The Standard of English set for the C.N.O. schools (see Appendix A.p. 399) was, judging by their syllabus, a good deal lower than that required in the Departmental Schools. The C.N.O. movement aimed at education founded on the past, on the religion, the language, the history and the culture of the conquered Afrikaner nation.²⁾ By the very nature of the movement, therefore, the medium of instruction was Dutch, then the so-called home language of the Afrikaner. English was taught as a foreign language in the initial stages of the pupil's career. The child's knowledge of this language was not forced by his having to work at, and ~~through~~ the medium of English all day long at school. Hence the pupil in Std. I in the C.N.O. School was still at a stage where he was beginning to acquire his limited experiential background of English by means of recitation, speech, and object-lessons, while the child in Std. I in a Departmental School was required to read "clearly and intelligently" from a simple reading book, do easy exercises in oral description, and write short sentences in answer to simple questions, besides memorizing and reciting a number of lines of verse. A similar difference in the standard of English in the two Std. VI syllabuses is apparent. According to the Std. VI syllabus for the C.N.O. Schools, the pupils were required to do the usual exercises in language, i.e., reading, spelling, and recitation, had to learn grammar and do parsing and analysis. Translation from and into English was included in the syllabus. The pupils in Std. VI in the Departmental Schools, on the other hand, were

1) Leerplan voor de Scholen voor Christelijk Nationale Onderwijs uitgegeven door de Commissie voor C.N.O., 1903, 6 - 7.

2)a. Coetzee: Onderwys in Transvaal 1838-1937, 96.

b. V.V.O.O.Z.A. Gedenkboek 1893-1918, Art. 3, Grondbeginselen; Art. 4, Doel, p. 11; p. 158.

evidently supposed to be past this level, and at a stage where they could advance their knowledge of the language on broader lines, while concentrating on English literature, memorizing poetry and studying the accidence and syntax of English generally.

The standard of English in the C.N.O. Schools must, however, have been comparatively high - higher at all events than that of a mere foreign language, for English was used in those schools as a medium of instruction too, and, what is more, a generous portion of the school time was devoted to the study of it. The total time devoted to the study of English, as a subject and also as a medium of instruction, ranged from 5 hours out of the 25 hours that constituted the school week, in Std. I, to 12½ hours in Std. V. In the latter Standard, for instance, writing, general history, geography and arithmetic could be taken through the medium of English. In Std. VI only 4 hours were devoted to English, the same as to Dutch, English evidently being taught, at that stage, as a subject only.

3. The Departmental Primary Schools in the Days of Lord Selborne.

The standard of English demanded from Afrikaans-speaking beginners according to the Provisional Code of 1903 was obviously impossible of attainment, in general, and the suggested syllabus for these little ones downright impracticable. The Selborne minute of 1905 confirms this view. In this minute it was recognized that the only language the "Boer child" knew, was "colloquial Dutch or Taal," and that learning was easier for him if he learned at first through the medium of that language which he understood.¹⁾ "This," the minute continues, "is recognized by the common practice in the schools where the majority of the children are of Boer parentage."

1) Lord Selborne's "Minute on Education," as published in T.E.D. Director of Education's Report, 1905 - 1906, 152 ff. (Appendix II).

Lord Selborne, however, did not favour a lower eventual standard of English in the case of the Afrikaans-speaking pupil. Mother-tongue instruction was the "Boer" child's right only in the initial stages of his school career, i.e., while he could not understand English. As soon as he was able to understand this language, it had to be used as a medium of instruction. English medium had to replace Dutch medium even before the Third Standard,¹⁾ although the teacher was given the right to use Hollands for purposes of explanation in cases where the pupil could not understand English.²⁾ In any case, the Afrikaans-speaking child had to pass the same tests as the English-speaking one: "A knowledge of English as prescribed for each standard shall be a condition of promotion from any standard to a higher one."³⁾

This high standard of English, viz. mother-tongue proficiency or something not far from it, demanded of the Afrikaans-speaking pupil by Lord Selborne, was un-educational, and a great hardship in the Transvaal, in the country districts of which, as Malherbe points out,⁴⁾ there were thousands of children who never heard a word of English outside the school. The course of subsequent events in South Africa, in the matter of English as a medium in Afrikaans-medium schools, proved Lord Selborne wrong.

4. The English Syllabus of 1909.

A more realistic approach to the problem of English in the case of the Afrikaans-speaking pupils was overdue. The Selborne minute and, especially, the syllabus for

- 1) Lord Selborne's "Minute on Education," as published in T.E.D. Director of Education's Report, 1905 - 1906, 152 ff. (Appendix II).
- 2) Op. Cit.
- 3) "Regulations Regarding the Constitution and Duties of Advisory School Committees and School Boards," par. 46, Director of Education's Report, 1905 - 1906, 162.
- 4) Malherbe: Education in South Africa, 330.

the C.N.O. Schools clearly pointed the way. The English syllabus that appeared in 1909 (see Appendix A.p. 456) was thus in closer touch with reality than any of its predecessors in Departmental Schools.

As the Smuts Act upheld the principle of initial mother-tongue instruction, authorized by Lord Selborne in 1905, the standard of English required for beginners, according to the syllabus of 1909, was much lower than that demanded in the Provisional Code of 1903. While the Afrikaans-speaking child in the Infant School, under the Code of 1903, was being taught to read and write English, the child taught on the lines suggested in the new syllabus (1909) was merely being familiarized with the sounds of English, and with simple words taught orally and in the practical way of the object-lesson. Reading was now started in Std. I, as in the C.N.O. Schools. According to the new syllabus, the level of English, in the lower classes of the Primary Schools where Dutch was the initial medium of instruction, had to rise rapidly, however, for after Std. III English was the only medium of instruction, in all but two subjects and Bible history (see p. 4), and after Std. IV the syllabus for Afrikaans-speaking pupils was the same as that for English-speaking ones. In fact, the syllabus for English-speaking and Afrikaans-speaking pupils was the same from and including Std. II, except in the case of reading in Stds. II and III. In the syllabus for Stds. II, III and IV it was stipulated, however, that the exercises set in English for Afrikaans-speaking pupils had to be of an easier nature than the corresponding exercises for English-speaking pupils. After Std. IV there appears no such concession in the syllabus.

The standard of the English of the Afrikaans-speaking pupils in the senior classes of the Primary School and the High School was thus undoubtedly very high still under

the Smuts Act. It could not but have been very near to that of English as a mother tongue, seeing that from and including Std. V the Afrikaans-speaking child did the same work in English as the English-speaking pupil and was, with certain reservations already pointed out, taught through the same medium, viz. English, from and including Std. IV. But the leeway was evidently too much for him to make up. This was officially recognized, so that a lower standard of attainment in English came to be accepted in the case of Afrikaans-speaking pupils: "There are two languages to be learnt, and the Code assumes that all pupils will learn them. One section of the pupils will learn English as a foreign language, and the other section will learn Dutch as a foreign language; and the requirements have been varied accordingly. Thus a distinction has been made between the schools where the medium of instruction is English and the schools where it is mainly Dutch in the lower Standards. In the former a lower standard of attainment in Dutch must be expected, and in the latter a lower standard in English. These are disadvantages which are unavoidable under a bilingual system,"¹⁾ reported the Director of Education.

5. The Rissik Ordinance.

The standard of English in the Afrikaans-medium Primary Schools of the Transvaal dropped still more as a result of Education Act (Language) Amendment Ordinance (Rissik Ordinance) of 1911, by which the use of English as a medium of instruction was decreased even further (see p. 5). Nevertheless, the standard aimed at remained the same, judging by the fact that it was not thought necessary to change the syllabus for English, the English syllabus of 1909 being reprinted as late as 1914.

1) Cf. Departement van Onderwijs, Transvaal. Lagere en Middelbare Scholen. Bepalingen en Leergangen, 1909, 2.

6. The English Syllabus of 1917.

In 1917 a new syllabus for English appeared. The same course had to be followed by both Afrikaans-speaking and English-speaking pupils, except in the Sub-Standards. The new syllabus was, except for minor changes, in reality but the 1909 English syllabus for schools where the initial medium was English. Under the new Regulations, a pupil could take Higher English or Lower English for the Primary School Certificate Examination (Std. VI) and the Secondary School Certificate Examination (Form IV), and at all the intermediate stages. The fact that there was a common English syllabus for all pupils did thus by no means indicate that the standard of attainment in English of the Afrikaans-speaking pupil was expected to be the same as that of the English-speaking one, as was the case under the Provisional Code of 1903.

As regards the standard of English expected from the Afrikaans-speaking pupils, the syllabus of 1917 was undoubtedly behind the times. A problem had meanwhile arisen, viz. the provision of an English syllabus that would meet the needs of those pupils who did not receive instruction through the medium of English. The latter was no longer the medium, entirely or at least in part, of all the pupils. By now there were children in the Transvaal who received all their instruction through the medium of Hollands. In the year that the new syllabus appeared, 41507 pupils were being taught through the medium of English, 35170 through the medium of Hollands, and 15760 partly through the medium of English and partly through the medium of Hollands.¹⁾ The standard implied in the English syllabus of 1917 was evidently not beyond those pupils who were taught through both English medium and Hollands medium. Their standard of attainment in English was without doubt comparatively

1) T.E.D. Director of Education's Report, 1917, 97.

high, though obviously lower than that of the pupils who received all their instruction through the medium of English. For those pupils who did not receive instruction through English medium at all - except while being taught English - there was no separate provision made. To expect that such pupils should follow the same syllabus as those who were taught wholly or partly through the medium of English was unsound pedagogy, in the light of modern practice in teaching a foreign language. Moreover, the fact that there was a common syllabus in English for all the pupils clearly indicates that those pupils who were taught entirely through Hollands medium were expected to attain the same proficiency in English as those who were taught partly through English medium and partly through Dutch medium. Both these groups of pupils had to write the same tests in English, viz. the Lower Grade English Papers set in the various Standards. Such tests could do justice to neither group. And the position became rapidly more untenable as the numbers of the group taught entirely through Hollands medium grew by leaps and bounds (see p. 6).

In short, the teaching of English to Afrikaans-speaking pupils and to English-speaking pupils in the Transvaal had come to the parting of the ways. It was no longer possible to teach English to the Hollands-speaking pupil, at least not in purely Hollands-medium schools, on the lines of the traditional syllabus for English where the latter is the mother tongue. A new approach to the teaching of English to the Hollands-speaking pupil had become imperative. And a further drop in the standard of English in the schools and the Training Colleges of the Transvaal was inevitable.

7. The Syllabus for Country Primary Schools, 1918.

This English syllabus (see Appendix A. p.411) was intended for the country schools, i.e., schools outside

urban areas, and in which the limited number of pupils often necessitated the grouping of more Standards than one under one teacher. Schools in small towns could, with the sanction of the inspector, follow the new course too. To facilitate teaching, the curriculum was divided, not into Standards, but into groups, of which there were three. Each group was taught as a whole, even though composed of two Standards, or more.¹⁾

The new English syllabus was, however, far more than a mere re-grouping of the work. It is the embodiment of fundamental changes in the aims and the principles of the teaching of English as a second language, and marks the beginning of a new era in the teaching of English in Afrikaans-medium Schools in the Transvaal. So far there had been a common English syllabus for Afrikaans-speaking and English-speaking pupils, as soon as the former had reached a stage where they could follow instruction in English. The prevailing practice had always been to teach English to the Afrikaans-speaking pupil by the general method used in teaching English as the mother tongue. Now both the common syllabus and this traditional general method of teaching English were abandoned in rural Afrikaans-medium schools.

In these schools a new syllabus, suited to the needs of the Afrikaans-speaking pupil, was introduced. According to this new syllabus, specific patterns of the English language, / such as the use of certain verb forms, tenses, pronouns, etc., had to be taught at various stages. This rearrangement of the subject matter obviously ushered in new methods of teaching. Whereas the real language itself, alive and as a whole, had formerly been presented to the pupil, dismembered portions were now drummed into his head. So he started, for instance, with the positive, negative and interrogative forms of the common verbs, in the Grades

1) T.E.D. Regulations and courses of Instruction for Country Schools, 1918, 5ff.

and ended up with the positive, negative, and interrogative of "will", "shall", "want to", "would", "should", "must", "had to", "ought", and "have" in Std. VI. Even as late as Std. VI the use of "as", "when" and "if" was acquired. Bit by bit the Afrikaans-speaking pupils' knowledge of English was now built up, and at every stage the child would, in all probability, have been ignorant of those patterns of language that were reserved for a later stage, if included in the syllabus at all. At any stage, the child's knowledge of English would thus have been but fragmentary, and the standard of his proficiency in that language correspondingly low.

English was no longer a living language in the Afrikaans-medium country school, the medium through which the child strove to convey his thoughts freely in speech and writing, the medium through which his teacher taught him, speaking to him freely on nearly all the school subjects - in short, the language through which the child transacted the business of his miniature world, the classroom. English had by now descended to the level of a mere subject in the rural schools.

8. The Primary School English Syllabus for the Towns.¹⁾

In the English syllabus for Primary Schools in towns, 1923 (see Appendix A.p. 424), provision was still made for the use of English as a medium, on the lines of the syllabuses of 1909 and 1914. English was to be gradually introduced as a medium, even as early as Std. I, where mental arithmetic could occasionally be given in English in those schools where arithmetic was taught above the Fourth Standard. By the time the Fourth Standard was reached, English medium might be used during half the school time and Afrikaans-medium during the other half, if the parent desired it. The practice

1) T.E.D. Regulations Governing Primary Schools for White Children, Town Schools.... 1923, 21.

of using English as a subsidiary medium of instruction in Afrikaans-medium Primary Schools was now nearing its end, however. The Director of Education mentioned that it had survived in a minority of schools only, and their number was decreasing year by year.¹⁾ The standard of English taught and attained in Afrikaans-medium schools in towns had obviously been declining too, and continued to do so.

9. The English Syllabus of 1929.

In this syllabus (see Appendix A. p.431) no mention is made of the use of English as a subsidiary medium of instruction in Afrikaans-medium schools. English was evidently taught in such schools as a subject only.

The standard of English aimed at for Afrikaans-speaking beginners was much lower, and the aims in this respect endlessly saner, than was the case in the Provisional Code of 1903, by which a "Dutch"-speaking pupil in Std. II, for instance, had to write "easy dictation," as well as sentences in answer to simple questions, whereas, according to the syllabus of 1929, the Afrikaans-speaking child in the same Standard was required merely to reproduce in writing, in answer to questions, what had been done first as oral exercises. The writing that a Std. IV Afrikaans-speaking pupil had to do in the days of the Crown Colony consisted of giving the substance of "an easy passage read by the scholar himself;" writing down a "complicated statement" in the form of simple sentences; and doing analysis of simple sentences. Over against this, the writing required of a similar pupil after 1929 consisted but of replying to questions. One is then not surprised that the 1929 English syllabus contains ample provision for verb drill, which is associated with the teaching of English as a second language,

1) T.E.D. Regulations Governing Primary Schools for White Children, Town Schools... 1923, 21.

on the lines of the syllabus for the country schools, 1918, for example; yet the syllabus for 1929 required, for Std. VI, synthesis and analysis of sentences, and a knowledge of the functions of all the parts of speech in a sentence - aspects of language teaching generally associated with the teaching of the home language.

Whereas the work in language, for Stds. V and VI, according to the English syllabus for Primary Schools in rural areas, 1918, was based largely on the intensive study of selected portions of the class reader, the corresponding course prescribed in English in 1929 was very general. A higher standard of English was evidently expected of the Std. V and the Std. VI pupils who were taught on the lines suggested in the syllabus of 1929. They were expected to have reached a standard of proficiency in English high enough to enable them to do independent work, such as taking part in class debates, doing exercises in original composition, describing their personal experiences and conversing on subjects of topical interest appearing in newspapers.

Though a lower standard of proficiency in English as second language had by now been recognized as inevitable, the final standard aimed at in the Afrikaans-medium schools, according to the syllabus of 1929, was high, even though the syllabus included also much elementary work in English, calculated to meet, specifically, the needs of the pupils who learned English as a foreign language; e.g., drill in the positive, negative, and interrogative forms of verbs in a class as advanced as Std. V. The standard of English aimed at in the English, Lower Grade, syllabus of 1929 may therefore be described as lower than that of the Provisional Code of 1903, higher than that aimed at in the English syllabus for country schools, 1918, and not very far below that required from pupils whose home language is English. It would seem that the aim of the 1929 syllabus was not so

much to maintain the then existing standard of English as a second language but rather to raise it.

10. The Present Syllabus in English, Lower Grade.

The syllabus in English, Lower Grade, in use at present (see Appendix A. p.435), may be regarded as a development of the English syllabus published in 1918 for use in country schools, except for the fact that in the present syllabus the oral approach is all important, whereas the provisions of the English syllabus for the country schools, 1918, made it imperative that the main emphasis be placed on the intensive study of the class readers. Both the present syllabus and that of 1918 are a departure from the old principle of rapidly extending the child's knowledge of English by the use of this language from some stage or other in his school career, as a medium of instruction or as a subsidiary medium of instruction, in an attempt to enable him to attain in it a standard equal or near to mother-tongue proficiency. According to both syllabuses, English is to be taught as a subject only, and mainly by presenting it to the pupil piecemeal.

The standard of English required by the present syllabus in English for Afrikaans-speaking pupils is that they should be able to understand ordinary spoken English; talk freely on any subject within the range of their experience and interests; read ordinary English; write ordinary English.¹⁾

The realization of even this modest aim is problematical, for the available means of teaching English in the Afrikaans-medium schools have their limitations. The latter are clearly brought to light by an examination of the present-day content of English, Lower Grade, and the methods of teaching English in these schools as revealed

1) T.E.D. Suggested Syllabuses for Grades - Std. VIII, 39.

in the syllabus (see Appendix A.p. 435). Certain verb patterns (persons and tenses) and the names of things belonging to the world of the child, together with other common words, are systematically introduced each year, and taught, mostly by the oral method, till mastery results. The oral exercises on the patterns of language introduced also serve for written work during practically the whole of the Primary School English course. The beginnings of the child's English culture are thus derived mainly from the controlled conversation exercises, i.e. drill in various patterns of English, and also from nursery rhymes and other forms of verse presented to him for memorization, or enjoyment only. As the child's English culture develops, it draws nourishment more and more from his reading, in school and independently. Once the pupil has taken to the literature of the English language, he may raise the standard of his proficiency in English to any height, especially if he grows up in a favourable environment. The opposite may very easily come about too, however. Seeing that the English language is presented to the pupil bit by bit, the little that he knows at any stage may be, for him, less of a culture and more of a jigsaw puzzle with many pieces missing. So, for instance, he has to wait till he is in Std. VI before he can acquire the use of so indispensable a construction as the passive, and of everyday verb forms like "might", "should have", "ought to have", etc. The reading and the necessarily limited free conversation in class may serve to fill the gaps in the child's knowledge of the language meanwhile, especially in the case of the bright pupil who is able to benefit by such experience. The average pupils, and those generally less apt at languages, are not likely, however, to derive the same benefit from these activities. The numerous gaps in their knowledge of English, pending the introduction of the missing pieces at a later stage, may be such an

impediment as to discourage them from attempting to use whatever English they may know. The ordeal of standing up during a conversation lesson, straining at a foreign language, making rather many mistakes, and being corrected in the presence of their class-mates, may easily be more than even normally sensitive children can face. In short, reading and speaking English may be so fruitless, laborious, and even humiliating a task to many children that they may avoid them like the plague, especially as they have a language of their own that they can use very effectively. A vicious circle may result. The weaker the English of the pupil, and the less the integration of the words constituting his vocabulary, the less will he be inclined to speak, and read, English, and thus he deprives himself of the chief means of attaining the required proficiency in English.

B. SECONDARY AND HIGH SCHOOLS.

1. Early Organization of Secondary Education.

In the days of the Crown Colony, secondary education was given in the High Schools, of which, at the end of 1903, there were 5, with a combined roll of 721 pupils,¹⁾ and also in the Secondary Schools in rural towns, like Ermelo, Germiston, Klerksdorp,²⁾ etc. The classes in the High Schools were organized as follows:- There were eight Standards or Forms: Form I, II, III, L(Lower)IV, U(Upper)IV, LV, UV, and VI, corresponding to the ages of 10, 11, 12, 13, 14, 15, 16 and 17 years respectively. The standard required for admission to these schools was "a standard in reading and writing and arithmetic approximately equal to that of Std. III of the Elementary Code."³⁾ All

1) T.E.D. Director of Education's Report, 1903, 38.

2) Op. cit., 35.

3) Education Department, Transvaal. Regulations in regard to Government Secondary Schools, with Schedules, 1903, 1.

the pupils in Form Lower V had to be entered for the Lower Certificate Examination and those in Form VI for the Leaving Certificate Examination, at the end of the particular school year. The standard of work in Form Upper V was that of the Matriculation Examination of the Cape of Good Hope.

2. The English Syllabus in the Days of the Crown Colony.

The standard of English in the High Schools of the Transvaal, during the years when the Transvaal was a Crown Colony, was high, according to the syllabus, even for English-speaking pupils, let alone Afrikaans-speaking ones, who had to follow the same courses and write the same papers as their English-speaking friends. According to the "standards of examination" laid down in the Provisional Code and the Regulations for Secondary Schools, both of 1903, (see Appendix A.pp. 397 and 453), a pupil had to be able, already at the Std. V stage, to read "clearly and intelligently" from a prepared book of prose or verse by a "standard author", and from an unprepared book of a similar standard of difficulty. As the syllabus stood, it was possible for an examiner to fail even an English-speaking pupil for not having grasped sufficiently the contents of the passage read. Especially in the case of the less bright pupils the reading test could not but have been a serious obstacle to passing the English test as a whole. No mean test thus for the English-speaking pupil, the reading test was obviously of a very high standard of difficulty for the average "Dutch"-speaking pupil. The reading test set a pupil in the Lower Certificate Examination was of a correspondingly high standard, when one considers that it was based on unprepared material selected from authors ranging from the early twentieth century right down to the time of Shakespeare. For the average "Dutch" pupil who had to contend with a language not his own, with its modern forms or even its archaic forms, and who had to struggle to understand not

only the contemporary life and conditions prevailing in a strange land but also those existing there in the dim perspective of ages gone by, the standard seems well-nigh impossible of attainment. The amount of poetry to be memorized was quite in keeping with the high standard of reading required. To demand the memorizing of a thousand lines of English poetry, or something near that figure, and to include at the Std. VI stage Milton and Shakespeare, suggests an intensity of effort indicating a very high standard, even if the amount of verse set for memorizing was spread over more than one year.

The Matriculation syllabus in English of the University of the Cape of Good Hope (see Appendix A. p.454) was the traditional one for English-medium schools. It included spelling, composition, the correction of sentences, paraphrasing, analysis of sentences, parsing, the derivation of words, and the study of two prescribed books, one in prose and the other in verse. From the point of view of the "Dutch" pupil, the standard of proficiency in English required by such a syllabus was very high. No separate provision was made for him as regards the subject matter to be taught him, the method by which it was to be taught, or the required standard of attainment. The correction and analysing of sentences, the parsing of words and paraphrasing of passages demand ever so much more than the application of mere skills that can be acquired by much practice and cramming. They require, above all, a highly developed feeling for, and a very good command of English. These could hardly have been expected from the "Dutch" pupil in the same measure as from the English-speaking one. Yet the former had to be taught and tested in the same way as the latter. No provision was made for an easier examination for the "Dutch" pupil. During the school course and in the examination it was, for him, a case of sink or swim!

High as this required standard undoubtedly was for the "Dutch" pupil, it was not altogether beyond his reach, for the medium of instruction in the High School was English.

3. The Standard of English in the Early Secondary Schools.

In the early years of the existence of the Secondary Schools proper - the High Schools were also sometimes called "Secondary Schools" - the standard of their English may have been lowered somewhat by the lean years through which they were passing in their infancy. According to a report of a committee of inspection,¹⁾ the Secondary Schools were, in and before 1904, secondary in name only; the pupils left at an early age; the attainments of "many of the older children" on entrance was but low; the school roll was small, so that most of the Secondary Schools were unable to afford more than three teachers;²⁾ there was an absence, in some cases, of any demand for secondary education. It may be taken for granted, however, that the standard of English in these schools did not suffer to any great extent under the circumstances, owing to the fact that English was the medium of instruction, which gave the subject itself a powerful impetus, a fact clearly perceived and duly pointed out by the Committee; "In connection with the teaching of English it should be remembered that almost every lesson, whatever the subject, is a language lesson."³⁾

1) Recommendations Respecting the Development of the Government Secondary Schools of the Transvaal, other than High Schools, by a Committee of Inspection appointed by the Director of Education. December, 1904, 1.

2) Op. cit., paragraphs 1 and 6.

3) Op. cit., 6.

4. The Standard of English under the Smuts Act, up to 1911, as revealed in the Syllabuses of the High Schools.

(a) Organization of the Classes of the High School.

The High School Course was now of 5 years' duration, and the school was divided into 5 Standards or Forms: Forms I - V. Form I corresponded to Std. VI of the Primary School.¹⁾ Two preparatory classes, corresponding to Stds. IV and V of the Primary School and following the corresponding courses of the latter, could be attached to any High School. Pupils in Form Five of the High Schools could enter, inter alia, for the Matriculation Examination of the University of the Cape of Good Hope and the General Part of the examination for the Teachers' Third Class Certificate.²⁾

(b) The English Syllabus for the School Certificate Examination (Form IV), 1909, and of the Matriculation Examination of the University of the Cape of Good Hope, 1908 - 1909.

A scrutiny of the new secondary syllabuses for English, followed in the High Schools (see Appendix A. P.455), reveals no lowering of the final standards of English. Whatever departures there were from the provisions of the Lower Certificate English syllabus of 1903 reveal a move towards sounder principles of language teaching rather than a drop in the standards of English in the High Schools of the Transvaal. The Std. V, VI and VII English syllabuses of 1909 (see Appendix A. p.456) were of the usual standard found in English-medium schools. The field of the subject matter on which the oral reading test of the former Lower Certificate Examination had to be based was now narrowed, "suitable passages" being specified, and the expressed right of the examiner or others to select authors as far back as Shakespeare does not appear in the syllabus any more.

1) T.E.D. Primary and Secondary Schools. Regulations. Courses of Instruction, 1909, 76.

2) Op. cit., 78.

The amount of poetry which had to be memorized was reduced from 1000 lines to 300 lines. It was now specified that the passages selected had to be suited to the age and mental development of the pupil.

No reference is made to an examination in English on the Lower Grade.

The course in English for the Matriculation Examination of the University of the Cape of Good Hope (see Appendix A. p. 455), showed no material change. Hence it may be assumed that the standard of English in the High Schools of the Transvaal, under the Smuts Act, remained more or less unaltered, even though the Leaving Certificate of the Transvaal was abolished. Yet the Smuts Act was the beginning of the end, in its effect on both the use of English as the general medium of instruction in Afrikaans-medium schools in the Transvaal and the resultant high all round standard of English in this Province.

5. The Standard of English in the High Schools from 1912 to 1919.

(a) The Matriculation Syllabus of 1912.

A Lower Grade English Paper was included in the Matriculation Examination of the University of the Cape of Good Hope in 1912, and in subsequent years. In and after that year a student could choose between an English A Paper and an English B Paper (see Appendix A. p. 465).

The standard of English required from the Afrikaans-speaking candidate in the Matriculation Examination of the University of the Cape of Good Hope, in those days the leaving certificate of the Transvaal and "the passport to several professions,"¹⁾ including the teaching profession, had now unquestionably been lowered. Thus also in the final examination of the High School had

1) T.E.D. Monograph on the Curricula of Schools for General Education, 1913, 134.

a lower standard of attainment in English by the Afrikaans-speaking pupil come to be regarded as inevitable. A comparison of the English syllabuses of the Matriculation Examination from 1912 onwards with those of the years before 1912, and especially with that of the School Certificate Examination, 1909 (see Appendix A. p.455f), reveals at a glance that the quantum of English demanded from an Afrikaans-speaking pupil at Matriculation had by 1912 shrunk very much indeed.

Notwithstanding the introduction of an English B Paper by the University of the Cape of Good Hope in 1912, and of full Dutch-medium instruction, if the parent wished it, by the Rissik Ordinance of 1911 in accordance with the South Africa Act, the standard of attainment in English by the Afrikaans-speaking pupils of the Transvaal was, however, still comparatively high during the second decade of the century. The English syllabuses of 1909, with but slight alteration, were still operative in 1913,¹⁾ and very many pupils in the High Schools were by their own choice still having English medium: "In the majority of these schools (High Schools) English is the sole medium, with the exception, of course, of the modern language lessons. In the two Pretoria schools parallel classes in history and geography are formed, one section having the English medium and another the Dutch medium."²⁾

(b) The English Syllabus of 1917.

The standard of proficiency in English required of the Afrikaans-speaking candidates for the Matriculation was high, according to this syllabus, even though provision was still made for a Lower Grade English Paper (see Appendix A. p.408). These Afrikaans-speaking candidates had been trained in accordance with the provisions of

1) T.E.D. Monograph on the Curricula of Schools for General Education 1913, 48 ff. and 118 ff.

2) Op. cit., 38.

a full-blooded traditional English syllabus, and were evidently quite strong enough in English to benefit by such instruction. After all, many Afrikaans-speaking pupils in the High Schools of the Transvaal were still being taught, wholly or in part, through English medium. In 1918 there were 23075 children who were taught through both English medium and Dutch medium, or English medium and Afrikaans medium. The number taught entirely through English medium or English medium together with Afrikaans or Dutch medium was 65583. Only 33885 pupils were not taught through English medium at all, receiving all their instruction through the medium of Dutch or Afrikaans (see p. 6), except in the teaching of English as a subject, of course. Furthermore, all, or nearly all, the candidates in the Matriculation Examinations during the second decade of the century had received some instruction through English as a subsidiary medium in the early stages of their school career, the Rissik Ordinance which gave the parents the right to choose the medium above Std. IV having come into force only in 1912.¹⁾ In any case there was no immediate switch-over from English medium to Dutch medium after the Rissik Ordinance had come into force, in the light of the Director of Education's statement in the Monograph on the Curricula of Schools for General Education, 1913, that English was the sole medium of instruction, with the exception of modern language lessons, in the majority of High Schools (see p. 34). Supplemented by a useful reading list supplied in the Regulations to provide, to some extent, the necessary background of English culture, the English syllabus of 1917 thus reveals a high standard of proficiency in English on the part of the Afrikaans-speaking Matriculants of those days.

1) T.E.D. Monograph on the Curricula of Schools for General Education, 1913, 25.

6. The Standard of English in the 1920's.(a) Change in the Organization of the Examination System.

A change took place in the organization of the examination system of the Transvaal, the Transvaal Secondary Certificate, which consisted of two parts, i.e., Stage I (Fourth Form) and Stage II (Fifth Form), replacing the old Matriculation Examination of the University of the Cape of Good Hope from 1920, when Stage I of the new Transvaal Departmental Examination was written for the first time, duly followed by Stage II in 1921.¹⁾

(b) The English Syllabus for the Transvaal Secondary School Certificate Examination, 1921.

In the light of this syllabus, the standard of English required of the Afrikaans-speaking pupil at the end of his High School course was now but low. In any High School that carried out the provisions of the syllabus to the letter only, he had done but two English prescribed books, of which even that one taken in his final year had to be an "easy prose work" (see Appendix A. p. 466), as against the English-speaking pupils' four plays by Shakespeare, six further prescribed books - ten books in all, and a period of English literature as well.²⁾ At the end of the penultimate year of his Secondary School course the Afrikaans-speaking pupil was evidently not deemed fit yet to write an English composition, judging from the fact that independent composition is not mentioned in the English syllabus for Stage I, a feat reserved for the Afrikaans-speaking High School pupil in his final year, though but a meagre thirty lines of such composition were expected from him even then. The fact that the Fourth Form Afrikaans-speaking pupil was expected merely to be able to speak on topics connected with school or home life, which are

1) T.E.D. Director of Education Report, 1921, 20.

2) T.E.D. Transvaal Secondary School Certificate Handbook, 1921-22, 11f.

usually treated ad nauseam in the Primary School, shows how the standard of English had fallen since the days of the English syllabus for the School Certificate Examination (1909) which aimed at "the art of easy and lucid speech, both conversational and more continuous, and the ability to describe events, and to reproduce, explain and comment on the matter recited and read" - in the latter case without previous preparation, be it noted. The 300 lines of English literature prescribed so far for memorizing (see Appendix A. p.455) were whittled down to 200. Furthermore, the translation, which featured so prominently in the Transvaal Secondary School Certificate course, reflects the barren Classical Method at its dreariest, and would certainly not have aroused in the pupils the necessary enthusiasm, without which the attainment of a high standard of proficiency in English is impossible. The final course in English B for the Transvaal Secondary Certificate looks most anaemic when compared with the full-blooded course in English for the old School Certificate Examination (Form IV) of 1909 onwards, which required the study of two standard works of literature; the study of the outline of the history of the English language; analysis of sentences; and so on. Even though the study of the history of the English language and the doing of analysis, parsing, etc., do not directly contribute to the acquisition of proficiency in English, in the case of the Afrikaans-speaking pupil especially, their inclusion in the syllabus indicates the high level of the pupils' knowledge of English in those days. In one respect the new syllabus was an improvement on the Matriculation syllabus for English of the University of the Cape of Good Hope, viz. by making provision for practice by the pupil in oral English.

(c) The Suggested Syllabus in English in the Intermediate Schools, 1923.

The purpose of these Intermediate Schools was to afford post-primary education to pupils unable or disinclined to take the Matriculation Course. The subjects of these schools were thus limited in both number and content, and were intended to be of as practical a nature as possible. In view of the nature of these schools and the kind of pupil attending them, the syllabus for English (Appendix A.p. 468) required far too high a standard of attainment. The course in English was far too difficult for Afrikaans-speaking pupils in Std. VII and Std. VIII, for it included works by Shakespeare and Dickens, Tennyson's "Idylls of the King", and the study of the History of the English language. Compared with the almost elementary contemporary English B. Syllabus for the Transvaal Secondary School Certificate Examination; the syllabus for English in the Intermediate School is in many respects of a surprising standard of difficulty. No reference is to be found in the syllabus to a Lower Grade course in English, but it was specifically stated that the course in Afrikaans had to be simplified for pupils whose home language was English.¹⁾

7. The Modern Period.

(a) The Approximate Date.

It may be assumed that the position in regard to English as a second language in the schools of the Transvaal was becoming stabilized towards the end of the third decade of the present century. By that time English had been taught for several years in the great majority of the schools of the Transvaal as a subject only, i.e. without its being used as a medium of instruction in any school subject except, of course, in the teaching

1) T.E.D. Regulations Governing Primary Schools for White children (Town Schools), including the Code or Courses of Instruction to be followed therein, together with Instructions and Suggestions with regard to the Courses for Intermediate schools, 1923, 67.

of the English language itself. In 1919, 45351 pupils were taught ^{through} English medium, 32130 through Afrikaans medium, 7671 through Dutch medium, 11783 partly through Afrikaans medium and partly through English medium, and 8047 partly through Dutch medium and partly through English medium.¹⁾ In 1930, 55103 pupils were taught through English medium, 77295 through Afrikaans medium, 179 through Dutch medium and 8235 partly through Afrikaans medium and partly through English medium.²⁾ In 1940, the figures were 57882, 109033, 0, and 4660,³⁾ respectively, for English medium, Afrikaans medium, Dutch medium, and partly Afrikaans medium and partly English medium. It may thus be taken for granted that towards the early 1930's both the content and the general standard of attainment in English as second language had either reached, or were not far from reaching, a comparatively constant level in the inevitable and gradual decline of English since the days when it was used as the only medium of instruction in the schools of the Transvaal (except in the teaching of Dutch and Bible History to Afrikaans-speaking children), or as a subsidiary medium of instruction in a fairly large percentage of subjects.

The modern period in the teaching of English in the schools of the Transvaal may thus be regarded as dating, roughly, from about the year 1930.

(b) The Transvaal Junior Certificate.

(i) Change in the Examination System. The Preliminary stage of the Transvaal Secondary School Certificate was replaced by the Transvaal Junior Certificate, to be taken at the end of the Third Form Course. At the end of 1932 the first examination for the Transvaal Junior

1) Director of Education's Report, 1919, 59.
 2) " " " " , 1930, 31.
 3) " " " " , 1940, 36.

Certificate was held.¹⁾ No statistics in connection with Stage I of the Transvaal Secondary School Certificate Examination appear in the Director's Reports after 1931.

(ii) The English (Lower Grade) Syllabus for the Junior Certificate Examination, 1938. The standard of English aimed at in this syllabus (see Appendix A. p.474) is relatively higher than that of the English syllabus for the Transvaal Secondary School Certificate Examination, Stage I, of 1921-1922, as the former required the reading in class of at least two prescribed books, and the reading at home of at least three additional books, as against the solitary English book prescribed for the Transvaal Secondary School Certificate Examination (vide Appendix A. p. 467). The writing of independent English composition, not asked for in the Transvaal School Certificate English syllabus, featured in the Junior Certificate English B. syllabus even for Std. VII. Translation, the leaden soul of the old Transvaal Secondary School Certificate syllabus, was mercifully absent from the syllabus for English of the Junior Certificate Examination, which would suggest that English was now being taught less by the Classical Method and more by the Direct Method, in which case some improvement in the standard of it was inevitable.

(iii) The Junior Certificate English (Second Language) Syllabus of 1948. In this syllabus (see Appendix A. p. 477) ample provision is made for extensive reading, and the memorization, of both prose and verse. A fine scheme for written work is suggested, leading up, from such exercises as the completion of sentences, the combining of sentences, the writing of a connected passage, and so on, to the co-operative writing of continuous

1) T.E.D. Director of Education's Report, 1932, 93.
Also: Coetzee: Onderwys in Transvaal 1838-1937, 173.

stories and serials. In general, the syllabus is a very enlightened one, encouraging initiative and self-activity on the part of the pupil, and suggesting a goodly variety of learning situations that may be exploited by the teacher. Yet the standard of English in the Afrikaans-medium schools, as revealed in the syllabus, is not high. The standard of proficiency of pupils who, at the Std. VII stage, have still to be drilled in the use of the tenses, and who only at this late stage in their school career are to become acquainted with such everyday verb forms as "might", "should have", "ought to have", "could have", "might have", and "would have", cannot be high. Even at the Std. VIII stage it is thought essential that all controlled conversation should begin with sound-drill. The standard of English revealed by the syllabus is thus but a modest one. And small wonder, for the delayed introduction of some patterns of English indispensable to the pupil at every stage, such as the verb forms mentioned above, would all along hamper very seriously the growth of the average pupils' knowledge of English by his use of the latter in everyday conversation, and even in private reading.

(c) The Modern English (Second Language) Syllabus for the Senior School Certificate Examination.

All the English syllabuses for High Schools since the 1930s have a common character, though it stands to reason that they differ from one another in many respects; e.g., the present syllabus (see Appendix A.p. 482) makes provision for a comprehension test whereas no such provision was made in the syllabus that appeared in 1934 (see Appendix A.p. 471). The English (Lower Grade) syllabuses that appeared during the past twenty years have one feature in common, viz. they lack some of the things that have always found a place in the traditional English syllabus for English-speaking pupils, such as analysis of sentences, the study of literary forms and of

prosody. They lay down for study the essentials of the English language, spoken as well as written.

A comparison of the modern English syllabuses with those of the past, when English was still a widely used medium of instruction also for Afrikaans-speaking pupils, will thus not reveal a serious drop in the standard of English required in the present-day Afrikaans-medium High Schools of the Transvaal, even though the modest standard of English required in the English Lower Grade Examination for the Transvaal Secondary School Certificate is clearly indicated by the following phrases occurring in the syllabus: "simple additional questions;" "a series of simple questions;" "five simple separate questions;" "a means of discovering a candidate's capacity to use English simply, clearly...." On the other hand a comparison of modern Transvaal Secondary School Certificate Examination Papers in English, Lower Grade, with past Matriculation English Papers, would throw considerable light on the standard of English now and in those far-off days, an examination paper being a fair indication of the standard of attainment required of the candidates. In Section 8 below the English Papers for the Matriculation Examination, 1909, are compared with the English, Lower Grade, Paper for the Transvaal Secondary School Certificate Examination, 1950. Representative portions of these Papers appear in Appendix B. p. 505 ff.

8. Comparison and Conclusions.

The comprehension test set in 1950 (Q.1) is sheer child's play in comparison with its counterpart in the Paper of 1909 (Q. 8 and Q9). No average Matriculation candidate of these times can possibly fail to gather the full meaning of so simple a passage, dealing with an everyday topic in such easy and direct language, as was set in 1950. Even at the risk of labouring the

obvious, one cannot help pointing out that it is a clear testimony to the weakness of the modern candidates on the whole when, in simple questions on so easy a passage, the way is further smoothed for them by allowing them merely to quote the relevant portion of the passage if they should find the task of rendering it in their own words above them (the English Paper of 1950, Q.1 iid). Would such candidates be able to follow, absorb and reproduce in their own words, the flights of thought and the range of language contained in the passage quoted in Questions 8 and 9 of the First Paper of 1909?

A comparison of the questions on "grammar" (language in general) throws much light on the present standard of English in Afrikaans-medium schools. The English Paper of 1909 contains four "grammar" questions of a high standard of difficulty. The purpose of such questions is to discover a candidate's command of English in general from the degree of proficiency which he shows in dealing with a number of specified forms of the language selected to constitute the test. The present Transvaal Matriculation English B candidates, however, doing only one "grammar" question, elementary and never carrying more than 15 marks, are not presented in a corresponding way with a goodly selection of existing patterns of language of which they have to show a fair knowledge in order to prove that they have the required command of English to pass the test.

The topics set for the letter and the essay in 1909 are far more advanced, and make much ^{greater} demands on the candidates as regards knowledge of the English language, than the topics set for the letter and the essay in 1950. The setting, in the English Paper of 1950, of a subject like a description of a dwelling, reveals the low standard of proficiency of the modern candidates, the rooms of the house and their furniture and fittings being effectively drilled into pupils already at the Grades Stage, with

models of houses and furniture as aids.

The questions on the prescribed books show a corresponding disparity in the standards of English, Second Language, of today and of long ago, simple answers on the contents of the books being all that is required of the Afrikaans-speaking candidates these days.

The present standard of the English of the Afrikaans-speaking pupils in their final year is indicated by the following undeniable facts:- They are set but a simple paper of a standard far below that of the days when English alone used to be the medium. It cannot be said that they are required to show their knowledge of the language, in general, in questions where they are asked point blank to use, or otherwise show an understanding of, certain specified words or expressions, or forego the marks, even if this causes their failing the whole test or contributes largely to eventual failure. They can pass the English test on their knowledge of the prescribed books and on the satisfactory use - whatever the limits of the elastic phrase "satisfactory use" may be - of such English as they may know or display in dealing with simple questions. They have thus no pressing need to acquire a wide, general use of English. They may therefore pass their test in English with but a low standard of proficiency in this language, whatever their actual symbols obtained in English in the Secondary School Certificate Examination may be.

CHAPTER III.THE GENERAL STANDARD OF ENGLISH IN THE TRAINING COLLEGES AS REVEALED IN THE SYLLABUSES OF THE COLLEGES THEMSELVES.1. Early Courses Offered.

According to the report of the first Director of Education, Mr. E.B. Sargant, State Normal Schools were started in both the Transvaal and the Orange River Colony soon after the end of the Anglo-Boer War. In the Transvaal the first group of students were admitted to the Normal College of Pretoria on 2nd September, 1902.¹⁾ The entrance qualification, at this College, for the T.3 course, was the Leaving Certificate of the Transvaal, or Matriculation, or the Lower Certificate of a Secondary School.²⁾ In order to enter for the T2 course, a student had to possess the Intermediate Certificate of the University of the Cape of Good Hope, or its equivalent, or the Leaving Certificate of the Transvaal.³⁾ The duration of each course was one year. Revised Normal College regulations were issued later. These made provision for two courses for the T.3 Certificate. One was a two years' course for non-matriculated students, the first year being devoted to work of a general academic nature, and the second year to purely professional training. The other course was a one year purely professional one for students who had already matriculated.⁴⁾ Certain teachers in service were also eligible for the T.3 and T.2 Certificates. For the former certificate were eligible those who had one year's service and were recommended by an inspector of schools or a principal of a school, or had a licence to teach; for the latter

1) Transvaal and O.R.C.: Director of Education's Report, Nov., 1900 - Feb., 1904, 27 and 138.

2) T.E.D. Director of Education's Report, 1903, Appendix O, 127.

3) Loc. cit.

4) T.E.D. Director of Education's Report, January - June, 1905, 15.

were eligible those who had four years' teaching experience, held the Intermediate Certificate, had been registered at the Normal College for one year, or had two years' teaching experience, the B.A. degree and had been registered at the Normal College for six months.¹⁾ Heads of High Schools, assistants in High Schools and such principals of Primary Schools as had six years' experience and were holders of the Second-class Certificate, were eligible for the First Class Teachers' Certificate (T.1), on presenting a thesis and submitting proof of a year's travel overseas.²⁾ The T.1 Certificate does not fall within the scope of this study.

2. The English Syllabus of the T.3 Examination, 1905.

In the days of the Crown Colony, the standard of English required of the "Dutch" students-in-training was very high, judging from the syllabus (see Appendix A. p. 485). The syllabus in English as an academic subject contained everything that is usually found in the traditional Matriculation syllabus in English, Higher Grade, such as analysis of sentences, parsing, the derivation of words, the substitution of words, phrases and clauses of equivalent function, and the study of literary works in prose and verse.

The syllabus in English as a professional subject indicates a high standard too (see Appendix A.p. 485, Part I). In order to pass his examination, the "Dutch" student had to read, after perusal, passages from unprepared books by any author as far back as the time of Shakespeare; to recite 200 lines of poetry and fifty lines of prose of an approved standard; to write from dictation an unseen passage; and to do oral and written composition.

1) T.E.D. Director of Education's Report, 1903, 128.
3) Op. cit., 129.

A further indication of the high standard of English required from student teachers in those days is the difficulty of the English Papers set in the examination for admission to the First Year T.3 Certificate course. The syllabus for this entrance examination included reading, dictation, and paraphrasing, from the prose work set for the Matriculation Examination, together with questions on the subject matter and the language of the book prescribed, and also an essay on a general topic. Here are a few extracts from the English Paper set in October 1906. These extracts are representative of the general standard of the whole paper. The paraphrase starts as follows:¹⁾ "Large promises, smooth excuses, elaborate tissues of circumstantial falsehood, chicanery, perjury, forgery, are the weapons, offensive and defensive, of the people of the lower Ganges. All these millions do not furnish one sepoy to the armies of the Company..." The passage further contains such words and expressions as "usurers," "sharp legal practitioners," "placable," "enmities," "prone to," "pertinacity," and other words of this ilk. The passage for dictation contains such words as "vegetation," "cocoa," "Mogul," "thatched," "peasants," "tracery," "mosque," "gaudy," "devotees," "canopies," "gorgeous," "palanquin," etc. The essay is on general subjects such as a journey from Cape Town to Pretoria, and the value of newspapers. No less than six questions had to be answered on the prescribed book, Macaulay's "Essay on Warren Hastings," the general difficulty of which is well illustrated by the passage and words quoted above. If this was the standard of English required of candidates for admission to the First Year T.3 course, the standard of English at the Normal College, Pretoria, must have been very high indeed, even if allowance is made for the fact that the English test

1) Education Department, Transvaal. The Normal College for Men and Women Students, Sunnyside, Pretoria, 1907, Appendix II.

was based wholly on the book prescribed for that particular year, except in the case of the essay.

This high standard of English demanded of the "Dutch"-speaking student-teachers is all the more remarkable in view of the fact that at first great difficulty was experienced in finding suitable student-teachers to enrol, owing to the ravages of the Anglo-Boer War also in the field of culture. The "effect of the war had been to produce an appalling gap in the higher education of the previous three years."¹⁾ Some of the "Dutch" students of the Pretoria Normal College in the earlier years of its existence, were so weak in English that they had to be "drilled in English composition."²⁾ Being transplanted, however, into the environment of the English medium Normal College, led to rapid improvement in the English of these students, apparently: "Some of the students from the rural districts also find much difficulty during the first three months with the English language as the medium of instruction. But, generally speaking, their linguistic progress is very marked."³⁾

The fact that the Pretoria Normal College could, but a few years after these conditions had been prevailing, set an entrance examination in English of the high standard revealed in the English Paper quoted above, shows how rapidly the standard of English in the College was rising, and how high it must have been when the cumulative effect of English-medium instruction in both the schools and the Normal College was making itself felt more and more.

The fact that the T.2 course was wholly professional (see Appendix A. p. 486) further reveals that a very

- 1) Transvaal and O.R.C. Director of Education's Report, Nov. 1900 - Feb. 1904, 27.
- 2) T.E.D. Director of Education's Report, January - December, 1903, 56.
- 3) Transvaal and O.R.C. Director of Education's Report, Nov., 1900 - Feb., 1904, 139.

high standard of English was required to pass the English Papers set for the T.3 Examination. Those who planned the teachers' courses in those days obviously intended that any teacher who had obtained his T.3 Certificate should be fully competent to teach English, and use it as a medium of instruction in whatever subjects he might be qualified to teach. It would thus not have been necessary to include English in the T.2 course, so that students taking this course might be able to concentrate on the philosophical bases of education. Whether this high standard of English revealed by the two teachers' courses, taken as a whole, was generally reached, in the case of the Afrikaans-speaking students, is doubtful, especially in view of the fact that academic subjects, including English, were eventually introduced into the T.2 course.

3. The T.3 and T.2 Syllabuses in English, 1909.

(a) The Inclusion of English in the T.2 Course.

Several years elapsed before the T.2 course included languages. In the syllabus appearing in the prospectus of the Normal College of Pretoria, 1907, the T.2 course was entirely professional. Languages, i.e. Dutch and English, do appear in the T.2 course introduced in 1909 (see Appendix A. p.487).

(b) The Standard of English as Revealed in the T.3 and T.2 Syllabuses in English, 1909 (see Appendix A. p.487).

The institution of the Lower Grade English course for the T.3 Certificate and the T.2 Certificate, in 1909, is by no means an indication that the standard of proficiency required of the "Dutch" student-teachers had been lowered. On the contrary, the cumulative effects of the English-medium instruction must have become strongly felt by 1909, and after, so that even those candidates who were too weak to attempt the High Grade English

Paper must yet have attained a comparatively high degree of proficiency in English, seeing that they were taught through the medium of English, and actually wrote their examination in that language, in all but geography and history in the T.3 Examination. These two subjects could be written in Dutch if the candidate desired to do so.¹⁾ The following pronouncement by an examiner of those days is a testimony to the command of English of those Afrikaans-speaking candidates who took the T.3 Examination in 1911: "The mistakes [of the candidates] were not those which would be natural to a person writing in a language not his own, because lack of vocabulary was scarcely noticeable; the mistakes seemed due rather to a habit of careless speech..."²⁾ Sight must not be lost of the fact that these were the weaker candidates. Ever so many Afrikaans-speaking students must have written the higher test, for, by their training, they were capable of doing so and, moreover, a pass on the Higher Grade earned the desired endorsement of their certificate to the effect that they had passed the Higher Grade English Paper.

The English syllabus of 1909 may be regarded as an attempt at rationalizing the previous syllabus in English and adapting it to the needs of a bilingual society; e.g., by stipulating that the reading test for the T.3 candidates had to be based on the works by modern authors; that the students' everyday experience had to feature in the T.3 oral examination, which had so far been entirely bookish, being based on the reading matter; that the Afrikaans-speaking student of the future, being taught through

1) T.E.D. Regulations Governing the Training of Teachers and the Issue of Teachers' Certificates, 1909, 10.

2) T.E.D. Director of Education's Report, 1911, 207.

two media, mostly through English but to no small extent through Dutch (see p. 4), could not be expected to attain the same standard in English as in the preceding years when English was the sole medium of instruction. The drop in the standard of English envisaged in the new syllabuses as a result of the partial introduction of Dutch medium must have been comparatively small as English was still the main medium of instruction.

Under no circumstances, however, can the omission of prescribed books from the T.3 and T.2 courses in English, Lower Grade, be justified. It is of course possible that many students who wrote the English, Lower Grade, Papers had nevertheless followed the English, Higher Grade, courses, but as the regulations stood there was nothing to prevent students from taking the English, Lower Grade, courses. A course in English thus stripped of the study of works of English literature, must needs have been an impoverished one, and soul-destroying, leading inexorably to the use of the Classical Method, and the consequent devitalizing of the language as a subject in any institution where it was taught in that arid way. Furthermore, extensive reading, which would have compensated for the loss of the prescribed books of English literature, is not mentioned in the English, Lower Grade, courses. And extensive reading is of fundamental importance in the learning of a second language, so much so that the ability to read a foreign language is the chief objective in the teaching of foreign languages in the U.S.A., according to Wrightstone: "From the beginning of the language instruction emphasis is placed on reading."¹) A pupil's reading, enriched with as many associations as possible, is indispensable for the building up of

1) Wrightstone: Appraisal of Experimental High School Practices, 7.

lasting interests that will in turn serve to establish the habit of reading in adult life. And this applies, *mutatis mutandis*, also to the Afrikaans-speaking student-teacher, whose only contact with the English culture, which he has to transmit to his pupils one day, will more often than not be limited to English literature, once he has left the College.

Students are not likely to acquire a love of English literature by doing analysis, manipulating sentences, doing parsing, learning prefixes and suffixes and writing compositions, and even by reading books in their spare time, for such reading as is not necessitated by an immediate objective, and properly guided, is apt to be neglected, and is at best but desultory and often lacks discrimination. A wise introduction to literature, suitable to the student's level of attainment and supplemented by his private reading, may lead to the desired happy result, i.e., the habit of reading, which in turn leads to an improvement in the standard of English generally.

The reason why the study of prescribed books of English literature was not required for the English, Lower Grade, courses for the T.3 and T.2 Certificate Examinations was obviously that the students who took these courses were too weak in English to manage the books prescribed. For instance, an examiner, reporting on the answers of the candidates to the questions on the prescribed books in the English, Higher Grade, Paper of the T.2 Examination, 1916, made appreciative mention of the candidates' knowledge of the contents, but added that in too many cases the candidates' command of English was so poor that they were quite unable to reproduce what they had learned, or to express their own ideas in that language, the result being frequently "pathetically ludicrous."¹⁾

1) T.E.D. Director of Education's Report, 1916, 170.

If the students were too weak to do the standard paper on the prescribed books, the exclusion of the latter from the English, Lower Grade, course would merely have served to aggravate that weakness. A paper simplified to the student's needs and, above all, the setting of more suitable books of English literature for study would have been the obvious remedy. There is evidence that books unsuited to the average Afrikaans-speaking student were prescribed in those days: "Macaulay has much to answer for if the study of his works, so frequently prescribed, tends... to minister to a natural proneness to turgid bombast..."¹⁾ wrote an examiner in 1912.

When the English, Lower Grade, courses were introduced in those days, the study of English literature itself could, at need, have been dispensed with in the case of Afrikaans-speaking candidates, provided that they obtained a thorough grounding in the English language by other means. And this was undoubtedly the case. After all, English had been their sole, or main, medium of instruction at school. It was their sole, or main, medium of instruction at the Training College. It also stands to reason that they must in any case have read and studied many set-books in English in connection with the work in subjects other than English. As English as a medium was fading out gradually, however, the lack of prescribed books for the English, Lower Grade, course must have done untold harm, for the barren course in English, Lower Grade, without the study of English literature, must inevitably have lowered the standard of English of the Afrikaans-speaking student, and the lower the standard of proficiency in English became, the less must have grown both the ability and the will of the student-teacher to read or to speak English.

1) T.E.D. Director of Education's Report, 1912, 291.

4. The Standard of English during the Early Part of the Second Decade.

Although the English syllabuses issued in 1909 for the T.3 and T.2 Examinations were reprinted in 1911 and 1913, with but slight alteration, viz. the institution of an English, Lower Grade, Paper also for the professional part (Part II) of the T.3 Examination, it would be a mistake to assume that the standard of English had meanwhile remained constant. On the contrary, the provisions of the syllabus in English, Lower Grade, prescribed for the professional part of the T.3 Examination, reveal an alarming drop in the standard of English required. Students taking English on the Lower Grade were required to read, recite and write from dictation passages not more difficult than those to be found in a Std. IV reading book in an English-medium school!¹⁾ Those who drew up the syllabus in English, Lower Grade, in 1911 and 1913 (see Appendix A. p. 489) must indeed have envisaged a very low standard of English in the future! And what an indignity to the student taking English on the Lower Grade in those days!

5. Extension of the Course of Training with Raising of the Entrance Qualification to Matriculation.

In 1912 the Matriculation Certificate, or the successful completion of Part I of the examination for the Teachers' Third Class Certificate,²⁾ became the minimum qualification for admission to the Training Colleges of the Transvaal. The period of training required for the Third Class Certificate was extended to two years. The period of training required for the T.2 Certificate from 1912 onwards was six months, after complying with the stipulation that a minimum period of 18 months' teaching had to intervene between the courses of training for the

1) T.E.D. Regulations Governing the Training of Teachers and the Issue of Teachers' Certificates, 1911. Syll. of Examination, paragraph 11, p. 11-12.

2) T.E.D. Regulations Governing the Training of Teachers and the Issue of Teachers' Certificates, 1913, p.4, paragraph 6a.

Third and Second Class Teachers' Certificates.¹⁾

Both the raising of the entrance qualification to Matriculation, or its equivalent, and the extension of the T.3 course to two years, would have tended to raise the standard of English in the Afrikaans-medium Colleges. The academic (general) course preparing for the examination qualifying for admission to the professional course for the T.3 Certificate was, however, not abolished, being taken chiefly by the non-matriculated students in the preparatory departments attached to the Training Colleges at various times.²⁾ In the regulations issued in 1918 the old academic course in English for the T.3 Examination is still mentioned.³⁾ However, the work done in English in the Training Colleges may, from 1912, be regarded as of a post-matriculation standard. This is of course merely a relative indication of the standard of English in the Training Colleges in those days.

6. The Standard of English from 1918 onwards. The Inclusion of a course in English Literature in the T.3 Syllabus.

The T.2 syllabuses of 1918 and 1923 (see Appendix A. p. 491) in English as an "Optional Subject," i.e. on the Lower Grade, reveal a further drop in the standard of English in the Afrikaans-medium Colleges. The new syllabuses in English, Lower Grade, were in the main a reprint of the English syllabus of 1909, but contained the following significant sentence: "Candidates taking English under this section and not for the purpose of obtaining an endorsement may, of they wish, answer the English Paper (Paper I) through the medium of Nederlands

- 1) T.E.D. Regulations Governing the Training of Teachers and the Issue of Teachers' Certificates, 1913, p. 4, paragraph 6a.
- 2) T.E.D. Director of Education's Report, 1914, 28.
T.E.D. " " " " , 1917, 113.
- 3) T.E.D. Regulations for the Training of Teachers and the Issue of Teachers' Certificates, 1918, par. 3a.

or Afrikaans."¹⁾ Paper I dealt mainly with composition, grammar and the history of the English language.

Even if we assume, as we should, that a large number of Afrikaans-speaking candidates would have used English as a medium in writing their English test, so as to obtain the endorsement of their certificates to the effect that they were capable of teaching English, the above concession within one decade from the period when even the Afrikaans-speaking pupils in the upper classes of the Primary Schools were able to write their whole examination in English, then a failing subject too be it noted, speaks volumes for the low standard that English as a second language had by now reached in the Training Colleges of the Transvaal. It had either reached its nadir, or was not far from it. To think that such students could have passed the T.3 Paper in English!

In 1918 English literature was included in the syllabus in English prescribed for the T.3 Examination, but only as one of nine subjects, of which not more than three had to be chosen to supplement the six compulsory subjects that formed the nucleus of the T.3 course (see Appendix A. p. 491).

The course in English literature appears rather too formidable for the average student who had taken English as a second language up to Matriculation. On account of its exacting nature alone, it must have been taken by relatively few of even those Afrikaans-speaking students who, due to the influence of their environment, were of more than average proficiency in English. It would certainly not have been taken by those students who needed the help of Afrikaans or Nederlands as a medium in order to pass their English test, and whose proficiency in English reading, recitation and spelling was no higher than that of an English-speaking child in Std. IV.

1) T.E.D. Syllabuses of the Transvaal Second Class Teachers' Examinations, 1918 and 1923, Part I (Academic).

The course in English literature could therefore not have raised the general standard of English in the Afrikaans-medium Colleges to any appreciable extent.

7. The "University Connection."

(a) Changes in the System of Teacher-Training.

Before the end of the second decade of the century a scheme was evolved whereby student-teachers at the Normal Colleges of Pretoria and Johannesburg had to take a certain number of courses at the University. They thus received an academic training at the University, in addition to a purely professional training at the Training College. Students at Heidelberg Normal College could, on the completion of their professional course, proceed to either the University College of Pretoria or the University College of Johannesburg for a year of general training.¹⁾ By 1925 the "University Connection" was a "fait accompli," the training at the Normal Colleges being based on the first, second or even third year degree work,²⁾ according to a report by the principal of the Potchefstroom Normal College.

For a time there was the danger that the Training Colleges, at least those of Pretoria and Johannesburg, might become too academic, the students stressing the university part of the course to the detriment of the professional part, and choosing courses in subjects not taught in schools. In 1926 the principal of the Johannesburg Normal College reported that that tendency was coming to an end, the students showing a desire to concentrate on school subjects and to succeed as teachers.³⁾

In 1928 all the examining in connection with the academic part of the T.2 and T.3 courses was handed over

- 1) T.E.D. Director of Education's Report, 1919, 13.
- 2) T.E.D. " " " " , 1925, 67.
- 3) T.E.D. " " " " , 1923, 83.
- T.E.D. " " " " , 1926, 55.

to the Universities.¹⁾ The work of the Training Colleges became entirely professional.

T.3 candidates were now required to complete three first year degree courses from a prescribed list of subjects, and T.2 candidates three first year degree courses and either two second year Arts degree courses or a second year degree course in Science.²⁾

According to the 1932 "Diploma Scheme" for training teachers, an arrangement which was to become operative in 1933, the Normal Colleges of Heidelberg and Potchefstroom were to remain Afrikaans-medium institutions. The Normal College of Pretoria was to become a purely Afrikaans-medium institution owing to the small number of English-speaking students attending it. The T.3 and T.2 Certificates were to be abolished and replaced by the Transvaal Teachers' Diploma.³⁾ The new course was a three-year post-matriculation one, consisting of a year's academic training at a University and a two years' professional course at a Training College. In the first year, prospective teachers had to take, as full-time students at the University, five first year B.A. courses, or four first year B.Sc. courses. A limited number of students were allowed to postpone their professional examination for two years in order to take a degree, thus increasing the period of training to five years.

This scheme did not find favour with the Universities, the organised profession and the Training Colleges, the decrease in academic qualifications being regarded as a retrograde step.⁴⁾

- 1) T.E.D. Director of Education's Report, 1936, "The Training of Teachers," 59.
- 2) T.E.D. Director of Education's Report, 1936, "The Training of Teachers," 59.
- 3) Op. cit., 60
Also: T.E.D. Director of Education's Report, 1932, 20 ff.
- 4) T.E.D. Director of Education's Report, 1936, "The Training of Teachers," 60.

It became apparent that the new system of training teachers had to be modified in order that the good in the old and the new systems of teacher training might be retained.

The scheme evolved during the period 1935-6 thus provided for a four years' course, leading to a degree and a diploma, after one year of exclusively professional training,¹⁾ and also for a three years' course, leading to a diploma, for those students who, by their bent or inclination, found a diploma course more congenial.²⁾ At Heidelberg a two years' purely professional course was to be given for the Transvaal Teachers' Lower Diploma. Heidelberg could prepare students for the Transvaal Teachers' Diploma too.³⁾ Examinations were to be conducted by the Colleges. In some subjects wholly internal examinations were required, while for others external moderators were to be appointed by the Director.⁴⁾

The present position is as follows:- A four years' degree course is offered, during the first three years of which a student has to take his degree at the University, after which a one-year professional course is taken at the Training College. During the three years devoted to the study of academic subjects at the University, a necessarily limited amount of work in English is done at the Training College - oral work alone and the compilation of an anthology of verse for use in schools later, in one College, and oral work together with readings from two set works of which one is an anthology of poetry, in another College. The Colleges of Pretoria and Potchefstroom offer a three years' Diploma course, which is taken entirely at the College. In their third year the Diploma students specialize in a particular subject, their general training being continued at the same time. In 1951, owing to the acute shortage of Primary

1) T.E.D. Director of Education's Report, 1936. "The Training of Teachers." 63.

2) Loc. cit.

3) Op. cit., 65.

4) Op. cit., 63.

teachers, a two years' Lower Diploma course was instituted also at Pretoria and Potchefstroom. At Heidelberg the two years' Lower Diploma course is given. Lately Heidelberg Teachers' College came to an arrangement with the University of South Africa whereby the students of this College may take a degree course too.

Examinations in the Training Colleges are conducted internally, promotions depending on whether the student succeeds in obtaining the necessary credits during each semester.

So far each College has had its own syllabus in English, drawn up to meet its own needs (see Appendix A. p.494 ff). A common course in all subjects, however, in so far as this is possible, is being drawn up.

(b) The Standard of English in the Afrikaans-medium Training Colleges during the "University Connection."

The standard of English in the Afrikaans-medium Training Colleges during the first phase of the "University connection," i.e. up to the end of 1934, could not have been satisfactory. Non-graduate students received, in general, but one year's training at the University, which was, from 1928, solely responsible for the academic part of the Diploma course, and then they changed over to the two years' professional course at the Training Colleges. The emphasis was thus undoubtedly being placed on the professional part of the course, whereas a nice balance between the academic aspect and the professional aspect of the course should have been maintained. The year's academic training which the non-graduate student received was patently insufficient, especially as students at the University seldom do their best work in the first year, when they are still adjusting themselves to the new conditions. Furthermore, it is an open question whether the first year university course in English suits the average non-graduate student, i.e., whether she has

reached a standard of proficiency in English high enough for her to cope with the work and, even if she has, whether such a course meets her particular needs. Those students who took English as a major subject at the University of course received an excellent training in English, and one well suited to their needs as High School teachers one day.

The aim of college teaching was obviously to turn out a finished product, viz. a young teacher who was professionally not far behind an experienced teacher, whether it be in English or in any other subject. That deeper culture, however, that has to irradiate the technique of teaching, lending purpose and meaning to it, at the same time enriching the material taught, and in many cases supplying the technique itself, was unfortunately left out in the cold. "... by and large the wider and longer the general, the shorter the special education of teachers, the better. Too much attention has been paid to the technique of teaching; to little to ensuring that the teacher is a normally well educated person," writes Joad.¹⁾

The general standard of English, from about 1935 when the Training Colleges started providing academic training too, all of it in the case of the non-graduate students and some of it in the case of graduates taking the Diploma course, was undoubtedly more satisfactory. Many a non-graduate student, for instance a prospective kindergarten mistress who would not have benefited very much by a study of the history of English literature, and reading, say, Chaucer, could now study children's literature, and set out on a course of study more congenial to herself, generally. Graduates, many of whom have, on leaving the College, to take Primary posts and teach all the Primary School subjects including English, whether they took a course in the latter at the University or not,

1) Joad: About Education, 87-88.

can now be given at least a modicum of academic training in English in the College while taking their Diploma course. The academic part of this year's course in English must be seen in its true perspective, however. The Diploma course is very wide. In the space of one short year, reducible to roughly nine months if allowance is made for the holidays, the student has to engage in a host of study activities. He has to take Afrikaans; English; Bible History; History; Geography; Arithmetic; Nature Study; Physiology and Hygiene; Principles of Education; Organization and Administration; Child Psychology; History of Education; Physical Education; Arts and Crafts; Music; about two Additional Subjects like First Aid, Librarianship, Voortrekkers, Dramatics, Games, Horticulture, etc.; and put in about 8 weeks of practice teaching as well. Meanwhile he has to take part in the numerous other College activities, and in College social life, generally, besides worshipping regularly and ever so devoutly in the temples of that most insatiable fetish of fetishes - SPORT. However idealistic the syllabus in English may be, it is obvious that the lecturer will, with so bewilderingly wide a general course of study, find but little time to teach English, and the student but little time to learn it. The flaw in the fundamental principle of teaching English as a second language in the Training Colleges of the Transvaal is the patently erroneous assumption that the student teacher is sufficiently equipped with knowledge of the English language to teach the latter in Primary Schools, by virtue of his having reached the Matriculation standard in English as a second language, and that the College need not do very much more for him than to supply him with the techniques of teaching that English which he already knows. All this applies mutatis mutandis, and in no small measure either, to the teaching of English to the Diploma students, even though three years can be devoted to the teaching of English in their case.

CHAPTER IV.FURTHER EVIDENCE OF THE DECLINING STANDARD OF
ENGLISH IN THE SCHOOLS AND TRAINING COLLEGES.A. REPORTS BY THE DIRECTOR OF EDUCATION
AND VARIOUS INSPECTORS OF EDUCATION
ON THE ENGLISH IN THE SCHOOLS.

In the years after the Anglo-Boer War the standard of Spoken English in the schools of the Transvaal and, consequently, also in its Training Colleges later, was adversely affected by the type of English spoken by what appears to be a fairly large number of teachers. Instead of only Standard English being spoken, as one would expect, Provincial English was rife. Thus Inspector J. H. Corbett, Klerksdorp Circuit, characterized the speech heard at a gathering of teachers as a "Babel of dialects."¹⁾ There was the "Cockney Twang", including "many Australian sub-varieties;" the Scotch accent; "the rare rolling Irish brogue;" the "broad-vowelled, open-mouthed Yorkshire talk;" the "harsh, upper-palatal Canadian vocal gymnastics;" Western Province Cape English, "full of weird interjections, jerky, innocent of r's, guilty of vile clipping;" and Eastern Province Cape English which changes [a:] to [ɔ:], for instance "park" into "pawk"²⁾ Mr. Corbett expressed surprise that under those circumstances the children should read English as well as they did, and came to the conclusion that the bewildering variety of provincial speech heard by the pupils proved the latter's salvation, such a Babel of dialects effectively preventing imitation. All those who sat at the feet of these English masters or teachers in English did not, however, remain immune from the blemishes of their speech. Mr. H. Mills, Inspector of Schools, Barberton and

1) T.E.D. Director of Education's Report, 1904, 34.

2) Cockney influence; Cf. Hopwood : South African English Pronunciation, 49.

Leydenburg Circuit, found it necessary to draw attention to the extent to which Provincial English pronunciation was found among both English and "Dutch" children.¹⁾

In the latter years of the first decade of the century the general standard of English in the schools of the Transvaal was, however, comparatively high, for under the Smuts Act, an Afrikaans-speaking child above Standard Three had to be able to write most of his tests in English (see p.5). And English in those days was a failing subject. The standard of English of the pupils in the smaller country towns was evidently much lower than that of the Afrikaans-speaking children in the town schools. In the Director of Education's report for 1915 it is stated that English was the weakest subject in the country schools at that time. That was due to the lack of teachers fully qualified in English.²⁾ Nevertheless, these children could use English as a medium at school, so that even if their standard of English was low, compared with that of children in town schools, it was still no mean one, even if their English was faulty perhaps. In 1913 the Director of Education, who may safely be credited with having had his finger on the pulse of education in the Transvaal, thought that any pupil in Std.V should be able to write an ordinary letter without spelling mistakes or serious errors of grammar.³⁾ In 1917 the Director considered that by the time a pupil had reached Std. VIII one could insist upon the avoidance of grammatical errors in composition.⁴⁾

- 1) T.E.D. Director of Education's Report, 1903, 20.
- 2) T.E.D. " " " " , 1915, 38.
- 3) T.E.D. Monograph on the Curricula of Schools for General Education, 1913, 18.
- 4) T.E.D. School Courses, Including the Principal Subjects of the Common Primary Course and of the General Secondary Course, 1917, 8-14.

All this points to a comparatively high standard of English in the case of the Afrikaans-speaking pupil.

This high standard of English as second language in the educational institutions of the Transvaal could not be maintained, however. By the early 1920's the recession of English as a medium of instruction in the schools and the Training Colleges had made itself felt. The standard of English had been falling. In 1923¹⁾ the Director of Education declared unequivocally that after some fifteen years' experience of the working of the language clauses of the Smuts Act and the Rissik Ordinance, both Afrikaans-speaking and English-speaking children in the majority of cases were falling far short of a working knowledge of the second language. The standard of bilingualism he aimed at now in the upper Standards of the Primary School was merely a ready command of ordinary constantly-recurring words, expressions and constructions, acquired by means of constant drill. This could, in his opinion, be achieved by the "great majority" of pupils "if they and their teachers were really in earnest"- a very significant statement ! So far English had been a subsidiary medium in the Afrikaans-medium schools, with the result that the Afrikaans-speaking pupils had a certain command of English even though English-speaking pupils never had a working acquaintance with Dutch. Now the Director warned that unless "a strenuous and continued effort" were made, neither Afrikaans-speaking nor English-speaking pupils would be bilingual in any real sense.²⁾

1) T.E.D. Regulations Governing Primary Schools for White Children (Town Schools) 1923, 4.

2) T.E.D. Regulations Governing Primary Schools for White Children (Town Schools) 1923, 21.

His statement was only too true, judging from the inspectors' reports of the early 1920's and of the 1930's.

Reporting on the work of the year 1921, Inspector J. Lub, Heidelberg Circuit, said that English still remained the weakest subject in many schools, and the results of the Std.VI Examinations had once more shown the necessity for paying attention to the teachers. He recommended that many teachers should make a further study of English.¹⁾ In the same year Mr. A. Stephen, Inspector of Schools, South-Eastern Circuit, reported that, with but few exceptions, English was undoubtedly the weakest subject in the Afrikaans-medium schools. Pupils who had been attending school and receiving instruction in the subject for eight years could not carry on a simple conversation in English. "English, in the majority of cases, is miserable", stated Inspector P. M. van der Lingen, South Central Circuit.²⁾

Commenting on the work in English, second language, submitted by the candidates for the Transvaal Secondary School Certificate, Stage I, 1921, the examiner said that, in general, the examination disclosed "a monotonous mediocrity." A certain number of the scripts were very bad, and a still smaller number were good, but there would have been a far larger proportion of failures but for the marks obtained for the transcription of the short story and the translation of a passage into Afrikaans or Dutch. The examiner's comments on the scripts submitted by the English B candidates for Stage II (Matriculation) revealed an even lower standard of attainment. The results of the examination were "depressingly unsatisfactory".

1) T.E.D. Director of Education's Report, 1921, 124.
2) T.E.D. Director of Education's Report, 1921, 144.

The great majority of the essays read like the "untutored efforts of quite young children". But not only the essays were poor. "An enormous number of the answers submitted were mere nonsense.... while the spelling beggar [ed] description."¹⁾ Inspectors T. G. Ligertwood and A. J. de Vos, who in 1922 inspected and reported upon the work of 22 of the approximately 50 High Schools in the Transvaal, found that the pupils proceeding from the country schools to the High Schools were totally unable to cope with the work in English in Form II because the grounding these pupils had received in that language in the Primary Schools in rural areas was most inadequate. In fact, the two inspectors, having corrected some of the scripts of candidates from country schools who had taken the Primary School Certificate Examination, declared that it was no exaggeration to state that the work submitted by candidates taking English, Lower Grade, was simply appalling. The result was that even in the High Schools in the country districts English remained, to all intents and purposes, a dead language.²⁾ In the following year these two gentlemen, having inspected a further number of High Schools, reported with regret that they were unable to place on record any improvement in the English.³⁾ These reports are conclusive proof that the standard of English, Lower Grade, in the rural High Schools, was indeed low. And no further proof is needed. The general picture presented by the circuit inspectors' reports, and those of the Director of Education, on the standard of English in the Afrikaans-medium Primary Schools of the Transvaal is clear enough to make us realize that to expect a high standard of English in the

1) T.E.D. Director of Education's Report, 1921, 189;
 2) T.E.D. Director of Education's Report, 1922, 59,
 3) T.E.D. " " " " " , 1923, 94.

Afrikaans-medium High Schools of those days would be to expect the impossible. Adducing further proof of the inevitably low standard of English in the rural High Schools in those days would thus be merely labouring the obvious.

By the 1930's the position had not improved. In his inspectoral report on the work of the Primary Schools in the North-East Circuit, Mr. W. Orban, later Director of Education in the Transvaal, stated that the pupils had difficulty in answering the simplest questions in English, as second language. Even the better pupils had a limited vocabulary and little power of expression. There were schools where satisfactory results were being obtained, but on the whole the results were disappointing. Even in those schools where the teachers were enthusiastic and used modern methods there was room for improvement.

He confessed that he was unable to give a satisfactory explanation for the weakness in the second language, i.e. English, or to provide a remedy. He came to the conclusion that possibly too much was expected from the country pupil¹⁾ In the same year Inspector B. J. Viljoen, Northern Circuit, emphasized the low standard of attainment in English, as second language, in the majority of the schools.²⁾ In his report for the year 1933, Inspector T. C. Botha, West Central Circuit, said that the Std.VI pupil could read simple English quite well and with understanding, but there were not many pupils of whom it could be said that they were able to express even their simplest thoughts with ease or correctness in English.³⁾

1) T.E.D. Director of Education's Report, 1931, 79.

2) Op. cit., 95.

3) T.E.D. Director of Education's Report, 1933, 85.

Where the environment was more favourable, or where the teachers were able and enthusiastic, the standard of achievement of the pupils was naturally higher. "The Afrikaans child in the town speaks better English than his cousin in the country....", wrote Inspector W. Geerling in his report for 1933.¹⁾ In the same year Mr. W. Orban could report an improvement in the English, as second language, of the candidates who took the Primary School Certificate Examination. Even if the standard of English was not yet what he would have liked it to be, considerable improvement on the work of the previous years was noted. Excellent work was received from a considerable number of schools. The high percentage of failures came from a comparatively small number of schools.²⁾ In his report for the same year, Inspector W. T. Hurter, North-Western Circuit, blamed some teachers for overestimating the difficulty of acquiring a language seldom heard outside the classroom. He declared that systematic oral practice and vigorous instruction from the lowest stage up soon aroused interest and confidence in the pupils and enabled the children in even the remotest bushveld schools to express themselves in a promising manner. Where the teachers were enthusiastic about the teaching of English a satisfactory standard of attainment was reached, he stated.³⁾

It was clear, however, that, by and large, the standard of attainment in English, Lower Grade, at the end of the third decade of the century, was very low, and there was little prospect, if any, of an appreciable improvement. In fact, the picture painted by Inspector T. C. Botha, Ermelo Circuit, was a gloomy one: "Instruction in the second

1) T.E.D. Director of Education's Report, 1933, 105.
 2) Op. cit., 97.
 3) Op. cit., 88.

language [English, in this case] remains the bugbear of the country school, and it is doubtful whether the Primary School, even with the best teachers, will ever, under existing conditions, succeed in teaching the pupil to speak the second language with reasonable fluency," he wrote in his report in 1939.¹⁾ In the same year Inspector F. W. Schoon, Potchefstroom Circuit, reported that the standard of English, as second language, of the best pupils in the bigger schools was "very encouraging".²⁾ Indeed a case of damning with faint praise! Only a few pupils in a few schools - the majority of the schools would necessarily have been smaller ones - were selected for praise, and their standard was but "very encouraging." If this is the best that could be said for the English (second language) of a few pupils in a few schools, the standard of attainment in English of the vast majority of Afrikaans-speaking pupils was very low indeed.

B. REPORTS BY THE DIRECTOR OF EDUCATION, AND THE EXAMINERS, ON THE ENGLISH OF STUDENT TEACHERS.

1. Limitations of Examiners' Reports.

Contemporary examiners' reports, which are very illuminating, yet have certain limitations that should be noted. In the first place, an examiner's report features the shortcomings and the errors of the candidates rather more than their ability and their positive achievement generally. The flashes of genius shown by the candidates do not as a rule appear verbatim in the examiner's report, but the worst errors made are often duly featured in it.

1) T.E.D. Director of Education's Report, 1939, 61.
2) Op. cit., 93.

By its nature an examiner's report is thus a jeremiad rather than a paean of praise, and may therefore easily convey the impression that the standard of the whole group was lower than it actually was. Secondly, an examination, to be truly objective, should, among other things, actually measure what it professes to measure.¹⁾ A scrutiny of the English Papers set in the T.2 and T.3 Examinations, in the 1920's and the 1930's, reveals that some of the questions belong to types not regarded nowadays as fair tests of the candidate's proficiency in a language. Analysis and parsing featured prominently in the English papers of the T.2 and T.3 Examinations. Correctly used, analysis of sentences is invaluable in teaching sentence structure. Parsing, in the form of identifying parts of speech so as to make clear their function in a sentence, where such knowledge is essential for the correct use of the language, is equally indispensable in language teaching. Carried further, however, both analysis and parsing fail to promote or test proficiency in language.²⁾ The stiff passages that were set for analysis in examinations in years gone by, as well as the correspondingly difficult exercises in parsing, merely served as mental gymnastics, being the survivals of Locke's theory of formal discipline. The value of analysis and parsing as means of testing the proficiency in English of the Afrikaans-speaking student-teachers of twenty and more years ago is thus very problematical. An equally ubiquitous question of those days was the paraphrase, generally of a passage from some verse classic. This type of examination question has been generally discredited, for it is obvious that nobody can

1) Cf. Coetzee, : Eksperimentele Opvoedkundige Studies, 57 ff.

2) Ballard : Teaching and Testing English, 133.

possibly be expected to express adequately in his own words, in the limited time allowed in an examination, the highly individualized thoughts and language, not to mention the consummate artistry, of a great master of English.¹⁾ The paraphrase thus also reduced the validity of the Teachers' Examinations. Moreover, the English Papers of the T.2 Examination included the study of the history of the English language. The inclusion of this type of study in the course is indefensible for no student can be expected to learn the history of English sound-change without a knowledge of Anglo-Saxon and Middle-English. Philology should be taken at the University,²⁾ not the Training College. Furthermore, the questions on the history of the English language did not test the Afrikaans-speaking student's power to use the language effectively. Small wonder thus that some students were completely at sea when it came to grappling with the mysteries of English sound-change : "The majority of the candidates wandered aimlessly about in a maze of Scandinavians and Jutes and Middle English, and regional dialects were not welded into anything that could be called Standard English. The trail of undigested notebooks was almost everywhere apparent," wrote one examiner.³⁾ The futility of this type of teaching and testing in a Training College is beautifully expressed in this passage,

- 1) Cf. Ballard : Teaching and Testing English, 134.
- 2) Cf. Gordon : The Teaching of English. A study in Secondary Education, 57.
- 3) T.E.D. Director of Education's Report, 1918, 200.

It is clear that questions on analysis and parsing, possibly of the old, formal discipline type prevalent in the past, as well as paraphrasing and questions on the history of the English language, tested the student's proficiency in English as little as the teaching of them met his needs, viz. to use the language itself, to acquire its vocabulary and to master the intricacies of its system of concord, tenses, and so on.

Furthermore, the examiners' reports themselves applied also to candidates who did not take the course in English at any of the Training Colleges. Commenting on the examiners' criticism of the work of the student-teachers, a principal of the Normal College of Pretoria said that he failed to understand how, from a very large number of candidates, the majority of whom, in some examinations, had never belonged to a Normal College, the examiners could distinguish the College candidates and level their criticism at them.¹⁾ In his report on the work of the year 1924, the principal of the Normal College, Ermelo, mentioned that four past students of his College had successfully taken the T.2 Examination after private study. Others were to attempt the examination at the end of that year as private students.²⁾ In his report for the year 1922, the principal of the Normal College, Pretoria, stated that, although the academic work of the College had been taken over for the greater part by the University, the academic subjects for the T.2 Examinations had still to be taught in the Normal College, seeing that there were always acting teachers entering for those examinations.³⁾ It is thus clear that some acting teachers took the Departmental examinations by private study and others as students of a College.

1) T.E.D. Director of Education's Report, 1920, 103.
 2) T.E.D. " " " " , 1924, 57.
 3) T.E.D. " " " " , 1922, 57.

By and large, however, these acting teachers were the product of the Colleges originally, and many of those who did write the examinations by private study thus reflected indirectly the standard of the Colleges.¹ Sight must not be lost of the fact that the examiners' reports did, however, apply to some candidates who had not been students of any of the Colleges.

2. The Director of Education and the Examiners on
the English of Student-Teachers.

As in the schools, the standard of English of the Afrikaans-speaking student-teachers in the Transvaal was comparatively high in the ten years after the founding of the Pretoria Normal College in 1902. In those days there was a need to know English, for the greater part of that period the only official language of South Africa. Small wonder that the first "Dutch" students at the Bloemfontein Normal College by their own choice spoke nothing but English even in their hours of recreation.¹⁾ The same need to be proficient in English would have spurred on the student-teachers in the Transvaal to make a serious effort to acquire the desired command of English. And, aided by the terrific impetus of English as the medium, or at any rate the main medium of instruction, their efforts could not have been without a considerable measure of success. With the recession of English as a medium, however, and after it had ceased to be the sole official language of South Africa, this high standard of English naturally dropped in the case of Afrikaans-speaking students.

According to a report that appeared in 1913, the Director of Education had grave misgivings about the proficiency of the Afrikaans-speaking student-teachers in English.

1) Transvaal and O.R.C. Director of Education's Report, Nov., 1900 - Febr., 1904, 140.

With reference to the Rissik Ordinance, under which the student-teachers were given the right to choose their medium of instruction, so that parallel classes, i.e., Dutch-medium and English-medium classes, were established at the Pretoria Normal College, while at Heidelberg Normal College some subjects were taken in Dutch and some in English, the Director of Education expressed the opinion that there was a tendency for the standard of English to fall. He said that it would not be possible to award the higher endorsement for English to a considerable number of the Normal College candidates who went in for the Teachers' Examinations in 1912.¹⁾ Until they had qualified for that endorsement they could not be regarded as fit to take responsibility to teach English.²⁾

The examiners' reports on the English Papers, submitted by the candidates who took the T.2 and the T.3 Examinations in 1912, were in keeping with the Director's verdict. Reporting on the English, Lower Grade, Papers submitted by the T.3 candidates, the examiner said he thought it his duty to point out that such mistakes as the following could be "committed" by those who sat for the T.3 Examination in English, Lower Grade:- "You does not care;" "rich men has many cares;" "I never has and I never will accused a man falsely".³⁾ The examiner found that a very large proportion of the candidates who wrote the English, Higher Grade, Paper were totally unfit to present themselves for that examination. Very many were not entitled to attempt

1) T.E.D. Monograph on the Curricula of Schools for General Education, 1913, 38.

2) Ibid.

3) T.E.D. Director of Education's Report, 1912, 277.

a paper in Higher English and "were not warranted in assuming that they could be trusted to teach English in any form whatever".¹⁾ Though based on the work of students who took English on the Higher Grade, these remarks by the examiner do not apply to English-speaking students only, for it is obvious that some Afrikaans-speaking students would have attempted the Higher Paper in English in order to obtain the endorsement of their certificates to the effect that they were qualified to teach English. The standard of English of the T.2 candidates was no less unsatisfactory. "One feels the serious responsibility of lightly letting loose upon the young pupils of this country a number of candidates whose own work is strongly characterized by the very vices and faults that it will be their ostensible business to chide and correct,"²⁾ wrote the examiner. In connection with the work submitted by the candidates who took the T.3 Examination in 1914, the examiner declared that the fifteen students who gained over 50% of the marks might, with further study, make useful teachers of English in lower Standards, but he doubted the ability of the remainder to teach the subject in English at some future time.³⁾ According to another examiner, we may assume that where the English Papers of the students were of a low standard it was not necessarily due to the lack of a serious effort on their part. In his report on the English of the candidates who took the T.2 Examination in 1916, the examiner found that the prescribed books had been carefully read so that the candidates knew

1) T.E.D. Director of Education's Report, 1912, 276.

2) Op. cit., 291.

3) T.E.D. Director of Education's Report, 1914, 165.

the contents, but in too many cases the students' command of English was so poor that they were unable to reproduce what they had learnt, or to express their own ideas in that language, the result frequently being "pathetically ludicrous".¹⁾ He added that it would be difficult for those candidates to teach any subject through the medium of English and quite out of the question for them to teach composition in English. Many candidates "would be well advised to refrain from any attempt to teach English," bluntly declared another examiner, in his report on the work submitted by the candidates who took the T.2 Examination in 1917.²⁾ "The essay was, in a very large number of cases, deplorably unsatisfactory," reported the examiner of English for the T.2 Examination, 1921.³⁾ He could not understand how those candidates had ever reached the T.2 stage if they had to pass the T.3 Examination first. "It would be deplorable in the interests of the children in our schools if no one better qualified than the majority of the candidates could be found to teach them English", was the examiner's conclusion. The examiner of English for the T.2 Examination, 1924, reported that many of the candidates were unable to write English with the accuracy which one would expect from a child in Std.VI in a Primary School.⁴⁾ Mistakes of the type, "This did not only helped the natives, but also learned them", were not found in isolated cases. Most of the papers teemed with such mistakes, the candidates being presumably teachers, part of whose work was to teach English.

- | | | | |
|----|--|---------|------|
| 1) | T.E.D. Director of Education's Report, | 1916, | 170. |
| 2) | T.E.D. " " " " | , 1917, | 221. |
| 3) | T.E.D. " " " " | , 1921, | 213. |
| 4) | T.E.D. " " " " | , 1924, | 122. |

Reporting specifically on the work submitted by Normal College students taking the T.3 Examination in 1925, the examiner stated that the majority of the essays disclosed faults which appeared to be ineradicable, such as the absence of agreement between subject and predicate and the use of "as" for "than". Spelling and grammar were often deplorable.¹⁾ In connection with the work submitted by the candidates taking the teachers' examinations in 1927, the examiner reported that the ideas expressed in the English compositions by the T.3 candidates were generally characterized by poor expression. The use of false concord had not diminished. Spelling and punctuation were bad. The essays of the T.2 candidates taking English, Lower Grade, were poor. The grammar and spelling were often deplorable.²⁾

In view of this low standard of attainment in English by Afrikaans-speaking students, it was inevitable that voices should be heard imputing a low standard of proficiency in English to teachers in service. In the report on the work of 1915 it was stated that the weakness in English in the country schools was partly due to the fact that in the majority of these schools there was no teacher on the staff who was qualified to teach English.³⁾ The reason why English was one of the most neglected subjects in the Primary School in 1921, as Mr. P. J. Hoogenhout, Inspector of Schools, South-Western Circuit, averred, was that the teacher himself had a superficial knowledge of the subject, and could not arouse enthusiasm for it in the pupils. Every year complaints were made on that score by inspectors. Mr. Hoogenhout went on to express the opinion that the root of the trouble lay with the Training College where those

1) T.E.D. Director of Education's Report; 1925, 170.
 2) T.E.D. " " " " , 1927, 179.
 3) T.E.D. " " " " , 1915, 38.

students had been trained.¹⁾ Reporting on the English in the Secondary Schools in 1922, Inspectors T. G. Ligertwood and A. J. de Vos, after inspecting more than 20 of these schools, reported that there were a number of teachers employed in teaching English who should not be allowed to do so.²⁾ In 1928, Inspector D. Linney, writing on the effects of bilingualism on the education of European children in rural areas, stated that a number of the teachers entering the service at that time were not really competent to teach English. Those teachers were the product of the system of training in the Transvaal. They received their school training through the medium of Afrikaans. They proceeded to an Afrikaans-medium Normal College where they associated with none but Afrikaans-speaking fellow students. When those students, on leaving the College, took up an appointment in a rural school in an Afrikaans-speaking environment, they had little opportunity of improving such English as they had acquired. They could not be blamed if they made a partial failure of teaching a language with which they were not familiar and which was practically a foreign language to their pupils.³⁾ In his report on the work of the year 1937, Inspector J. A. Smuts, Leydenburg Circuit, likewise stated that many teachers out in the country missed the opportunity of hearing English spoken or of speaking the language themselves. Their ability to speak English fluently and their knowledge of the language thus gradually decreased.⁴⁾ In his report for the year 1939, the Director of Education stated that it was reasonable to expect that a student-teacher continuing his studies some years after Matriculation should be able to use the second language fluently and correctly. That was not always the case. The blame could

- 1) T.E.D. Director of Education's Report, 1921, 107.
- 2) T.E.D. " " " " , 1922, 59.
- 3) T.E.D. " " " " , 1928, 73-74.
- 4) T.E.D. " " " " , 1937, 57.

not to be laid solely at the door of the school and the Training College. Lack of a favourable environment also played its part.¹⁾

C. THE FINDINGS OF OTHERS.

Malherbe, comparing the Afrikaans-speaking student-teacher with the English-speaking pupil, found that about half of the students of the Afrikaans-medium Training Colleges of the Transvaal, in their final year, had not reached a Std.VIII proficiency in English.²⁾ Davies asserts that the Afrikaans-speaking freshman, at the beginning of his English course, cannot properly read, write nor speak English. The standard of English of the average Afrikaans-speaking first year student is too bad for belief, he states.³⁾ "In the last few years English has been passing through the doldrums in this country in spite of the South African's interest in art and literature and bilingualism and language in general. Official and unofficial reports point to a lowering in the standard of English, speaking and writing, in the younger generation throughout the Union",⁴⁾ writes Hopwood. Authoritative Commissions likewise reported a low standard of attainment in English by Afrikaans-speaking pupils.⁵⁾

D. CONCLUSION.

It is of course impossible to determine by what

- 1) T.E.D. Director of Education's Report, 1939, 31.
- 2) Malherbe : The Bilingual School. 24.
- 3) Davies : English as Second Language in the South African University, 4 & 7.
- 4) Hopwood : English Studies. Practicable Criticism. Symposium No. 2 (U.K.O.V.S.), 3.
- 5)(a) Transvaal : Report of the Provincial Education Commission, 1939, 205.
- (b) Union of South Africa : Report of the Committee to Investigate the Position of Languages in the South African Educational System, 1941, 16.

norms the inspectors of schools judged the standard of attainment in English of the Afrikaans-speaking pupils in the Primary Schools. Some might have judged the children's achievement too much by the standard of proficiency associated with English as mother tongue, so that their verdict might have been unduly harsh. Others again might have thought, like Mr. Orban (see p.68), that perhaps too much was expected of the Afrikaans-speaking pupil, in which case they might have accepted as satisfactory a standard of English by no means poor under the circumstances yet intrinsically very low. The chorus of voices that proclaimed a low standard of English in the schools of the Transvaal over so many years cannot be ignored. About the very low standard of English in the Primary Schools the inspectors' reports leave no doubt at all. And the standard of English in the Afrikaans-medium High Schools, already low in the early 1920's (see p.67), could not but have remained in keeping with that of the Afrikaans-medium Primary Schools from which they drew their pupils. The many who testify to a low standard of English in the Training Colleges of the Transvaal, also over a long period, may likewise not be ignored. Thus one cannot but come to the conclusion that the standard of English in the Afrikaans-medium schools and Training Colleges of the Transvaal has dropped to an alarming extent. Obviously a vicious circle has been in existence for years. Due to the influence of an unfavourable environment generally, the low standard of English, particularly in the Afrikaans-medium rural schools, brought down the standard of English in the Afrikaans-medium Training Colleges, the students of the latter in turn lowering the standard of English in the schools, on leaving the Colleges.

C H A P T E R V.CHANGING AIMS IN THE TEACHING OF ENGLISH AND
THEIR EFFECT ON THE METHODS OF TEACHING ENG-
LISH, AND ON THE STANDARD OF ENGLISH, IN THE
SCHOOLS AND TRAINING COLLEGES.

The method of teaching English, like that of every other school subject, is to a considerable extent determined by the aim underlying the teaching of it. An aim, says Dewey, means foresight in advance of the end or possible termination.¹⁾ The aim, as a foreseen end, gives direction to the activity engaged in, influencing the steps taken to reach the end,²⁾ i.e., it determines, among other things, the method to be used. Furthermore, an aim, if it is to be a good one, on educational grounds, should be based upon the instincts, acquired traits and needs of the educand.³⁾ The aim must further ensure the co-operation of the latter,⁴⁾ and it should not be so remote or abstract that the pupil cannot foresee the end.⁵⁾ Moreover, if the aim determines the steps to be taken to reach an end, it inevitably determines, not only the method, but also the subject matter, subject matter and method being very closely related. "Method means that arrangement of subject matter which makes it most effective in use. Never is method something outside of the material".⁶⁾

It follows then that both the methods of teaching English to Afrikaans-speaking pupils in the schools and to Afrikaans-speaking students in the Training Colleges, and the content of such teaching, were largely determined by the various aims with which English was taught, in the

- 1) Dewey : Democracy and Education, 119.
- 2) Loc. cit.
- 3) Cf. Dewey : Op. cit., 126.
- 4) Cf. Dewey : Loc. cit.,
- 5) Cf. Dewey : Loc. cit.,
- 6) Dewey : Op. cit.,

Transvaal, since the end of the Anglo-Boer War.

The immediate aim in the teaching of English to "Dutch" children, in the early years of the Transvaal as a Crown Colony, was to raise the pupil's knowledge of English to a level high enough to enable him to receive all his instruction (except in Dutch and Bible history, (see p.4) through the medium of English. In other words, the aim was that he should acquire mother-tongue proficiency in English, or something not far from it, in the shortest possible time. The fact that an examination in English, on the Lower Grade, was not set for the "Dutch" pupils is proof of this. These pupils had to write the same examinations in English as their English-speaking class-mates. And English was a failing subject (see p.17)! The student at the Normal College had to attain such a degree of proficiency in English as would enable him to teach all his subjects through the medium of this language, on leaving the college and entering the teaching profession.

The expressed ultimate aim of all education in the early years of the Transvaal Colony was to promote "unity of political aim"¹⁾ in the British Empire, according to Mr. E. B. Sargant, at first Educational Adviser and later the first Director of Education in the Transvaal. In short, Mr. Sargant wanted to use the schools as a means of anglicizing the "Dutch", just as the modern American schools have to americanize the heterogeneous immigrants who have found a new home in the U.S.A. Naturally the teaching and the learning of the English language in the Transvaal schools were to be the most potent factors in promoting Mr. Sargant's ideals of Empire. "Next to the composition of the population, the thing which matters most is its education..... Dutch should only be used to teach English and English to

1) Transvaal and O.R.C. Director of Education's Report, Nov., 1900 - Feb., 1904, 27-28.

teach everything else,"¹⁾ wrote Sargant's chief, Lord Milner, the High Commissioner of South Africa.

Such being the aims in the teaching of English to Dutch pupils in the Crown Colony of the Transvaal, the traditional method of teaching English to English-speaking pupils was inevitably adopted for all pupils, "Dutch" and English alike. Moreover, these aims obviously made it essential for the "Dutch" students in the Training Colleges of those days to acquire mother-tongue proficiency in English. It is hardly necessary to point out that these aims, and consequently the method of teaching that was inherent in them, were bad, educationally, as they failed to take into account the native and acquired traits of the pupils, whose home language, culture and traditions were Afrikaans. "In teaching English to children of Dutch parentage, sufficient allowance is not always made for the fact that English is to such children a foreign language,"²⁾ reported Inspector F. H. Thomson in 1903.

In the course of time these aims in the teaching of English to Afrikaans-speaking pupils, and student-teachers, were modified, and, along with them, also the methods that were necessitated by them.

During those years that English was the sole official language of the Transvaal - not to mention its pre-eminence then in the business world generally - no material change in the nature of the immediate aim in the teaching of English was possible. After all, no educator dare neglect social efficiency as one of the aims of education.³⁾

1) The Milner Papers, Vol. II, 243.

2) T.E.D. Director of Education's Report, 1903, 31.

3) Cf. Dewey : Democracy and Education, 138-141, and 144f.

Thus the aim that English teaching should lead to the use of English as a medium of instruction in teaching Afrikaans-speaking children was not altered in any way by Lord Selborne, even though he introduced initial instruction through the medium of Dutch in the teaching of "Boer" children (see p.4f.); neither was this aim materially altered by the Smuts Act, in spite of the fact that this act upheld the principle of initial mother-tongue instruction in teaching "Dutch" children, and also introduced limited Dutch medium into the educational institutions under the Transvaal Education Department (see p.5).

Mr. E. B. Sargant's political aim was soon jettisoned. Clearly recognizing the social aspect of the aim of all education, Mr. J. E. Adamson, Director of Education, reformulated the ultimate aim in the teaching of English to "Dutch" - speaking children, in the following words: "The one outstanding obligation is that this language question should not be made an obstacle to the complete preparation of every child in the schools for the severity of the race which the competition of life will compel him to run. And for success in that competition, proficiency in English is indispensable".¹⁾ Not only was a major change in the aim of teaching English to Afrikaans-speaking children thus quite out of the question in those days, but the retention of the traditional method of teaching the English language was essential. Mother-tongue proficiency in English was obviously still the aim in the Training Colleges of the Transvaal, also in the case of "Dutch" students.

After Hollands had become one of the official languages of the Union (see p.5), mother-tongue proficiency in English became progressively less of a desperate need in

1) T.E.D. Director of Education's Report, 1905-6, par.5, 9.

the case of Afrikaans-speaking South Africans. The rise of Afrikaans, and its elevation to the rank of an official language and a medium of instruction in all Government educational institutions, further lessened the need for the Afrikaans-speaking South African to attain mother-tongue proficiency in English, or something akin to it. More and more pupils were thus taught through Afrikaans medium (see p.6), as the old aim of introducing English as a medium of instruction, in teaching Afrikaans-speaking pupils, in order to raise their standard of proficiency in English to approximately that of native speakers of this language, receded more and more.

Both the method of teaching English, and the content of English teaching, in Afrikaans-medium schools, underwent a corresponding change. According to the syllabus for rural Primary Schools published in 1918, English had become by then a mere subject in those schools. The old established method of teaching English to native speakers of it had to make way for a new method of teaching it (see p. 20-21). Obviously the new standard of English in the schools was also reflected in the Training Colleges.

An attempt was made in 1945, to re-introduce the old method of teaching English in Afrikaans-medium schools by its use, in part, as a medium of instruction, with the aim of raising the standard of proficiency of the Afrikaans-speaking child in English to a level nearer to that of the pupil whose home language is English (see p.7). This language policy was reversed in 1949.

According to Education Act (Language) Amendment Ordinance, 1949, English is to-day but a subject in the Afrikaans-medium schools of the Transvaal. Its use as a medium of instruction in these schools, in any subject except English, is prohibited "up to and including Std.VIII or up to the highest limit of compulsory

school attendance".¹⁾

The present aim in the teaching of English, as a second language in the Primary Schools of the Transvaal, is indicated, in very general terms, as follows:-

The pupil should be enabled to "understand English as it is spoken"; to talk "freely on any subject within the range of his experience and interests"; to read "ordinary" English; to write "ordinary English".²⁾ This aim is very inclusive. It must be remembered that the average Afrikaans-speaking child learning to speak English has to start from scratch. To expect him to understand English "as it is spoken", that is, the living language of everyday life, is to expect no mean achievement. The same applies also to the ability expected from him to read and write "ordinary English", under which could be included the work of ever so many standard English authors, simplicity of style being regarded as one of the cardinal virtues in writers of English prose. To aim at teaching the Afrikaans-speaking child so much English as to enable him to talk "freely" on "any subject within the range of his experience and interests", is to aim very high indeed, for the child's experiences and interests are many. Already at the age of five or six, when he comes to school for the first time, he is no novice but a veteran, as regards range of experience. Approximately native proficiency in English would be required if the child were to be able to speak freely about his experiences.

1) T.E.D. Circular Minute No. 2 of 1950. "The New Language Ordinance". [Education Act (Language) Amendment Ordinance, 1949]. B. Explanatory Remarks, 8.

2) T.E.D. Suggested Syllabuses: Grades - Standard VIII, 1948, 39.

The English, Lower Grade, syllabus for the Transvaal Secondary School Certificate, the equivalent of the Matriculation Certificate, is more realistic and amounts to a contradiction of these very ambitious ends for the Afrikaans-speaking pupils in the Primary School and in the lower Standards of the High School. The standard of proficiency in English required of the Afrikaans-speaking pupil in the English essay in the Transvaal Senior Certificate Examination is merely the "capacity to use English simply, clearly and correctly, while dealing adequately with an easy given subject."¹⁾ The standard of spoken English required of the pupil in the Secondary School Certificate Examination is judged by his ability to read aloud from a prepared book, or, after perusal, from an unprepared book; by his recitation of prose and verse; by his ability to carry on a conversation on topics connected with school or home life.²⁾

With such modest goals to be reached in the final year in the High School, the methods of teaching English, from the Grades upwards, all along the line, must needs be correspondingly unpretensions, if not restricted.

1) T.E.D. Transvaal Secondary School Certificate, Handbook, 1949, 33.

2) Op.cit., 21.

P A R T II.

QUESTIONNAIRES DRAWN UP.

C H A P T E R VI.CONSTRUCTION AND APPLICATION OF QUESTIONNAIRES.1. Introduction.

In a little less than half a century then the aims in the teaching of English in the Afrikaans-medium schools of the Transvaal had undergone a phenomenal change. The original aim of mother-tongue proficiency in English (see Chapter V), or something as near to it as possible, even in the case of the "Dutch" pupils in the schools and the "Dutch" students in the Training Colleges, has been relegated to the limbo of the past. The aims in the teaching of English in the Afrikaans-medium schools of the Transvaal have been brought into line with the present position of English in these schools, viz. that of the second language and of a mere subject.

The question that now arises is, how has this change in the aim of teaching English in the Afrikaans-medium schools of the Transvaal affected the standard of English in the Afrikaans-medium Training Colleges of the Transvaal? What is the standard of English that is taught in the Afrikaans-medium Training Colleges of today?

This question cannot be answered directly. In the first place, no objective tests that would make it possible to measure accurately the various branches of English teaching and learning in the Training Colleges are available. Malherbe ¹⁾ measured the standard of English of the students in the Afrikaans-medium Training Colleges of the Transvaal by comparing their proficiency in English with that of English-speaking pupils in English-medium schools. Very valuable as his findings are, they do not indicate fully

1) Malherbe : The Bilingual School,

the standard of English of the student in the Afrikaans-medium Training College. In the second place, no public examinations are written by the Diploma students in the Training Colleges of the Transvaal. Hence the English syllabuses of the Training Colleges cannot be regarded as a reflection of the standard of English that is expected from their students or of the level at which English is taught there.

The analysis of the English B syllabuses of the past for the schools and the Training Colleges (see pp.13-62) has revealed a decided drop in the standard of English in the Afrikaans-medium schools and the Afrikaans-medium Training Colleges. The extent of the drop in the standard of English in these institutions is not revealed by the analysis of the English syllabuses mentioned above.

There thus remains only one means of arriving at a clear conception of the present standard of English in the Afrikaans-medium Training Colleges, and that is an analysis of the methods by which the student-teacher was taught English in the Afrikaans-medium Primary Schools and the Afrikaans-medium High Schools.

In order to ascertain what are the methods by which the Afrikaans-speaking student in the Training College was taught English in the schools, two questionnaires, one for the Primary School and one for the High School, were drawn up.

2. Construction of the Questionnaires.

(a) Aim. In order to arrive at a clear conception of the Afrikaans-speaking student's knowledge of English at the time of his entering the Training College, it is essential that also the methods by which he was taught

at school should be scrutinized, for the methods used in teaching a subject often reveal the standard attained, or attainable, in that subject by the educand, matter and method being so intimately connected as to form a unity.¹⁾ A syllabus is no clear indication of the standard of the work done. It indicates, rather, the scope of the work, often merely in broad outline. The methods used do, however, indicate the level at which the teaching takes place. The same foodstuffs may be eaten by a child, say, of nine months as by one already in his teens, but the methods of preparing and serving the food of each will obviously not be the same.

The aim of the questionnaires was thus to determine, by examining the methods of instruction used, the state of practice in the Afrikaans-medium schools of the Transvaal in the teaching of English as a second language, so as to arrive at a clearer conception of the standard of English attained by the student on entering the College, the study of the relevant English school syllabuses alone being inadequate for this purpose.

(b) The content. The material contained in the questionnaires was thus intended to embrace the main aspects of all the school activities generally associated with the teaching and learning of English as a second language.

The main problem experienced in the construction of the questionnaires was that of keeping them within a manageable length. The first drafts were therefore revised with meticulous care and the original contents reduced to the minimum. It was realized, however, that the questionnaires had needs be lengthy in order to elicit the data

1) Dewey : Democracy and Education, 193-211.

required to give a complete picture of the methods by which the Afrikaans-speaking student-teacher was taught English while at school. Reliance was placed on the worthiness of the educational topic, as set out in a circular letter accompanying the questionnaires sent out to the schools. The responses received clearly showed that this confidence was not misplaced.

(c) Type of Questions. In drawing up the questionnaires, care was taken that the replies should entail a minimum amount of writing. To this end, use was made, for the greater part, of the question requiring the yes - and - no type of reply. Truth was not sacrificed, however, for the sake of obtaining conveniently brief replies. Where there was any danger that the respondent might be unable to state all the necessary facts, if his answer were limited to the choice of one of two opposites, other types of questions were unhesitatingly resorted to. Respondents were thus also asked to offer information or express their views freely. Hence questions inviting what Koos calls "variable verbal responses"¹⁾ found their legitimate place in the questionnaires, in spite of the difficulty, and often impossibility, of classifying or tabulating the unforeseeably wide and varied range of material that responses to this type of question may elicit. Respondents were thus given ample opportunity for furnishing supplementary data.

3. . Application.

(a) Preliminary testing. Prior to sending the questionnaires to the schools, the questions were discussed with colleagues and others, and were also put to teachers-

1) Koos : The Questionnaire in Education, 76.

in-training during discussions of and lectures on the method of teaching English as second language. The purpose of these steps was to make sure that the questions could be readily understood, and were of such a nature that they could be answered clearly and simply. After these preliminary tests and probings, the questions were finally altered, where necessary, and the questionnaires dispatched to the schools.

(b) Application to Primary Schools and High Schools.

As centralized High Schools, with their large enrolment, are preferred in the Transvaal to dispersed, and often small, High Schools, there are relatively few High Schools in this Province, in comparison, say, with the Cape Province. It was thus possible to send a copy of the relevant questionnaire to all the Afrikaans-medium High Schools on the Departmental list available at the time. Sixty per cent of these schools responded, supplying the required information. The High Schools that responded are scattered all over the Transvaal. Copies of the relevant questionnaire were sent to two hundred Afrikaans-medium Primary Schools in the Transvaal. These schools were carefully selected, in order that they may be fully representative. No School Board area was omitted. Both rural areas and urban areas received due attention. Care was also taken that the various grades of Primary Schools should be suitably represented, i.e., Primary A, B, C and D Schools. To the smallest Primary Schools, i.e., the Primary E and F Schools, the questionnaire was not sent, grouping of classes being unavoidable in such small schools, with consequent distortion both of the content and the method of second language teaching. Twenty-six per cent of the Primary Schools to which the questionnaire was sent,

replied, supplying the desired information.

4. Representativeness. The high percentage of replies to the questionnaire to High Schools, and the fact that the schools that responded are spread all over the Province, make the data supplied by the High Schools truly representative. Though only twenty-six per cent of the Primary Schools replied to the questionnaire, submitting the required data, the replies are yet representative of every School Board area, of urban and rural areas, of large and smaller Afrikaans-medium schools.

Even though a full count of responses was thus not obtained, the data collected may be regarded as valuable. In dealing with a subject of this nature, i.e., the methods of teaching a second language, a full count of returns is not a *sine qua non* of value,¹⁾ even if a less than full count might mean some degree of selection among the respondents.

5. Validation. Less than a full count of responses will obviously be a positive factor in ensuring that the respondents had the required willingness to supply the data asked for. About their ability to submit data of value there can be no doubt, as they are qualified teachers in service. The information supplied was moreover carefully checked with the reports, both verbal and written, of student-teachers after practice teaching in the schools of the Western Transvaal - a limited area, it is true, but the methods in use there are representative of those in use all over the Province, due to several co-ordinating factors, chiefly a common syllabus, and the influence of the Circuit Inspectors. Insincere and invalid data were not supplied.

1) Koos : The Questionnaire in Education, 133.

6. Reasons for selecting the Written Questionnaire, and for sending it to the Schools instead of the Training Colleges.

(a) The written questionnaire was selected because it was impossible, owing to the necessarily large number of schools concerned, to have recourse to what Charters calls the "oral questionnaire",¹⁾ i.e., the personal interview, though this method has many advantages. The written questionnaire was thus the only choice possible.

(b) It would appear at first sight that a questionnaire to the Training Colleges themselves would have served better to elicit the required data revealing the methods and devices by which the Afrikaans-speaking student-teacher was taught English during his school days, for one would expect that the methods in use in the schools are derived from the Training Colleges to such an extent that the English Method taught in the Training Colleges would determine the method in use in teaching English in the schools. This is not entirely the case, however. Many methods in use in the schools have obviously been derived from sources other than the Training Colleges; e.g., the Universities, which also train teachers; educational publications; and conventional practices. It is common knowledge too that there is often a gulf between the precepts of the Training Colleges and the practices in the schools, the young teacher often, thinking, or being told, that when one leaves the College and enters the classroom the real business of education starts, and that the Utopian dreams of the College are best forgotten if one wants to make a success of one's job, i.e., to deliver the goods at the end of the year when the inspection or the final examination takes place. Furthermore, the lecturer

1) Charters : Curriculum Construction, 134.

in the Training College can merely indicate what methods of teaching English as a second language he treats with his students in his lectures. He cannot indicate the actual methods his students will use one day, nor the level at which they will teach English in the Afrikaans-medium schools to which they will be appointed. Only the teacher in service can state exactly what methods he uses in teaching English as a second language, and the level at which he teaches it; e.g., whether his pupils are able to read books by standard English authors or whether they can read these only if written in simplified English.

The schools were thus the only source from which the required data could be obtained, and the written questionnaire the only means of obtaining them.

In Parts III and IV the data submitted in reply to the questionnaires will be discussed.

PART III.

THE QUESTIONNAIRE TO AFRIKAANS-MEDIUM
PRIMARY SCHOOLS.

PREFACE.NEED FOR THE STUDY OF THE METHODS OF TEACHING
ENGLISH IN USE IN THE PRIMARY SCHOOL.

The student-teacher in the Training College is obviously the product of the Afrikaans-medium schools, and the standard eventually attained by him in English in the College will depend on the standard of English in these schools.

This standard of English, as second language in the Primary Schools and the High Schools, in so far as it is revealed in the English syllabuses of these schools, has already been discussed (see pp. 13-28; 28-42).

A syllabus of a language is but a partial indication, however, of the standard of proficiency expected in this language from the pupils that follow this syllabus. The latter indicates the field from which the subject matter has to be selected, rather than the subject matter itself. The actual material selected by the teacher for presentation to the pupils depends on his educational aim. His aim, again, has to be adjusted, among other things, to the abilities of the educand. "An educational aim must be founded upon the intrinsic activities, and needs (including original instincts and acquired habits) of the given individual to be educated,"¹⁾ writes Dewey. Among these native and acquired traits Horne includes also the capabilities of the educand.²⁾ Subject matter and method, again, are so intimately connected as to form a unity, according to Dewey. "Method means that arrangement of subject matter which makes it most effective in use. Never is method something outside of the material."³⁾ Hence the teacher's aim, the subject matter, the method used, and the

1) Dewey: Democracy and Education, 126.
Cf. also: Coetzee: Inleiding tot die Algemene Teoretiese Opvoedkunde, 338.

2) Horne: The Democratic Philosophy of Education, 140.

3) Dewey: Op. cit., 194.

ability of the pupils to assimilate, or deal with, the subject matter, are very closely related, in schools where sound pedagogical and psychological principles are observed.

It follows therefore that a close study of the methods of teaching English as a second language in the Afrikaans-medium schools cannot fail to throw much light on the level at which English is taught in these schools, for, whatever the contents of the syllabus in English may be, the teachers will of necessity adapt their methods, and the actual subject matter of the lessons in English, to the needs of their pupils, to the latter's knowledge of the English language, and to their power to deal with possible English language material that has to be presented to them. In short, the teachers are forced to teach only such English as their pupils can understand and deal with.

As objective tests are not available, a thorough study of the methods used in teaching English in the Afrikaans-medium schools is thus by far the most important means of discovering the standard of English taught in the schools, of the standard of English attained by the pupils on leaving them, and of the level of English teaching in the Training Colleges, for the Lecturer has to adjust his aims, his material and his methods to the powers of the student.

On account of the very great importance of the methods used in teaching English in the Afrikaans-medium schools, these methods have to be subjected to very careful analysis, so that they may reveal as clearly as possible the standard of English in the schools mentioned. An analysis of these methods reveals the standard of English in the Afrikaans-medium schools in two ways. In the first place, it brings to light the efficiency of the methods, or their inefficiency. It is obvious that the pupils' standard of attainment in English will depend on the efficiency of the methods by which they are taught. In the second place, the analysis reveals the level at which English is taught

in the schools; e.g., whether the writing of an English composition consists in the reproduction, by the pupils, of a few sentences rehearsed to the point of memorization, or whether it consists in the free expression, by the pupils, of their thoughts on the topic set.

It is thus absolutely essential to indicate not only the methods used in teaching English in the Afrikaans-medium schools, but also to analyze and criticize these methods very carefully, and even to state, where necessary, what would constitute an efficient method.

Although the High School is also mentioned in the above exposition of the need to study the methods of teaching English in the schools, this section of the study is devoted to the examination of the methods of teaching English in the Primary School, where every student-teacher in the Training College received at least seven years' instruction in English. In Chapters VII, VIII and IX the methods of teaching English in the Afrikaans-medium Primary Schools will now be given and examined.

CHAPTER VII.CONVERSATION-POETRY AND APPRECIATION.A. CONTROLLED CONVERSATION.

Topic No. 1. Time devoted to Controlled Conversation.

Question 1: How much time do you devote to controlled conversation in each class?

(1) Time devoted.

(a) TABLE I. - TIME DEVOTED TO CONTROLLED CONVERSATION PER WEEK. (See p.103).

(b) In Table I are given i. the number of periods devoted to controlled conversation in English, per week, in the various Standards of the Afrikaans-medium Primary Schools; ii. the percentage of schools, devoting each number of periods, as indicated, to controlled conversation; iii. the maximum and minimum, or common length of the periods, in minutes; iv. the total average time, in minutes, devoted to controlled conversation in English, per week.

(c) The difference in the number of periods, as well as the average time, devoted to controlled conversation in the various schools is indeed remarkable. In the Grades the number of periods is 2, 3, 4, 5, 6, 7, 8, 10, or even 20, and the average time ranges from 40 minutes to 200 minutes per week. In Std. I the number of periods is 1, 2, 3, 4, 5, 7, 8, or 10, and the average time ranges from 35 minutes to 140 minutes. In Std. II the number of periods is 1, 2, 3, 4, 5, 6, 8 or 9, the average time ranging from 35 minutes to 180 minutes; in Std. III the number of periods is 1, 2, 3, 4, 5, 6, 8 or 10, the average time ranging from 30 minutes to 150 minutes; in Stds. IV, V and VI the number of periods is 1, 2, 3, 4, 5, 6 or 10, the average time ranging from 33 minutes to 150 minutes, 28 minutes to 165 minutes, and 35 minutes to 150 minutes, respectively.

(2) Inferences.

i. There is a conspicuous lack of co-ordination among the various schools in the matter of the time devoted to controlled conversation in English. Complete uniformity in the

TABLE I - TIME DEVOTED TO CONTROLLED CONVERSATION PER WEEK.

	GRADES.			STD. I.			STD. II.			STD. III.			STD. IV.			STD. V.			STD. VI.			
	Periods per week.	Percentage of Schools.	Max. & Min. (Common) Time.	Av. Time.	Percentage of Schools.	Max. & Min. (Common) Time.	Av. Time.	Percentage of Schools.	Max. & Min. (Common) Time.	Av. Time.	Percentage of Schools.	Max. & Min. (Common) Time.	Av. Time.	Percentage of Schools.	Max. & Min. (Common) Time.	Av. Time.	Percentage of Schools.	Max. & Min. (Common) Time.	Av. Time.			
1	-	-	-	-	2.5	35	35	5.5	35	35	7.7	35	45	10.0	30-35	33	7.3	30-35	33	6.9	35	35
2	7.1	15-30	40	10.0	15-30	49	19.4	15-30	53	25.6	15-35	35	27.5	15-35	56	34.1	15-45	28	31.0	15-45	58	
3	14.3	20-30	75	25.0	20-30	77	27.8	15-30	73	28.2	15-30	30	27.5	15-35	82	26.8	15-45	80	17.2	15-45	75	
4	19.0	5-30	98	30.0	20-30	103	25.0	20-30	113	18.0	20-30	30	15.0	30	80	14.6	30-40	127	20.7	30-40	127	
5	45.2	10-55	120	25.0	5-55	113	13.9	5-55	100	10.2	5-55	55	10.0	5-55	113	9.8	5-15	56	17.2	5-40	85	
6	2.4	20	120	-	-	-	2.8	30	180	5.1	25-30	30	7.5	10-30	130	5.0	25-30	165	3.5	25	150	
7	2.4	20	140	2.5	20	140	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	4.8	10-15	100	2.5	10	90	2.8	10	80	2.6	10	80	-	-	-	-	-	-	-	-	-	
9	-	-	-	-	-	-	2.8	15	135	-	-	-	-	-	-	-	-	-	-	-	-	
10	2.4	5	50	2.5	5	50	-	-	-	2.6	15	150	2.5	15	150	2.4	15	150	3.5	15	150	
20	2.4	10	200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

teaching of English in all the Primary Schools of the Transvaal is of course out of the question, and may even be undesirable. The range of the periods, and of the time devoted to controlled conversation, is too wide, however. Not all the schools can possibly be doing the right thing under these circumstances.

ii Controlled conversation does not receive enough attention in some Primary Schools. If many schools find it necessary to devote 3 or more periods and, generally speaking, more time to controlled conversation, those schools devoting to it but 1 or 2 periods and, on the whole, less time, are pursuing a wrong policy, for oral work, in general, is very important at every stage of the pupil's career. "No matter if the final result desired is only to read the foreign language the mastery of the fundamentals of the language - the structure and the sound system with a limited vocabulary - must be through speech," declares Fries.¹⁾ "More than that," he adds, "the oral approach - the basic drill, the repeated repetitions of the patterns produced by a native speaker of the foreign language - is the most economical way of thoroughly learning, for use even in reading, the structural methods of a language."²⁾ "..... it is only by oral work that classes can be interested in the language either as a practical necessity or as a living thing; and later, in the Sixth Form, the intelligent reading of poetry and prose is impossible without the power of speech,"³⁾ is the view held by the Incorporated Association of Assistant Masters in Secondary Schools. Even in teaching the mother tongue, oral work is the most important aspect of language teaching in the Primary School. "..... during the greater part of the Junior School stage

1) Fries: Teaching and Learning English as a Foreign Language, 6.

2) Fries: Teaching and Learning English as a Foreign Language, 6, f.

3) The Incorporated Association of Assistant Masters in Secondary Schools : The Teaching of Modern Languages, 89.

at any rate, the emphasis will be on the oral aspects of language in the widest sense of the term," is the advice given, in the "Handbook of Suggestions,"¹⁾ in connection with the teaching of English in British schools. Hence language drill, as provided in controlled conversation lessons, is of the utmost importance for the Afrikaans-speaking pupil, particularly in the Grades and the lower Standards of the Primary School, as he is obviously too weak in English to take part in the free conversation lessons, to any great extent; and, moreover, controlled conversation is the basis of oral proficiency, without which proficiency in reading and writing the second language cannot be attained.²⁾

iii. In those schools in which too little controlled conversation is given, the English of the pupils is bound to suffer. If controlled conversation is the basis of oral proficiency, in English, as well as of the ability to read and write this language, a poor foundation in English is laid in those schools where controlled conversation receives less than its due. Furthermore, controlled conversation may be regarded as applied grammar, in the widest sense of the term. In fact, it is the only means of teaching this branch of English to very young pupils, and it is a valuable means of teaching it to older pupils. To neglect it is thus to deprive the pupil, largely, of an invaluable means of acquiring the use of many essential patterns and forms of English.

1) Board of Education: Handbook of Suggestions, 364.

2) Cf. Fries: Teaching and Learning English as a Foreign Language, 6, f.
The Incorporated Association of Assistant Masters in Secondary Schools, 104.

Topic No. 2. Form of English taught.

Question 2: Do you teach your pupils the spoken form of English, the written form, or both? For example, "I've come," or, "I have come"?

(1) Spoken English and Written English.

(a) TABLE II. - EXTENT TO WHICH SPOKEN AND LITERARY FORMS ARE TAUGHT.

Grades.			Std. I.			Std. II.			Std. III.		
Spoken Form.	Literary Form.	Both Forms.	Spoken Form.	Literary Form.	Both Forms.	Spoken Form.	Literary Form.	Both Forms.	Spoken Form.	Literary Form.	Both Forms.
%	%	%	%	%	%	%	%	%	%	%	%
71.4	2.9	25.7	14.3	2.8	82.9	11.4	2.9	85.7	11.4	2.9	85.7

Std. IV.			Std. V.			Std. VI.		
Spoken Form.	Literary Form.	Both Forms.	Spoken Form.	Literary Form.	Both Forms.	Spoken Form.	Literary Form.	Both Forms.
%	%	%	%	%	%	%	%	%
11.4	2.9	85.7	12.1	3.0	84.9	14.9	-	85.1

(b) In Table II is given the percentage of schools (Standards) in which are taught: i. only the spoken form of English; ii. only the written form; iii. both forms.

(c) i. In the questionnaire, the term "written form" was used intentionally, instead of "literary form", as the word "literary" was deemed too formal to apply to the English taught to small children, e.g., in the Grades. The examples appearing in the question, viz. "I have come", and "I've come",

were inserted in order to make it quite clear that the literary form of English, as opposed to the spoken or colloquial form, in the best sense, was meant by "written English".

ii. An analysis of the figures contained in Table II reveals that but few schools, three per cent or less, teach only the literary or written form of English. The spoken form of English preponderates in the Grades, as one would expect, though in about one-quarter of the schools both forms are taught in the Grades. The teaching of only the spoken form decreases sharply from the Grades upwards and increases slightly after Std. IV. In approximately 11% to 15% of the Standards spoken or colloquial English alone is taught.

(2) Inference.

These figures point to the existence of a certain amount of confusion, in the Afrikaans-medium Primary Schools, as to which form of English, the spoken form or the literary form, should be taught. Obviously it is wrong to teach the spoken form of English to the exclusion of the literary form, and vice versa. The spoken form of English comprises both strong and weak forms of auxiliary verbs and what Greig¹⁾ calls "pseudo-auxiliary verbs", of the verb "to be", of the conjunctions, of the articles, and of the pronouns.²⁾ To teach only the weak forms of these and not the strong ones, or vice versa, is to neglect essential forms, and to prevent the child from becoming proficient in English.

1) Greig: Structure and Meaning, Part II, 14.

2) Jones: An English Pronouncing Dictionary, passim.

Ripman: The Sounds of Spoken English, 106 - 109.

Topic No. 3. Sound-drill.

Question 3: (a) Do you give sound-drill before each controlled conversation lesson?

(b) If "Yes", please indicate briefly the nature of the sound-drill:

1. Repetition after the teacher of some of the more difficult words to be taught in the particular lesson.
- ii. Drill in sounds similar to those contained in the words you intend to teach.
- (1) The Giving of Drill in the Pronunciation of English Words and English Sounds.

(a) TABLE III. - DRILL IN PRONUNCIATION.

	Grades	Std. I.	Std. II	Std. III.	Std. IV.	Std. V.	Std. VI.
Words only	26.7%	34.9%	35.9%	33.3%	33.3%	32.5%	29.5%
Sounds only	2.2%	2.3%	2.6%	2.6%	-	-	-
Both words and sounds	60.0%	50.8%	46.1%	43.6%	46.2%	45.0%	44.1%
Neither words nor sounds	11.1%	12.0%	15.4%	20.5%	20.5%	22.5%	26.4%

(b) In Table III is indicated the percentage of schools (Standards) in which are given: i. word-drill only; ii. sound-drill only; iii. both word-drill and sound-drill; iv. neither word-drill nor sound-drill.

(c) Word-drill only is given in a fairly limited number of schools, i.e., in 26.7% of the schools in the Grades, in 34.9% of the schools in Std. I, in 35.9% of the schools in Std. II, in 33.3% of the schools in Std. III and Std. IV, in 32.5% of the schools in Std. V, and in 29.5% of the schools in Std. VI. In an almost negligible percentage of the schools sound-drill only is given. Drill in both words, and the sounds of English, is by no means common practice, being given, for example, in but 60% of the schools in the Grades, and in but 44.1% of the schools in Std. VI. The total omission of drill in the pronunciation of English words,

and in the sounds of English, is not infrequent, being the practice, for example, in 11.1% of the schools in the Grades and in no less than 26.4% of the schools in Std. VI.

(2) Inferences.

i. In Afrikaans-medium Primary Schools, not enough use is made, in connection with controlled conversation lessons, of drill in the sounds of English, i.e., in the 38 well-defined speech-sounds of English (15 vowels and 23 consonants), in the 8 consonant ligatures, and in the 9 diphthongs.¹⁾

The oral approach is the one recommended for Transvaal schools in the teaching of the second language. Even in classes as advanced as Std. VI, Std. VII and Std. VIII "the approach to reading and the written work is through speech".²⁾ Where the pupil's reading and possibly his writing vocabulary do at some time or other overtake his speaking vocabulary, speech should yet remain the dominant aspect of English teaching.³⁾

The emphasis thus being placed on the oral method of teaching English, it is but logical that the correct pronunciation, by the pupils, of the sounds of English should receive adequate attention in the Afrikaans-medium Primary Schools.

Proper and systematic teaching of the sounds of English is indispensable, for many Afrikaans-speaking children do not pick up the sounds of English by mere imitation. What Wyld has to say about the teaching of correct pronunciation to student teachers in England during reading lessons

1) Noël-Armfield: General Phonetics, 20 - 24, 36 - 37.

Also: Ripman: English Phonetics and Specimens of English, 18 - 19.

Armstrong: An English Phonetic Reader, X - XI.

2) T.E.D. Suggested Syllabuses for Grades - Std. VIII, 41.

3) Loc. cit.

would apply, mutatis mutandis, equally well to Afrikaans-speaking pupils learning spoken English in the schools of the Transvaal:- "The present method [of improving the pronunciation of the Primary School teacher] or lack of method, has many weaknesses, the greatest being that it assumes that pronunciation and the rest can be acquired by casual repetition and imitation. But even those whose powers of imitation are very great - and they are extremely few - can learn but little from the haphazard 'correction' of isolated mistakes".¹⁾ And suitable exercises in sound-drill are not difficult to obtain. They could be made up by the teacher in the form of pictorially illustrated lists of words containing each sound to be practised, and of jingles, preferably illustrated with pictures too. In more advanced classes sound-drill could profitably be on the lines suggested by W. Ripman.²⁾

ii. In the light of the above, it is as plain as a pikestaff that the pronunciation of the sounds of English is not taught satisfactorily in an appreciable number of Afrikaans-medium Primary Schools. Very many pupils will thus leave the Primary School without having acquired the proper pronunciation of the sounds of the English language. This disability will most decidedly be a handicap to them later in their English studies at the High School and the Training College, unless it is discovered and rectified in good time.

Topic No. 4. Controlled Conversation and the Class Reader.

Question 4. Do you base the controlled conversation on the class reader? If "Yes", please explain the procedure you follow.

(1) Use of the Class Reader.

1) Wyld: The Teaching of Reading in Training Colleges, 3.

2) Ripman: English Sounds - a Book for English Boys and Girls, 3.

Also: Palmer and Redman: This Language-Learning Business, 172 - 174.

(a) TABLE IV. - CONTROLLED CONVERSATION BASED UPON CLASS READER.

	Std.I.	Std. II.	Std. III.	Std. IV.	Std.V.	Std. VI.
Based on class reader	10.4%	12.8%	16.6%	26.4%	26.4%	15.2%
Not based on class reader	89.6%	87.2%	83.4%	73.6%	73.6%	84.8%

(b) In Table IV is given the percentage of schools in the various Standards of which controlled conversation is based on the class reader.

(c) An examination of the data supplied in Table IV reveals that progressive though limited use is made of the class reader for controlled conversation, up to Std. IV. In Std. VI the use of the class reader for the purpose of controlled conversation decreases considerably. All this is logical. The child in the lower Standards is very immature and his knowledge of English is correspondingly limited. By the time he has reached Std. IV or Std. V his powers of reading, speaking and understanding English clearly make it possible for the teacher to base the controlled conversation lessons on the class reader. By the time the pupil has reached Std. VI his proficiency in reading is such that he is enabled to do extensive rather than intensive reading. In the great majority of schools, controlled conversation is thus not based on the class reader.

(2) Nature of Procedures involving Use of the Class Reader.

The replies to the section of Question 4 in which respondents were invited to state the procedures followed in basing the controlled conversation on the class readers are merely listed here, in categories. Statistics are omitted, as they would serve no useful purpose, the object of this question being merely to determine the nature of the procedures followed. The latter are given below.

- i. After reading the subject matter, the pupils have to answer questions on the contents. The questions are put by the teacher, or by other pupils. In some cases use is made of competition. In some schools the portion read is carefully prepared by the pupils before it serves as a conversation lesson.
- ii. After a pupil has read a portion, another has to reproduce the contents.
- iii. Dramatization of the contents, if suitable.
- iv. Explanation of words by the pupils.
- v. Expansion of the subject matter, if suitable.
- vi. Language exercises are based upon the passages read; e.g., changing the tenses, giving the plural of certain words; and the making of sentences.

(3) Comment.

Except for no. ii, a dry and unpromising procedure, and no. vi, according to which the reading lesson is converted into a grammar lesson, the above controlled conversation exercises will undoubtedly be of great value in increasing the child's command of English. Dramatization may be valueless, however, if it is not properly organized and conducted, in order that each child may know what he has to say, having learned his part beforehand or receiving help from the teacher, who may display flash cards or act as prompter.

(4) Inferences.

- i. The English reader should be used far more for controlled conversation, in the majority of the Afrikaans-medium Primary Schools. If controlled conversation is based upon a suitable reader, i.e., on one consisting of short and more or less complete stories, while books with continuous stories are reserved for extensive reading pure and simple, much good and no harm can result, provided a normally efficient teacher is in charge - one who knows how to use the contents

of the reader for controlled conversation without depriving the reading lessons themselves of their essential nature and robbing them of their interest. Drill in specific patterns of language there should always be¹⁾, but controlled conversation based on suitable readers would be an invaluable supplement to it, affording a wider field of practice - practice based on ready material by well-known men of letters or by other good writers. This material may be in simplified language, if necessary. It will be a blessing to the pupils, especially those living in areas where English is not heard outside the classroom.

ii The Afrikaans-speaking pupil is the poorer in English for not being given the opportunity of reproducing, orally, selected portions of his class reader.

Topic No. 5. Role of Interest in Controlled Conversation.

Question 5.(a) What methods do you use to arouse the children's interest in the controlled conversation lessons?

- i. Do you include the words or the sentences to be taught in a story made up by yourself?
- ii. Do you base the controlled conversation on well-known stories, such as "The Three Bears", and others?
- iii. Do you make use of language games? If "Yes", please describe briefly three language games used.

(b) Please describe any other method or device which you use to obtain the interest of the pupils in the controlled conversation lessons.

(1) Methods used to arouse Pupils' Interest in Controlled Conversation Lessons.

1) T.E.D. Suggested Syllabuses for Grades - Std.VIII, 39 - 65, passim.

(a) TABLE V. - METHODS USED.

Std.	Words included in stories made up by teacher.		Based on well-known stories.		Based on language games.	
	Yes	No	Yes	No	Yes	No
Gr.	61.1%	39.9%	55.5%	44.5%	30.6%	69.4%
1	66.6%	33.4%	63.8%	36.2%	30.6%	69.4%
2	65.4%	34.6%	61.1%	38.9%	25 %	75 %
3	64.1%	35.9%	63.8%	36.2%	22.2%	77.8%
4	65.7%	34.3%	62.9%	37.1%	20 %	80 %
5	62.9%	37.1%	62.9%	37.1%	20 %	80 %
6	65 %	35 %	52.2%	47.8%	21.7%	78.3%

(b) In Table V is given the percentage of schools in the Standards of which, for the sake of securing the pupils' interest, the patterns of language to be presented to the class are: i. included in a story made up by the teacher; ii. are taught in connection with a well-known story; iii. are taught by means of language games. It stands to reason that none of these procedures is necessarily used in any school to the exclusion of the rest, as all three may be used in one and the same class even.

(c) The practice of including in a story, made up by the teacher, the words which are to be taught is found in the Grades and the Standards of 60 odd per cent of the schools. The practice of including these words in well-known stories is found in 55.5% and 52.2% of the schools in the Grades and Std. VI, respectively, and, in the other Standards, in 60 odd per cent of the schools.

Language games are little used, finding a place in but 30.6% of the schools in the Grades and in Std. I and, in the other Standards, in but 20 odd per cent of the schools.

(2) Further Methods and Procedures.

Section (b) of this question, in which each respondent was invited to mention three language games that he used, elicited many interesting replies. Such replies as have no bearing on the subject were discarded. It was often difficult to decide whether an activity mentioned by a respondent could actually be regarded as a game or not. Nunn's view of play was thus selected as a criterion. He finds the dividing line between play and work in spontaneity, as opposed to compulsion, so that, "where spontaneity is able to triumph over these constraining conditions, the experience has always the quality typical of play, whether the activity be called 'play' or 'work'".¹⁾ Furthermore, the child's power of make-believe was also taken into account. As a consequence, every activity put forward by a respondent as a "game" was accepted as such if it offered any possibility of making the work given to the class, or selected by them, less of a task imposed and more of a spontaneous activity.

The language games used by the respondents in their schools are listed below in categories, and not given in the form of statistics, for the purpose of this question was to ascertain the nature of the games used, as this would reflect the effectiveness of the language games, on the whole.

(3) Language Games.

i. The question: (i) The pupils' quiz, in the form of a class competition. (ii) Peeping games; e.g., two pupils, each behind a chair, peep alternately, and ask questions, such as, "What do you see?" Answer: "I see your blouse". (iii) Amusing questions by children, such as, "Have you ever eaten a frog?" (iv) The riddle. (v) Guessing games; for instance, "What's in this box?" "Is it a pen?" "No!" "Is it a knife?" "No!" "What is it then?" "It's my lunch!"

ii. The wrong statement; e.g., Teacher: "John's hair is fair". Class: "No! It is dark".

1) Nunn: Education, its Data and First Principles, 88.

iii. The Puppet: Actions are performed by the puppet in obedience to commands by the teacher or members of the class. Sometimes the puppet is represented as stupid, and made to make mistakes, which the class correct.

iv. Furnishing a doll's house with toy furniture.

v. The toy telephone, and the mock broadcasting station.

vi. The farm: The children, representing certain animals, imitate their sounds.

vii. Colour games, with a die; e.g., the class guess a colour, the die is cast, and the pupils call out the colour.

viii. Playing at various occupations, etc.; e.g., post-man, policeman, shop, station, post-office, and so on.

ix. The strip-film projector.

x. Hide-and-seek, with objects: The pupils' attention is drawn to a number of objects on the table, for instance. They close their eyes and the teacher removes one of the objects, and the class have to name the missing object.

xi. Actual demonstration in class of various common activities (the so-called "how-to lesson"); e.g., laying the table, making tea, etc.

xii. Standard children's games, such as "In and out the Windows", "The Farmer's in the Dell", etc.

xiii. Singing games, with actions, such as "This is the Way We wash our Clothes".

xiv. Counting-out games.

xv. Finger-play games.

(4) Comment.

These language games are beyond question of very great value in controlled conversation lessons, and are a vast improvement on the ordinary humdrum drill methods. There is no doubt that progressive methods of conducting controlled conversation lessons, especially in the lower Standards, are in use in some Afrikaans-medium schools of the Transvaal. But the number of these schools is small, ranging from approximately 22% to 31%.

(5) Inferences.

1. Not enough use is made of language games, in the lower Standards especially. Small children could be happily, and very profitably, engaged in telling such common objects as apricot stones, for instance, while saying, "Whom shall I marry one day? Soldier, sailor, tinker, tailor, rich man, poor man, beggar man, thief!" "On what day shall I marry him? Monday, Tuesday,¹⁾ and so on. Suitable pictures could serve to explain the words used in the lesson.

ii. Genuine interest appears to be a factor that is neglected in many schools when it comes to controlled conversation lessons. And interest is vital to learning. By "interest" is not meant here that which is generally called "soft" pedagogy, i.e., mere pampering of the child by sugaring everything for him, and selecting only those activities, and that subject matter, that please him. "Interest" is used here in the sense of intrinsic interest, i.e., the interest that the activity engaged in, and the subject matter, have on their own account. It is the type of interest that Dewey associates with "objects and modes of action, which are connected with present powers". It is, according to Dewey, "the function of this material in engaging activity and carrying it on consistently and continuously" that constitutes its interest.²⁾ When the subject matter functions in this way "there is no call either to hunt for devices which will make it interesting or to appeal to arbitrary, semi-coerced effort".³⁾ Appeal is far too often made to extrinsic interest. The story made up by the teacher may, in some cases, be very good, and interesting to the child, but the average teacher cannot be expected to be a gifted creator of children's stories, especially in view of his heavy burden inside and outside the classroom. By far the majority of

1) Gullen: Traditional Number Rhymes and Games, 19.

2) Dewey: Democracy and Education, 149.

3) Dewey: Democracy and Education, 149.

such stories can, at best, arouse but extrinsic interest, i.e., interest taken by the child only because he must. Such interest leads to no permanent impressions, and is chiefly artificial.¹⁾ Colourless stories that bore the pupils, and total lack of other devices to make the subject matter interesting, inevitably lead to coercion in some degree or other, and distaste. These, in turn, militate against effective learning, according to Thorndike's Law of Effect: "When a modifiable connection between a situation and a response is made and is accompanied or followed by a satisfying state of affairs, that connection's strength is increased; when made and accompanied or followed by an annoying state of affairs, its strength is decreased".²⁾

Topic No. 6. Language Medium used.

Question 6. What medium do you use during controlled conversation lessons? (a) Entirely English. (b) Mostly English.

(1) Medium used.

(a) TABLE VI. - THE USE OF THE SECOND LANGUAGE AS MEDIUM.

Standard	Entirely English	Mostly English
Grades	35 %	65 %
Std. I	47.5%	52.5%
II	50 %	50 %
III	65 %	35 %
IV	67.5%	32.5%
V	75 %	25 %
VI	80 %	20 %

(b) In Table VI appears the percentage of schools in which the controlled conversation lessons are conducted entirely in English, or mostly in English, in the various Standards of the Primary School.

1) Cf. Davis: Psychology of Learning, 331.

2) Thorndike: Educational Psychology, Vol. II, Introduction, 4.

(c) The use of English as the sole medium of instruction during controlled conversation lessons increases steadily from the Grades upwards, English being the sole medium of instruction in the Grades in 35% of the schools, and the sole medium of instruction in Std. VI in 80% of the schools. The use of the mother tongue, in addition to English, decreases correspondingly from the Grades to Std. VI.

(2) Inference.

The Direct Method of teaching the second language is either not used or is vitiated in a large number of schools in the Transvaal, seeing that some use is made of Afrikaans in 20% of the schools even in Std. VI, and in a progressively larger percentage of schools in the Standards below the Sixth.

The question whether the mother tongue should be used in the teaching of the second language, or not, is indeed a vexed one. The teachers of the Transvaal are divided on this point. Authorities and educational bodies overseas sanction the use of translation in the teaching of a foreign language. There is no doubt also that the Direct Method of teaching a language is not the panacea its protagonists originally claimed it to be. Its use cannot bring about the total exclusion of the mother tongue from the child's mind during a lesson.¹⁾ The Mother tongue equivalents of the words used in a lesson are in the child's mind, and he may be conscious of them, even if the lesson is taught wholly in the second language. Palmer is adamant on the retention of translation in foreign language teaching on the ground of economy,²⁾ even though he acknowledges "that the exclusion of translation often tends toward a sounder knowledge of the foreign language".³⁾ Jespersen finds a place for translation in the teaching of foreign languages though he admits that it is neither the only or the best means, and should be used but sparingly.⁴⁾

1) The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of Modern Languages, 88.

2) Palmer: The Scientific Study and Teaching of Languages, 92.

3) Palmer: Op.cit. 95.

4) Jespersen: How to Teach a Foreign Language, 80.

Nevertheless, strong common-sense arguments can be adduced in favour of the Direct Method of teaching English in Afrikaans-medium schools. In the first place, English is a second language in the Union of South Africa, and not a foreign language. Even young children should thus have a passive knowledge of English, though they are unable to speak it. In the second place, translation is made practically unnecessary by the many techniques of explaining words: displaying an object, a model of it, or a picture or drawing of it; performing actions in illustration; miming; the use of facial expressions and gestures to bring home the meaning of emotive or other words; the use of analogy; and explanations in words. A teacher acquainted with these techniques should not find it necessary to translate, especially if he is well-equipped to teach the language, as he should be, the Direct Method par excellence demanding teachers who know their subject.¹⁾ In the third place, the Departmental syllabus demands the use of the Direct Method: "Translation as a method of teaching is not approved".²⁾ In the fourth place, there is no justification, at any rate in the upper Standards of the Primary School, for translation, as the pupils should by then be able to understand, speak, read, and write ordinary English.³⁾ In the fifth place, current practice in the schools of the Transvaal shows that the policy of no translation is practicable. If translation can be dispensed with in 80% of the schools in Std. VI and in 35% of the schools in the Grades, the argument that one cannot teach the second language without it clearly does not hold water.

1) The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of Modern Languages, 87.

2) T.E.D. Suggested Syllabuses for Grades - Std. VIII, 39.

3) Loc. cit.

B.

FREE CONVERSATION.

Topic No. 7. Subject Matter of Free Conversation Lessons -
Time devoted - Participation - Topics of
Conversation.

Question 7.(a) What is the subject-matter of the free conversation lessons in your class?

- i. Topics selected by the pupils.
- ii. Topics selected by the teacher.

(b) For what length of time is each child expected to speak?

- i. Per lesson.
- ii. Per week.

(c) Is participation in the conversation optional?

- (d) i. Do you ask the pupils to prepare speeches at home?
- ii. If "Yes", please explain any method you may use to minimize their making mistakes in their preparation and then learning and perpetuating those mistakes.

(e) The topics for free conversation lessons.

- i. A paragraph is read and the pupils are questioned on the contents.
- ii. Pictures. If "Yes", are these pictures drawn by the teacher? Are they bought, ready-made?
- iii. Riddles made up by the teacher?
- iv. Riddles made up by the pupils?
- v. Objects brought to school by individual pupils, who ask the rest questions about these objects.
- vi. Individual pupils are allowed to ask the rest of the class any question in English, e.g., "Who is South Africa's rugby captain?"
- vii. The free conversation is based on the class reader.
- viii. A story.

(f) If you conduct your free conversation lessons in other ways, please mention and explain these.

(1) Selection of Topics. (Section (a) i and ii).

(a) TABLE VII. - METHOD OF SELECTING TOPICS.

	Grades	Std. I	Std. II	Std. III
Pupils alone	3.7%	4.7%	8.7%	12.7%
Pupils and T.	<u>9.4%</u>	<u>12.8%</u>	<u>13.3%</u>	<u>16.5%</u>
Pupils' initiative used	13.1%	17.5%	22.0%	29.2%
T. alone	86.9%	82.5%	78.0%	70.8%

	Std. IV	Std. V	Std. VI
Pupils alone	16.5%	17.3%	17.5%
Pupils and T.	<u>6.8%</u>	<u>17.0%</u>	<u>17.0%</u>
Pupils' initiative used	23.3%	34.3%	34.5%
T. alone	66.7%	65.7%	65.5%

(b) In Table VII is given the percentage of schools in which (1) the pupils alone select the topics for the free conversation lessons;

(2) the pupils and the teacher select the topics;

(3) the teacher alone selects the topics, in the various Standards, and in the Grades.

(c) The practice of securing the co-operation of the pupils, to some extent or other, in the selection of the topics for the free conversation lessons, is not common, being found in the Grades, Std.I, Std.II, Std.III, Std.IV, Std.V and Std.VI, respectively, in but 13.1%, 17.5%, 22.0%, 29.2%, 23.3%, 34.3% and 34.5% of the schools. As the pupils advance in the Standards, increasing use is made of their initiative in the selection of the topics, but in by far the majority of cases it is the teacher who decides what the children shall talk about during the free conversation lessons.

(2) Inferences.

i. Too little use is made of the pupils' initiative in the selection of the topics of conversation. Very obviously the teacher is better qualified than the pupil to decide how the provisions of the syllabus should be carried out. For the teacher to pick the topics, without any collaboration by the pupils, is nevertheless a mistake. It tends to kill the interest of the pupils in the conversation lessons. In the words of Froebel, "education should necessarily be passive, following (only guarding and protecting), not prescriptive, categorical, interfering".¹⁾ Tasks imposed from without do not call forth the same interest and effort on the part of the pupils as do those activities that pupils undertake spontaneously. "As a consequence of the absence of the materials and occupations which generate real problems, the pupil's problems are not his; or, rather, they are his only as a pupil, not as a human being. Hence the lamentable waste in carrying over such expertness as is achieved in dealing with them to the affairs of life beyond the school-room".²⁾ Unless the child feels the urge to speak on a topic of vital interest to him, he will not make a serious effort to apply, in any situation, the English he may command. Such interesting topics can and must be discovered by the teacher. His function in the selection of topics for free conversation lessons is to lead and stimulate the pupil rather than to drive and prescribe.³⁾

ii. The range of topics will necessarily be limited, as the whole class can think of more topics than the teacher alone, and the narrower the range of the topics the more inadequate will be the practice received by the pupils in free conversation.

1) Froebel: The Education of Man, 7.

2) Dewey: Democracy and Education, 183.

3) Cf. Blaisdell: Ways to Teach English, Ch.IV
(Discovering Interests), 19 - 36.

- (3) Length of each Speech - Participation optional or not - Speeches prepared. (Sections (b), (c) (d) i.)

(a) TABLE VIII - TIME ALLOWED. SPEECHES VOLUNTARY. PREPARATION.

	Grades	Std.I	Std. II	Std. III	Std. IV	Std. V	Std. VI
Minutes per period.	2 min.	2 min.	2 min.	2 min.	2 min.	2 min.	2 min.
Minutes per week.	2.5 min.	2.5 min.	2.5 min.	2.5 min.	2.5 min.	2.5 min.	2.5 min.
Participation optional.	26%	26%	26%	26%	20%	20%	20%
Preparation at home.	-	18.2%	21.8%	26.1%	26.1%	34.8%	44.0%

(b) In Table VIII are given:

- i. the number of minutes (to the nearest quarter of a minute) that each pupil has to speak per period, and per week;
- ii. the percentage of schools in the Grades and Standards of which participation in the lessons is optional;
- iii. the percentage of schools in the various standards of which the pupils are required to prepare their speeches at home.

(c) The time allocated to each pupil for speech is but two minutes per lesson, and two and a half minutes per week, on the average. In 26% of the Afrikaans-medium Primary Schools participation in the conversation lessons is optional in the Grades, Std. I, Std.II and Std.III, and in 20% of the schools it is optional in Stds.IV, V and VI, some pupils merely listening to those who take part. In no schools are the Grades required to prepare speeches at home. This kind of preparation is done in 18.2% of the schools in Std.I. In the successive Standards this practice increases progressively, but it remains limited, being found, at most, in only 44% of the Afrikaans-medium schools in Std.VI.

(4) The Minimizing of Errors and of the Danger of the Pupils learning them. (Section (d) ii).

The problem how to let a child prepare and rehearse a speech at home, without his making errors and learning them, and thus creating the additional problem of having to unlearn them, was left unanswered by the majority of respondents, presumably because they had no solution to offer.

Such replies as were received fall into one category, viz. giving the pupil the maximum guidance before he attempts to prepare the speech; e.g., providing him with a skeleton containing the words likely to cause difficulty, and of the verb forms (tenses) to be used; supplying the pupil with a model; and enlisting the help of the parents.

All these means are of great value. The last, i.e., co-operation with the parents, is recommended by Blaisdell.¹⁾ The rest are examples of preventive teaching.²⁾

(5) Inferences.

i. Each child is given but little practice in free conversation in the Afrikaans-medium Primary Schools, which is to be expected, the classes being large, generally. Hence the practice of making participation in the speeches optional cannot be approved of, as many children would then be deprived of what little practice in English conversation they might have had. These children would obviously be the very ones most in need of such practice, viz. the shirkers, the shy ones, and those too weak in English to attempt speaking it unless some pressure is brought to bear on them.

ii. The child's power of conversation in English must be very limited, and will most likely remain so, for lack of practice.

iii. The principle of preventive teaching is not sufficiently applied in giving free conversation lessons in the Afrikaans-medium schools of the Transvaal. The teacher should

1) Blaisdell: Ways to Teach English, 58 - 59.

2) Cf. West : Language in Education, 137.

of course leave the pupils enough scope in the selection of their material and the wording of their speeches so that free conversation may retain its essential quality and not become controlled conversation. Nevertheless, the pupils, and especially the young ones and the weak ones, should receive the maximum guidance from the teacher. If the latter supplied each child with a model¹⁾ of, say, two or three simple sentences on which to prepare his speech at home, many errors in language could be prevented. For instance, smaller children could be set the following model by the teacher: My pet is a budgie. His name is Peter. Peter eats seeds. If each child makes a speech on similar lines in class the next day, there will be enough material for a free conversation lesson in which every pupil takes part.

iv. Not enough scope is given, in an appreciable number of schools, for the pupil's ability, initiative, and enterprise. If the children were required to prepare their speeches at home, the able and keen ones could do much to make themselves proficient in spoken English. Even a two-sentence speech, per period, by each pupil, on the pattern of a model²⁾ supplied by the teacher beforehand, is better than the desultory conversation lesson where some pupils join in haphazardly, and others not at all. Incidental conversation, though of great value too, cannot take the place of planned free conversation lessons, for which pupils carefully prepare their speeches beforehand, with the help of the parent,³⁾ where the co-operation of the latter can be obtained.

Some schools follow the procedure mentioned above, but the percentage of these is small.

1) Cf. McKee : Language in the Elementary School, 129.

2) Blaisdell : Ways to Teach English, Ch.VII, 58 - 66.

3) Blaisdell : Op.cit., 58.

(6) The Actual Topics of Conversation. (Section (e)).(a) TABLE IX. - TOPICS.

Topics.	Grades	Std. I	Std. II.	Std. III.	Std. IV.	Std. V.	Std. IV.
Paragraphs read.	16.6%	54.2%	63.0%	70.7%	70.7%	70.7%	70.7%
Pictures drawn by Teacher.	21.7%	21.1%	21.7%	13.0%	13.0%	13.0%	13.0%
Ready-made pictures.	26.1%	26.8%	29.2%	39.2%	39.2%	39.2%	39.2%
Both types of pictures.	30.5%	30.4%	26.1%	21.7%	17.4%	17.4%	17.4%
Pictures not used.	21.7%	21.7%	23.0%	26.1%	30.4%	30.4%	30.4%
Riddles by teacher.	4.0%	4.0%	4.0%	8.0%	12.0%	12.0%	12.0%
Riddles by class.	-	-	-	-	-	4.0%	4.0%
Riddles by both teacher and class.	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Objects brought by pupils.	65.3%	52.0%	48.0%	40.0%	28.0%	28.0%	28.0%
General questions by pupils.	16.6%	50.0%	54.1%	66.6%	70.7%	70.7%	71.0%
The class reader.	-	40.0%	40.0%	40.0%	44.0%	44.0%	44.0%
Stories.	52.0%	68.0%	75.0%	75.0%	75.0%	72.0%	72.0%

(b) In Table IX is given the percentage of schools in the various Standards of which the conventional topics, viz. the paragraph, pictures, the riddle, objects brought by the pupils, the quiz, the class reader, and the story serve as topics for free conversation.

(c) Selected paragraphs are fairly extensively used in free conversation lessons, especially in the upper Standards. In 21.7% of the schools pictures are not used in the Grades and Std. I. The use of pictures of all types decreases progressively from the Grades and Std. I. In Std. VI no use is found for them, in connection with free conversation lessons, in 30.4% of the schools. Limited use is made of riddles. In the Grades of approximately 65% of the schools the conversation lessons are sometimes based on objects brought by the pupils. Less use is made of this technique in the higher Standards. The quiz, again, becomes progressively more

popular in the Standards, but is little used in the Grades. The story as a basis for free conversation lessons is quite popular, the practice of basing the conversation on a story read or told being found in 52% of the schools in the Grades, in 68% of the schools in Std.I, and in 70 odd per cent of the schools in the other classes. In Stds.V and VI slightly less use is made of the story for free conversation lessons.

(7) Additional Ways of Conducting Free Conversation Lessons - (Section (f).)

In reply to that section of the question in which respondents were invited to submit any further ways (topics and methods) of conducting free conversation lessons, the information given below was offered. The replies are given in categories, such a wide range of factual matter not lending itself to statistical treatment. The topics, with the techniques they imply, are as follows :-

- i. Incidental conversation.
- ii. Describing well-known people.
- iii. Daily happenings.
- iv. What the child does every day of the week.
- v. Common objects: the classroom, the play-ground, the home, etc.
- vi. Playing at shop, etc.
- vii. Occupations; e.g., the milkman, the baker, etc.
- viii. Accounts of books or articles read.
- ix. Talks about nature generally; e.g., animals, birds, insects, etc.
- x. School activities, such as games.
- xi. News of the week.
- xii. Running errands.
- xiii. Telephone calls.
- xiv. Children's pets.
- xv. Journeys.
- xvi. Pastimes and hobbies.
- xvii. The "how to" descriptions, e.g., how to light a candle.

- xviii. Exciting adventures, such as catching or killing a snake.
- xix. Correlation of English conversation with other subjects, e.g., history.
- xx. Imaginative stories; e.g., the child is told that he is an ant, for instance, and has to tell what he does.
- xxi. Food and clothes.
- xxii. Things pupils like, or dislike.
- xxiii. Debates.
- xxiv. Describing scenes.

(8) Inferences.

i. More use should be made of selected paragraphs read to or by the class, for exercises in free conversation, paragraphs being easy to write on the blackboard, besides enabling the child to have before his eyes the subject matter and some of the language to be used in his speech.

ii. More schools should make use of the class reader for free conversation. A passage, well prepared by the pupils at home, after being treated as a reading lesson in school, serves very well as the topic of a free conversation lesson. It too has the advantage of supplying the pupil with the necessary material and vocabulary for his speech.

iii. For similar reasons, the story told or read to the class is admirable for free conversation lessons. The "literature gateway"¹⁾ is an important one in the teaching of free oral expression, and Afrikaans-medium schools should use this approach more.

iv. The "picture gateway"²⁾ to free oral expression is also very important, and this approach too should be used more. Printed pictures are useful, but simple pictures by the teacher, such as the easy and economical line-drawings of people, and rough sketches of objects, are indispensable.

1) Blaisdell: Ways to Teach English, 27 - 35.

2) Op.cit., 24.

v. The riddle, a useful device, should be used more. If the supply of suitable riddles is limited, it would be worth-while to build up one.

vi. The procedure of basing the free conversation on objects brought by the class could be followed more, in the Grades and lower Standards, if not in the upper Standards. Even a small child is able to bring to school, say, a knife or a shell, and ask the class what it is. Children are born collectors, and this trait should be utilized in schools.¹⁾

vii. The general "quiz" should find a place in all schools, as it encourages initiative and self-activity on the part of the pupils, and arouses interest in the lessons, if the pupils select, frame and put the questions to one another.

viii. Although free conversation lessons, in the Afrikaans-medium Primary Schools, are given by means of a variety of procedures, there are an appreciable minority of these schools where many of these procedures are not followed. This is a serious mistake, as the Afrikaans-speaking pupil has too little opportunity to speak English, as it is. Where much free conversation on a wide range of topics is not provided, the pupil will not acquire proficiency in spoken English, or in the use of the English language in general.

ix. The weakness of the pupils in English is revealed by the fact that such simple procedures as basing the free conversation lessons on questions by the pupils and on the story are used far more in Std.VI than in the lower Standards.

1) Board of Education: Handbook of Suggestions, 106.

Topic No. 8. Correction of Errors.

Question 8. How do you correct the errors made by the pupils?

(a) As soon as made?

(b) At the end of the lesson?

(c) Are the pupils' errors noted for corrective teaching later?

(1) Correction of Errors.

(a) TABLE X. - METHOD OF CORRECTING ERRORS.

Procedure	Grades	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
As soon as made.	83.3%	77.8%	77.8%	77.8%	75.0%	75.0%	75.0%
At end of lesson.	16.7%	22.2%	22.2%	22.2%	25.0%	25.0%	25.0%
Errors noted.	34.7%	68.2%	68.2%	68.2%	68.2%	68.2%	68.2%

(b) In Table X is given, the percentage of schools in the Standards of which the errors of the pupils are corrected as soon as they are made or at the end of the period. The Table further indicates the number of schools (Standards) in which the errors of the pupils are noted by the teacher for corrective teaching later.

(c) In the great majority of schools the errors of the pupils are corrected as soon as they are made. In 16.7% to 25% of the schools the errors are corrected at the end of the period, from the Grades to Std.VI, respectively. The practice of correcting the errors as soon as made is even more common in the Grades than in the higher Standards. In the latter, the procedure of correcting the errors at the end of the lesson is adopted more and more, though the procedure itself is found in but few schools.

(2) Inferences.

1. The correction of the pupils' errors leaves much room for improvement, generally speaking.

The correction of the pupils' errors during conversation lessons in the second language is a vexed question. It stands to reason that spontaneous talk is impossible when

the children are continually being interrupted. No child of normal sensitivity will relish speaking when he knows that the teacher, or the class, or both, are ready to pounce upon him the moment he makes a mistake. The speech lessons would become unpleasant to him. And the unpleasant does not promote learning. In the first place, learning attended by the unpleasant runs counter to Thorndike's Law of Effect.¹⁾

Granted that the experiments on the parts played by agreeable and disagreeable material in learning have so far not yielded definite conclusions as to the permanence of learning,²⁾ the emotional factor is nevertheless one that does influence learning.³⁾ Resistance on the part of the pupil must affect learning adversely. In the second place, no permanent interest in English is likely to be aroused if the child finds the work distasteful. The main aim of English teaching will thus be missed. The fact that in 75%, and more, of the Afrikaans-medium Primary Schools of the Transvaal the teachers follow the procedure of correcting the pupils' errors as soon as made is thus rather alarming.

On the other hand, errors cannot be left uncorrected for any length of time. Errors, especially if repeated during the lesson, would tend to persist in the minds not only of the speakers but of the whole class. This inhibitive effect of errors should be guarded against.⁴⁾ They should be treated before they can become a habit.

ii. Seeing that it is the custom, in the majority of the Afrikaans-medium Primary Schools, to correct the errors of the pupils as soon as they are made, spontaneity cannot be a feature of the free conversation lessons in these schools. These lessons can thus have but limited value.

1) Thorndike : Educational Psychology, Vol.II, Introduction, 4.

2) Davis : Psychology of Learning, 225.

3) Coetzee : Inleiding tot die Algemene Empiriese Opvoedkunde, 246.

Greig : Keep up the Fight for English, 8 - 9.

4) Davis : Psychology of Learning, 225.

iii. Due to unpedagogical procedures of conducting free conversation lessons, the pupils in the majority of the Afrikaans-medium Primary Schools cannot derive sufficient benefit from the free conversation exercises.

Topic No. 9. Time devoted to Free Conversation.

Question 9. How much time do you devote to free conversation per week?

(1) Periods devoted to Free Conversation.

(a) TABLE XI. - TIME DEVOTED TO FREE CONVERSATION.

Stand-ards.	Periods	Schools	Max. & Min. (Common) Length.	Av. Time per Week.
Grades	0	26%	-	-
	1	37%	10 - 30 min.	27 min.
	2	23%	10 - 30 min.	40 min.
	3	-	-	-
	4	8%	5 - 30 min.	66 min.
	5	3%	5 min.	25 min.
	6	3%	20 min.	120 min.
Std. I	0	17%	-	-
	1	51%	10 - 30 min.	25 min.
	2	20%	10 - 30 min.	39 min.
	3	6%	10 - 15 min.	37 min.
	4	3%	30 min.	120 min.
	5	3%	10 min.	50 min.
Std. II	0	11%	-	-
	1	48%	10 - 30 min.	28 min.
	2	26%	10 - 30 min.	41 min.
	3	6%	10 min.	30 min.
	4	3%	30 min.	120 min.
	5	6%	10 min.	50 min.

Standards.	Periods	Schools	Max. & Min. (Common) Length.	Av. Time per Week.
Std. III	0	3%	-	-
	1	46%	10 - 30 min.	28 min.
	2	32%	10 - 30 min.	34 min.
	3	8%	15 - 30 min.	75 min.
	4	-	-	-
	5	11%	10 - 30 min.	100 min.
Std. IV	0	3%	-	-
	1	45%	10 - 30 min.	28 min.
	2	32%	10 - 30 min.	39 min.
	3	8%	15 - 40 min.	85 min.
	4	6%	5 - 30 min.	73 min.
	5	6%	10 min.	50 min.
Std. V	0	3%	-	-
	1	48%	10 - 35 min.	26 min.
	2	29%	15 - 30 min.	46 min.
	3	8%	15 - 30 min.	65 min.
	4	6%	5 - 30 min.	70 min.
	5	6%	10 min.	50 min.
Std. VI	0	4%	-	-
	1	42%	10 - 35 min.	21 min.
	2	31%	10 - 45 min.	44 min.
	3	8%	15 - 30 min.	68 min.
	4	8%	5 - 30 min.	70 min.
	5	7%	10 min.	50 min.

(b) In Table XI are given i. the number of periods devoted to free conversation in the schools, per week; ii. the maximum and minimum time devoted to it per week; iii. the average time devoted to it per week.

(c) There is very great divergence in the number of periods, the length of the periods, and the average time, devoted to free conversation, in the various schools. The periods range from 0 to 6. The length of the periods

differs tremendously, ranging, for instance, from 5 minutes to 30 minutes in the Grades, and from 5 minutes to 45 minutes in Std.VI. Likewise there is a striking difference in the average time devoted to free conversation per week, the range, for example, in the Grades and in Std.VI being, respectively, from 27 minutes to 120 minutes, and from 21 minutes to 70 minutes. In the majority of schools 2 periods (or less) are set aside for free conversation, per week, the schools having one period, or less, predominating.

(2) Inferences.

i. Very little time is devoted to free conversation in many of the schools of the Transvaal. This practice of having little free conversation cannot be too strongly condemned.

ii. In many schools, the pupils' progress in English is slowed down, if not prevented, because too few periods are available for free conversation. Even where sufficient time is provided, the policy of having but one or two periods for practice in this type of conversation is most unsound. It unavoidably leads to crowding of the subject matter. The latter should rather be spread out over the week, so that the programme of free conversation may conform to Thorndike's Law of Exercise or Frequency in Learning,¹⁾ which states that the bond between a situation and a reaction becomes stronger with exercise. Not to exercise a bond between a stimulus and a response during a period of time weakens that bond or modifiable connection. Obviously pupils should have practice in free conversation in English more often than once or twice a week if a ready command of English is to be obtained. Sandiford, while regretting the lack of experimental findings on the length and distribution of practice periods in learning modern

1) Thorndike : Educational Psychology, Vol.II, Introduction, 2 - 4.

Cf. Langeveld: Inleiding Tot De Studie Der Paedagogische Psychologie van De Middelbare - Schoolleeftijd, 371.

languages,¹⁾ among others, declares that the bonds of modern languages, and other school subjects, are so numerous that none but a very few get sufficient exercise to make those bonds permanent. Hence they fade away in a most distressing manner.²⁾ Furthermore, spreading the free conversation over the week, would go a long way towards preventing fatigue and boredom of the pupils, which would inevitably result if all the free conversation were crowded into one or two periods. Even though Sandiford declares that mental fatigue, in the sense of loss of real efficiency, is difficult to achieve, and that there is but little loss in efficiency after several hours of hard mental work,³⁾ pupils will find it difficult to concentrate on the work during a lesson of, say, 30 to 40 minutes, even for sheer boredom.

Frequent free conversation practice is a necessary adjunct to frequent controlled conversation. In the first place, the child should have full opportunity of applying the knowledge of English gained during the controlled conversation lessons. If too much reliance is placed upon the latter, the child will remain ignorant of many patterns of language pending their introduction in controlled conversation lessons at a stage specified in the syllabus. During free conversation lessons the pupil may acquire some of those missing patterns. In the second place, frequent free conversation practices are essential in order to counteract the inhibitory effect of intensive drill during controlled conversation. The patterns drilled into the pupils daily during controlled conversation lessons may adversely affect their ability to use other patterns of English. In the use of the tenses this is an actual danger, interference being greatest when there is a high degree of similarity between

1) Sandiford : Educational Psychology, 220.

2) Op. cit., 224.

3) Op. cit., 273.

the original learning and the interpolated activity.¹⁾
 For instance, a child drilled in school in the common use of the Present Continuous tense may want to say, "I am seeing a dog", and think it wrong to say, "I see a dog". Much, and frequent, practice in free conversation can counteract this effect of drill.

The total absence of free conversation lessons in the Grades and the Standards is unwarranted, as suitable material, and the necessary devices for teaching it, could easily be found (see pp 127 - 129), and effectively used.

C. POETRY AND APPRECIATION.

Topic No.10. Methods used in Memorization.

Question 10. Which of the following methods do you use when you require your pupils to memorize a poem?

- (a) The "whole" method.
- (b) The "part" method. If "Yes",
 - i. do the pupils learn the poem line by line, or one line and part of another, according to the sense?
 - ii. Do they learn the poem verse by verse if the verses are short?
- (c) The "mixed" method (reading the whole poem first and then learning it one part after another).

(1) Ways of Memorizing Poetry.

(a) TABLE XII. - METHODS.

Std.	Whole Me- thod.	Not fol- lowed	Part Method.					Not fol- lowed	Mixed M.			
			Line by		Verse by		Tot- al.				Not	
			Line	Verse.	S.	N.							S.	N.	Tot-fol- allowed
Grades	80%	20%	16%	8%	8%	12%	44%	56%	16%	25%	41%	59%
Std. I	70%	30%	12%	12%	8%	12%	44%	56%	28%	28%	56%	44%
Std. II	70%	30%	12%	12%	8%	20%	52%	48%	40%	28%	68%	32%
Std. III	67%	33%	8%	12%	4%	28%	52%	48%	40%	36%	76%	24%

S. - Sometimes. N. - Never.

1) Davis: Psychology of Learning, 268.

Std.	Whole Method.	Not followed	Part Method.					Mixed M.			
			Line by Line.		Verse by Verse.		Total	Not followed		Total	Not followed
			S. N.	S. N.	S. N.	S. N.		S. N.	S. N.		
Std. . IV	67%	33%	8% 12%	4% 28%	52%	48%	40% 36%	76%	24%		
Std. V	67%	33%	8% 12%	4% 28%	52%	48%	40% 36%	76%	24%		
Std. VI	67%	33%	8% 12%	4% 28%	52%	48%	40% 36%	76%	24%		

S. - Sometimes.

N. - Never.

(b) In Table XII is given the percentage of schools (Standards) in which use is made of the "whole" method, the "part" method and the "mixed" method.

(c) It stands to reason that in no Standard can, and will, the teacher confine himself to the use of one method of memorizing verse. This is reflected in Table XII. The "whole" method and the "mixed" method are used most. The former is used progressively less, and the latter progressively more, from the Grades upwards. This is quite natural, for the length of the poems treated in class tends to increase as the pupil progresses from Standard to Standard, which would necessitate a corresponding decrease in the use of the "whole" method and a proportional increase in the use of the "mixed" method. For a similar reason the use of the "part" method increases progressively from the Grades upwards, though its use is confined to but 52% of the schools in Std.II, Std.III, Std.IV, Std.V and Std.VI, and to 44% of the Schools in the Grades and Std.I. The line serves as the unit in memorizing poetry in 16% of the schools in the Grades, in 12% of the schools in Std. I and Std. II, and in 8% of the schools in Std. III to Std.VI. The statement that the line serves as the unit in memorizing poetry must not be taken literally, as no qualified teacher would adhere rigidly to the line, even if he consciously strives to make it the unit, but would break the material up into units of meaning, each approximately a line, as closely as possible. In 8% of the schools the

verse serves as the unit, in memorizing poetry, in the Grades, Std.I and Std.II, and in 4% of the schools in Std.III, Std.IV, Std.V and Std.VI.

(2) Inferences.

1. Too little use is made of the "whole" method and the "mixed" method in some schools of the Transvaal in memorizing poetry.

The question of "whole" or "part" learning is of fundamental importance in memorizing poetry. Neither is the matter as simple as it appears at first sight. The problem of "whole" or "part" learning is complicated by the fact that investigators differ on the effectiveness of these two methods, though they agree in the main on the superiority of the "whole" method over the "part" method when the material learned and the stage and ability of the child, are suitable. Meumann thinks that the "whole" method is superior, for adults and children, to the "part" method, not only in memorizing material that forms a coherent whole, but also in memorizing fragmentary matter, such as dates, names, and words of a foreign language.¹⁾ Pyle and Snyder²⁾ found the "whole" method superior in memorizing poetry, whether 5 lines of it or 240, the relative saving being much greater in memorizing long selections that require more than a single sitting to memorize them.³⁾ Sandiford declares that things which are to be learned in serial order are best learned as wholes, provided the latter are not unreasonably large.⁴⁾ Mary L. Northway found that the "whole" method of learning is most effective when the material has a certain degree of difficulty for the mental

1) Meumann : The Psychology of Learning,
249.

2) Pyle and Snyder : The Most Economical Unit for Committing to Memory. J.E.P., II, (March, 1911),
133 - 142.

3) Loc. cit.

4) Sandiford : Education Psychology, 227.

ability of the child, and that as the material becomes either easier or harder than that, the difference between the methods becomes increasingly less.¹⁾ Sawdon came to the conclusion that, as a general rule, and provided sufficient time is available, poems will be learned more effectively by the "whole" method by the boys in the upper Standards of the Primary School, when the poems are easily understood by the children, are continuous in thought, and are pronounced in rhyme and rhythm. Where the material is disconnected, or difficult to understand, even where rhyme and rhythm are pronounced and pleasing, or if the rhyme and rhythm are feeble, the advantage of the "whole" method is much less, tends to be unevenly distributed through a group, and may disappear altogether with less developed boys.²⁾ We may assume that this applies to all pupils, boys and girls. It is clear that the "whole" method, though superior, is not infallible.

The "mixed" method should be used much more. It represents the middle course and avoids the evils of "whole" and "part" learning. It consists in first treating the passage thoroughly as a whole; then learning the parts separately; and, lastly, combining them into a whole.³⁾

ii. The extensive use of the "whole" method in the Grades may mean that in an appreciable number of schools verse is taught by a method not suited to the stage of development of the child. In the light of the findings of Northway and of Sawdon it is a moot point whether the "whole" method of memorizing a poem is the best in the case of beginners in Grade I, if we take into consideration the

- 1) Northway : The Nature of "Difficulty", with Reference to a Study of "Whole-Part" Learning. The British Journal of Psychology, Vol. XXVII, 1936 - 1937, pp. 399 - 403.
- 2) Sawdon : Should Children Learn Poems in "Wholes" or in "Parts?" The Form of Education, Vol. V, pp. 182 - 197.
- 3) Pinsent : The Principles of Teaching-Method with Special Reference to Post-Primary Education, 299-301.

fact that almost every word in each rhyme presented to the child is quite foreign to him, as a rule, not only in meaning but also in sound, in the initial stages at any rate. The material to be memorized is thus, comparatively speaking, of very great difficulty. Perhaps the "mixed" method would be more suitable here. Research on this point would serve a very useful purpose.

iii. In some schools poetry is taught by unpedagogical methods.

The use of the part method, when there are available such excellent methods as the "whole" method and the "mixed" method, cannot be justified. Those schools using it are resorting to an unsound method, psychologically.

Topic No.11. Repetition in Chorus.

Question 11. Do you let the pupils say the poem in chorus while they are memorizing it in class?

(1) Saying Poems in Chorus.

(a) TABLE XIII. - REPETITION IN CHORUS.

Std.	Never.	Sometimes.	Always.
Grades	3%	27%	70%
Std. I	3%	45%	52%
Std. II	3%	50%	47%
Std. III	3%	56%	41%
Std. IV	4%	57%	39%
Std. V	4%	57%	39%
Std. VI	4%	57%	39%

(b) In Table XIII is given the percentage of schools (Standards) in which the pupils repeat the poems in chorus when memorizing them in class.

(c) In but 3% to 4% of the schools is no use made, in the various Standards and in the Grades, of the time-honoured device of letting pupils memorize a poem by saying

it in chorus. Repetition in chorus is used most in the Grades - in 70% of these the pupils are always required to say the verses in chorus. Although the frequency of the exclusive use of this procedure diminishes progressively, its use, to a greater or less extent, is and remains almost universal.

(2) Inference.

To uphold, or condemn, the practice of memorizing poetry, by letting the pupils repeat verse in chorus is impossible, without taking into account whether the contents have first been thoroughly treated by the teacher, so as to make them meaningful to the children, thus enabling the latter to appreciate them. The repetition of poetry in chorus has its advantages and disadvantages. Its main advantage is that it gives the whole class an opportunity for oral practice where the necessary time to say the poem (or rhyme) individually is not available. What is more, younger children like taking an active part in learning a poem, "reading it aloud, saying it aloud, chanting it in chorus,"¹⁾ so that they may "savour the rhythm, the language and the sentiment of the poetry"²⁾ which they like. Jespersen holds that reading in unison should not be neglected.³⁾ This would apply equally well to the reading, and saying, of poetry. The disadvantages of repetition in chorus are serious, however. It makes errors of speech hard to detect, for the teacher. It is noisy. It may easily degenerate into a sing-song, empty of thought or effort on the part of the class.

The practice of almost universal repetition in chorus in memorizing poetry (rhymes) cannot therefore be

1) Board of Education : Handbook of Suggestions, 371.

2) Loc. cit.

3) Jespersen : How to Teach a Foreign Language, 87.

judged till it is known how the poems are introduced to the class, prior to the latter repeating them in chorus. In the hands of a good teacher it has its legitimate place in the classroom.

Topic No.12. Methods of presenting Poems.

Question 12. What method do you use in presenting a poem to the class?

(a) Do you tell the class the story or the contents of the poem?

(b) Do you touch upon the central thought or problem of the poem and thus make it meaningful to the children without telling them the contents?

(c) Do you explain the contents in Afrikaans?

(1) Presenting Poems to the Class.

(a) TABLE XIV. - METHODS OF INTRODUCING A POEM.

Std.	Story (contents) told.	Central thought explained.	Contents in Afrikaans.
Grades	23%	-	77%
Std. I	38%	-	62%
Std. II	36%	-	64%
Std. III	42%	-	58%
Std. IV	40%	-	60%
Std. V	44%	-	56%
Std. VI	44%	-	56%

(b) In Table XIV is given the percentage of schools in the Standards of which a poem is introduced by i. telling the pupils the story or contents in English; ii. by touching upon the central thought or problem of the poem, in order to make the latter meaningful to the class; iii. by telling the pupils the contents in Afrikaans.

(c) In the majority of schools the poem is introduced by the teacher telling the class the contents in Afrikaans. This practice is most common in the Grades, where it is

found in 77% of the schools. It decreases steadily from the Grades upwards, but even in Std.VI it is still used in 56% of the schools. In 23% of the Grades the story (contents) of the poem is told in English. This procedure is followed more and more in the Standards, but even in Std.VI it finds a place in less than half (44%) of the schools.

(2) Inference.

Inefficient methods of teaching poetry are used in very many Afrikaans-medium Primary Schools.

The telling, in Afrikaans, of the contents of an English poem, by way of introducing it to the class prior to memorization, cannot be too strongly disapproved of, nor can concern at the high percentage of schools adopting this procedure be too strongly expressed. Telling the contents of an English poem in Afrikaans is but another form of translation, and an inexact one at that, as the teacher cannot pretend to reproduce every shade of thought and detail found in the poem. For other reasons, too, translation is not, as a rule, desirable in second language teaching (see pp 119 - 120).

The practice of telling the contents of a poem in Afrikaans, at the beginning of the lesson, obviously robs the second language of all that is novel and interesting. The interesting part of the lesson, i.e., the story, is reserved for Afrikaans, the drudgery of it for English, instead of English getting the benefit of a flying start by means of a vivaciously told story which arouses the pupils' interest and carries the use of this medium right through a successful lesson.

A further evil of the practice of telling the contents in the mother tongue first is that it prevents the pupils from putting forth their best efforts.

Palmer and Redman think that explanations in the mother

tongue of the student tend to inhibit the development of the latter's natural powers of speech in the foreign language. "With each explanation in the mother-tongue the learner will tend to rely more and more on explanations and less and less on his own powers".¹⁾ Elsewhere they compare translation to drugs: "Explanations, translations, and the like are the drugs. Each one helps the student to understand or to compose, and each dose makes it more difficult for the student to utilize his nature-given capacities for language-learning".²⁾

Furthermore, the practice of telling the class the contents of the poem in Afrikaans impoverishes the material of the lesson, as it eliminates all incidental learning, thus depriving the child of a wealth of indispensable knowledge.

Of course danger is present when a child learns things he does not understand. From an experiment conducted by Northway, it appears that when a child learns material that is not meaningful to him, he changes this material, in the light of his own experiences, till it becomes meaningful to him. The result is that when he is asked, after the lapse of a certain interval of time, to recall the matter learned, the recalled matter often has no apparent relationship to the original matter if the latter was memorized without being understood. Northway sees recall as a creative process, and not merely the reproduction of what was learned originally.³⁾ The obvious safeguard against this danger, in memorizing English poetry in Afrikaans-medium schools, is not some form of translation, as this would merely aggravate mother-tongue consciousness,

1) Palmer and Redman : This Language-Learning Business, 150.

2) Op. cit., 151.

3) Northway : The Nature of "Difficulty"; with Reference to a Study of "Whole-Part" Learning. The British Journal of Psychology, Vol. XXVII, 1936-1937, p. 399 - 403.

the latter being hard enough to escape as it is - "the hobgoblin moves with us", says Jespersen.¹⁾ A carefully worded story in English, illustrating the contents of the poem, and told with all the explanatory aids at the command of the teacher (see p. 120) is the obvious counter.

The more advanced method of introducing a poem by pointing out its theme, i.e., its main thought or problem,²⁾ is not used, even in the upper classes of the Primary School, except in 3% of the schools in Std.VI. It is the ideal method of introducing a poem to a more advanced class, as it makes it possible for the reading of the poem to become an intellectual pleasure to the pupil, by leaving him enough to do for himself, with prior guidance from the teacher. There is, after all, very little point, if any, in setting a child exercises that do not call for serious thinking on his part, provided that the subject matter is not beyond him. Jespersen agrees that the subject matter in language study must be difficult enough for the pupil.³⁾

By and large, therefore, the methods of teaching poetry in many Afrikaans-medium schools are such as cannot yield a rich harvest. Based on translation into Afrikaans, in many schools, they eliminate incidental learning of English, and they confine the subject matter of the lessons to the bare lines of the poems, which are but read, or memorized by repetition in chorus. Hence they do not actively promote the appreciation of poetry in the school.

1) Jespersen: How to Teach a Foreign Language, 62.

2) Cf. Blaisdell: Ways to Teach English, 276 - 287.

3) Jespersen: How to Teach a Foreign Language, 28.

Topic No.13.Cultivating Appreciation.

Question 13. By what means do you try to cultivate in your pupils an appreciation of poetry?

The replies to this section fall into 2 main classes:- i. Those relating to methods used in the Grades and the junior Standards (Stds.I - III), and ii. those relating to methods used in the senior Standards (Stds.IV-VI). The replies relating to the former are given below without any attempt at statistical treatment, which would be out of place owing to the simplicity of the material relating to the teaching of poetry to young children. The replies relating to the latter (methods used in senior Standards) are tabulated below.

(1) Methods used in the Grades, Std.I, Std.II and Std.III.

In the Grades and the junior Standards attempts at appreciation consist in selecting poems (rhymes) with marked rhythm; in letting the pupils repeat them, emphasizing the rhyme and the rhythm; in letting them perform rhythmic actions where possible; and in letting them dramatize the poem (rhyme), if suitable.

Except for attractive pictorial illustration, one of the great stand-bys in teaching children's poetry, but which was not mentioned by the respondents, the above represent the usual methods of promoting appreciation of poetry by young children.

(2) Methods used in the Senior Standards (Stds. IV - VI).

(a) TABLE XV. - METHODS OF CULTIVATING APPRECIATION OF POETRY : SENIOR STANDARDS.

Category	Methods used	Schools.
A	Presentation only, with explanation of words.	16%
B	Presentation only, but of specially selected poems, with explanation of words.	19%

Continued:

Category	Methods used	Schools.
C	Presentation only, with explanation of words. Specially selected poems. Pupils select poems for their anthologies.	11%
D	The above, plus careful guidance in order to understand the contents thoroughly.	30%
E	The above, plus careful guidance in the appreciation of the beauty of the poems.	24%

(b) In Table XV are given i. the five categories into which are grouped the replies to Question 13 in which respondents were asked to state what methods they use to cultivate in their pupils an appreciation of poetry; ii. the percentage of schools in which these methods are used.

(3) Explanation of the Categories.

Category (A). In this category are included all the variations of one particular method, viz. that of merely presenting the poem or rhyme to the child. The poem is read or recited by the teacher. Difficult words are explained, but no attempt is made at pointing out the beauty of the poem. The child has to appreciate the poem as best he can. He may, or may not, be asked to copy it into an Anthology Book being compiled by himself.

Category (B). In this category fall those methods that are also based upon the mere presentation of the poem, with explanation of the difficult words. The poems are, however, specially selected by the teacher. The latter selects poems possessing such qualities as appeal to children. To this end, some schools concentrate on South African English poetry.

Category (C). In this category are placed those methods that are based not only on the mere presentation of the poems to the class, with explanation of difficult

words, but also upon giving the child scope to display, and cultivate, good taste in poetry, by his being asked to select, for his anthology, poems that he likes, from those read or recited by the teacher or from other sources, such as books and magazines. In schools following this procedure, the pupil receives a modicum of guidance, having to present his anthology to the teacher for approval. Furthermore, he is given the opportunity for displaying his initiative.

Category (D). In this category are placed all those procedures that include not only the presentation of the poem, the explanation of difficult words, the selection of poems by the pupils for their anthologies, but also concentration on the meaning and spirit of the contents. The latter are made absolutely clear to the pupils, by means of explanations, dramatization, miming, and pictorial illustration, by the teacher. The pupils illustrate the poems in their anthologies.

Category (E). In this category are included the most advanced methods, viz. those embodying all the devices and procedures, and the aims, implied in the preceding categories, but are based more particularly on careful exposition of the beauty of each poem, such as noble thought or sentiment, sound-pictures, word-pictures, and alliteration - in short, on the art of the poet generally. The pupils do exercises in versification, recite artistically, and sing poems to proper musical accompaniment. To facilitate thorough understanding and appreciation, the children are given some insight into the personality and life of the poet.

(4) Inference.

In more than 50% of the schools not enough is done to cultivate appreciation of, and love for, English poetry. Merely to present a poem to a child, and explain the difficult words, is not enough, although effective

reading or reciting of it by the teacher does go a long way. The child needs further guidance. To present specially selected poems that, in the opinion of the teacher, would appeal to the pupils is a big step forward, but poems from overseas should not be excluded, as this would but impoverish the child mentally. Moreover, love of the romantic - the far-away things, in space and time - is inherent in human nature, so that the child may actually prefer some poems from overseas. It is also essential that the teacher should have a very good knowledge of the type of poetry liked by children of all ages and both sexes. Even so, children must be given ample opportunity for displaying good taste in poetry. The contents must be thoroughly grasped by the child and, above all, the artistry of the poem must be revealed to the child, along the lines suggested in Category E.

Topic No. 14. Time devoted to Teaching of Poetry.

Question 14. How many periods do you devote to the memorizing and reciting of poetry?

(1) The Number of Periods devoted to Memorizing and Reciting Poetry.

(a) TABLE XVI. - TIME DEVOTED TO THE STUDY OF POETRY.

	Grades					Std.I.				Std.II			
Number of periods per week.	1	2	3	4	5	1	2	4	5	1	2	4	5
Percentage of schools.	%	%	%	%	%	%	%	%	%	%	%	%	%
	17	56	3	17	7	43	47	7	3	53	37	7	3
Max. & Min. (common) length of periods.		15		10	10		15	15			15	15	
		to		to	to		to	to			to	to	
	30	30	20	15	15	30	30	30	10	30	30	30	10
Average total time.	30	52	60	56	63	30	49	90	50	30	49	90	50

Continued:

	Std.III			Std.IV			Std.V			Std.VI		
Number of periods per week.	1	2	4	1	2	4	1	2	4	1	2	4
Percentage of schools	%	%	%	%	%	%	%	%	%	%	%	%
	66	27	7	66	27	7	66	27	7	66	27	7
Max. & Min. (common) length of periods.	15	15		15	15		15	15		15	15	
	to	to		to	to		to	to		to	to	
	30	30	30	30	30	30	30	30	30	30	30	30
Average total time.	30	45	90	30	45	90	30	45	90	30	45	90

(b) In Table XVI are given:-

i. The number of periods, per week, devoted to memorizing and reciting poetry.

ii. The percentage of schools making use of each number of periods indicated.

iii. The maximum and minimum or common time, per week, devoted to memorizing and reciting poetry.

iv. The total average time, per week, devoted to memorizing and reciting poetry.

(c) In a varying percentage of schools, 1 - 5 periods per week are devoted to memorizing and reciting poetry, in the Grades, Std.I and Std.II, and 1 - 4 periods in Stds.III to VI. By far the greater number of schools devote 1 or 2 periods per week to memorizing and reciting poetry. Most schools favour 2 periods in the Grades. Above the Grades the tendency is towards 1 period, but even in Std.VI, two periods are found in 27% of the schools, and four periods in 7% of the schools. Clearly, a small minority of schools place more than usual emphasis on learning poetry by heart. The maximum and minimum or common length of the periods, as well as the average time devoted to the study of poetry, varies considerably. In the Grades, Std.I and Std.II the maximum and minimum length of the periods is 10 minutes and 30 minutes, respectively; in Stds.III to VI it is 15

minutes and 30 minutes, respectively. In the Grades the average time spent on teaching poetry varies from 30 minutes to 63 minutes, and in the Standards it varies from 30 minutes to 90 minutes.

(2) Inferences.

1. In a small percentage of schools more time is devoted to the memorization and recitation of poetry than the hour, and the half-hour, recommended for the Grades and the Standards, respectively.¹⁾ Within reason, it is better to devote rather more than less time to memorizing and reciting poetry. Without advocating a return to the Classical Method, notorious for dreary memorizing of material, it may safely be stated that the study of a poem is par excellence an intensive study, whether the specific aim be memorization of the contents or not. Intensive study of poetry, with repetition at suitable intervals, certainly favours memorization. And memorization, consciously or unconsciously, is the only way of acquiring what Palmer calls primary language material, i.e., ready material in the mind that could later be reproduced in speech or from which new material for speech could be formed.²⁾ In the case of a pupil learning a second language, the acquisition of such material is a pressing need. Care should, however, be taken that the procedures followed do

1) T.E.D. Suggested Syllabuses for Grades - Std.VIII, 39.

2) Palmer: The Scientific Study and Teaching of Languages, 103.

not make English poetry and the study of it unpleasant to the child. That would lead to poor learning, according to Thorndike's Law of Effect (law of satisfaction and annoyance):- "When a modifiable connection between a situation and a response is made and is accompanied or followed by a satisfying state of affairs, that connection's strength is increased : when made and accompanied or followed by an annoying state of affairs, its strength is decreased".¹⁾

ii. In the majority of schools too little time is set aside for the study of poetry. If only one period (of 30 minutes) is available, it is obvious that the teacher can hardly treat a sufficient number of poems adequately. The practice of crowding into one period all the work in connection with the study of poetry, instead of spreading it out, is, furthermore, not according to sound psychological principles, running counter to Thorndike's Law of Recency (Exercise).²⁾

1) Thorndike: Educational Psychology,
Vol. II, Introduction, 4.

2) Op cit., 2.

Also Sandiford: Educational Psychology, 200.

CHAPTER VIII.READING.Topic No. 15. Nature of Class Reader used.Question 15.

(a) Do you use a printed book, i.e., one printed by a publisher, when you start teaching reading - that is, teaching it to children who cannot read yet?

Note: This question refers to English reading and to English as a second language only.

(b) i. Do you let the beginners build up their own class readers, instead of using a printed reader?

ii. If "Yes", please describe very briefly the method that you use in constructing the reader, and the method by which you teach the actual reading.

(c) If you do not start the teaching of reading with the aid of a printed, i.e., published reader, please state when a printed reader is introduced.

(d) If the above does not reflect your method of teaching English reading to beginners, please explain very briefly your methods and procedures.

(1) Nature of Reader.

(a) TABLE XVII. - PROCEDURES FOLLOWED AND METHODS USED.

Procedures and Methods.	Published reader used.	Reader built up in class.	Both procedures.	Sentence Method.	Word Method.	Phonic Method.	Stage at which a published reader is introduced in Std. I, after pupils have learned to read.			
							1st term.	2nd term.	3rd term.	4th term.
Percentage of schools.	70%	17%	13%	50%	35%	15%	70%	26%	-	4%

(b) In Table XVII are given:-

- i. the various procedures followed in teaching reading to beginners;
- ii. the methods by which the actual reading is taught;
- iii. the stage at which a published reader is introduced in schools in which beginners are taught reading without the use of a published reader;
- iv. the percentage of schools in which each procedure is followed and each method is used.

(c) In by far the great majority of schools (70%), beginners are taught to read English from a published reader. In 17% of the schools no reader of this type is used, the class, under the guidance of the teacher, building up their own reader, and the reading material being written (in print) on the blackboard or on flash cards by the teacher. In 13% of the schools both procedures are followed. The Sentence Method is used in teaching beginners in 50% of the schools, the Word (Look-and-Say) Method in 35% of the schools, and the Phonic Method in 15% of the schools. This does not mean that teachers confine themselves to the use of one of these methods. One of them may form the approach, but sooner or later other methods must be used, in view of the unphonetic nature, and the chaotic state, of English spelling. In fact, a global, eclectic method, viz. a combination of the Sentence Method, the Word Method, and the Phonic Method, is recommended by the Transvaal Education Department.¹⁾ In a majority of those schools (70%) in which a published reader is not used initially, such a reader is introduced in the first term of Std.I - in 26% of these schools in the second term of Std.I, and in 4% in the 4th term of Std.I.

1) T.E.D. Suggested Syllabuses for Grades - Std.VIII,
49.

(2) Details of Reading Methods used, and of Procedures followed in Constructing own Class Readers.

From the replies to Section (b)ii, in which respondents were asked to state how the reader is built up in class (when no published reader is used initially), and to give particulars of the way in which the reading method is used, it appears that the procedure of constructing a class reader is so intimately connected with the teaching method adopted that the two are inextricable. They are thus treated together here. Details of the ways in which the various reading methods are used are given in categories below.

i. The Phonic Method. The unit in teaching reading is the sound of the letter of the alphabet. The pupils learn the sounds of certain letters. These sounds are then combined so as to build up words. The words are read by the pupils from flash-cards. Later, the words are combined into sentences, which are read from flash-cards. The blackboard may also be used.

ii. The Word (Look-and-Say) Method. The unit in teaching reading is the word. The child learns the separate and single word.

(i) Flash-cards containing the picture of an object, with its name, are shown to the class. When the children are able to recognize the words taught them, easy prepositions, the articles, and so on, e.g., "in", "the", "a", "an", are introduced in sentences shown to the class on flash-cards.

(ii) Words are first presented and treated on the blackboard in association with pictures or objects. This initial stage is followed by the Sentence Method and the Phonic Method. Flash-cards are used too.

(iii) Words are written on charts containing illustrative pictures. Later, sentences are added

to the pictures, these sentences being written on the blackboard. Flash-cards are also used.

iii. The Sentence Method. The sentence forms the unit in the teaching of reading.

(i) Sentences from the class reader are transcribed on flash-cards, and the latter shown to the class. Next, individual words from these sentences are flashed to the class - the Word Method. This may, or may not, be followed by the Phonic Method, viz. splitting the words up into the sounds of each component letter.

(ii) The pupils draw an object in their books with the aid of a stencil supplied by the teacher, or by other means, and a word and a few sentences are added to the picture; e.g., "cat". "I see a cat". "This is a cat". This represents the first lesson. Subsequent lessons are built up around the same subject, new sentences being added. After mastery, the pictures and the sentences are elaborated. New objects and their names are added, such as "dog", "hen", "pig", "cow", and the process is repeated. The children colour their pictures and transcribe some of the words on the opposite pages. In this procedure there is a very close association of the Sentence Method and the Word Method.

(iii) The teacher displays a sentence and a picture. The pupils copy the sentence into a book. By means of a stencil supplied they add the picture to the sentence. They colour in the former. The Word Method is used in conjunction with the Sentence Method.

(iv) Yet another variation of these methods is the following: Charts containing about twelve pictures are put up. Sentences on each picture are flashed to the class. Then individual words from each sentence are flashed to the class.

(v) The reading lesson is based upon the conversation lesson. Sentences from the conversation lesson are flashed to the class. Then individual words from these sentences are flashed to the class. Analysis of these words by means of the Phonic Method is the last step.

(3) Replies to Section (d).

No replies were received in response to Section (d) of Question 15.

(4) Inference.

Reading is taught on modern lines in the schools of the Transvaal. The little use made of the Phonic Method (which is used in but 15% of the schools), as the initial method of teaching reading, is quite natural. Jagger contends that the use of the Phonic Method increases the difficulties of learning to read instead of making the acquiring of the art of reading easier,¹⁾ English spelling being what it is. In the great majority of the schools reading is taught by the Word Method and the Sentence Method, i.e., by the composite and eclectic systems implied in the use of these so-called methods, in accordance with modern usage, which includes the best features of both the Analytic and the Synthetic methods,²⁾ as both have excellences particularly their own. Hence, although the sentence as a unit in the teaching of beginners is stressed these days, the other units, such as the word and the letter-sound, and even the letter itself (the Alphabetic Method) in more advanced classes, cannot be neglected.

No use is made of the Story Method of teaching reading, a method associated with the Project Method,

1) Jagger: The Sentence Method of Teaching Reading, 76.

2) Patterson: Teaching the Child to Read, 38 - 39.

which is obviously not suitable for teaching reading, in the second language, in the case of little beginners.

Topic No.16. Aids to spontaneous Reading.

Question 16. Which of the following aids do you use to encourage children to read, both orally and silently?

- (a) i. A notice-board for the class.
- ii. Matching pictures with cards containing the names of the things pictured.
- iii. Puzzle cards where the part which has the name of the object fits into the part bearing the picture of the object.
- iv. Drawing pictures to illustrate words, phrases or sentences; e.g., the teacher writes on the blackboard: "a bird in the nest", and the children draw the picture, not a word being spoken.
- v. The children carry out written commands.
- (b) Describe briefly any other method used by you, to encourage reading, silent and oral, by beginners.

(1) Aids used to encourage small Children to read, both orally and silently.

(a) TABLE XVIII. - AIDS TO ENCOURAGE READING.

Procedures.	Percentage of Schools.	
	Used.	Not used.
i. Notice-board used.	15%	85%
ii. Matching pictures with captions.	58%	42%
iii. Matching pictures with captions on puzzle cards.	10%	90%
iv. Drawing pictures illustrating written themes.	40%	60%
v. Carrying out written commands.	65%	35%

(b) In Table XVIII is given the percentage of schools making use of the notice-board; matching pictures with the names of the objects pictured; matching pictures with the names of the objects pictured, but on puzzle

cards; drawing pictures illustrating a simple written theme supplied by the teacher; carrying out written commands by the teacher.

(2) Explanatory.

The Notice-board and Matching Pictures on Puzzle Cards.

The notice-board is a device for promoting independent and spontaneous reading by the child. On it are written, by the teacher, many things which the child has to know and would like to know; e.g., "Jannie found a pencil in the playground. He gave it to the teacher. The owner must ask her for it". By turns the children may be made responsible for writing the date on the notice-board; e.g., To-day is Wednesday, 3rd August, 195_. Playground news, and other news about the children themselves, may appear on the notice-board, the children being encouraged to bring such items of news to the teacher. A notice-board, if properly managed, should be surrounded every morning by a number of pupils eagerly puzzling out the words of the sentences for the sake of the news. The puzzle-card is a little card consisting of two separate portions, one containing the picture of an object or animal and the other the name. The two portions of the card fit into each other, so that the child may know when he has matched the picture and the caption correctly. Matching pictures of objects, animals, etc., with their names, is a game at which children can play for long spells without getting bored. Such pictures are a sine qua non of successful teaching of reading to beginners in a second language.¹⁾

(c) Though matching pictures with their captions, carrying out written commands, and even drawing pictures illustrating written themes, are by no means unknown devices in teaching reading to beginners in the Transvaal,

1) Cf. Descoedres: The Education of Mentally Defective Children, 191 - 200.

their use is nevertheless not general. Very little use is made of the notice-board and of matching pictures on puzzle-cards.

(3) Additional Means of encouraging spontaneous Reading.

In reply to Section (b) of Question 16 in which respondents were invited to state what additional means they used to encourage spontaneous reading of English by pupils, the following replies, given in their categories, were received :-

i. Interesting reading matter from the library is selected.

ii. Books with colourful pictures are used.

iii. Rewards are given: children completing a task quickly are allowed to do silent reading. Good readers are given a prize, or some other form of reward or recognition.

iv. Reading cards are used.

v. Flash-cards are used in games.

vi. Pupils communicate with each other by means of single written words, in junior classes, and by means of sentences, in more advanced classes.

vii. Interesting books and stories are brought to the notice of the pupils by the teacher, who tells them just enough about a story or a book to awaken their curiosity and their interest, before asking them to read the rest at home.

viii. A class album of nursery rhymes and stories is kept.

(4) Inferences.

i. Generally speaking, it is clear that only the conventional procedure is followed in Afrikaans-medium Primary Schools in trying to establish the reading habit in small children. The pupil is taught to read English, and is supplied with the necessary books. In this way it is hoped that he will form the habit of reading English books

ii. It is also clear that no use is made of more modern techniques or devices of encouraging spontaneous reading of English by the pupils. Merely to teach the young child to read English and to supply him with English books suited to his level is not enough to establish the habit of reading English. This traditional procedure needs to be supplemented, for English is just about a foreign language to the Afrikaans-speaking beginner, and it is but natural that he would prefer to read Afrikaans, which he understands and which he can read with comparative ease.

iii. It is thus essential that use should be made of procedures and devices that appeal strongly to the pupil's spontaneous interest and to his natural activities. Particularly the child's love of play¹⁾ should be utilized in an attempt to establish the habit of reading English, and to make him accept the reading of English as something essential in daily life. To this end, techniques and devices like the notice-board, the matching of pictures with their captions, the drawing of pictures by the children according to written instructions, and the carrying out of written commands²⁾ will be of very great value. This list is of course far from exhaustive. Other ways and means, such as the scrap-book and similar devices that appeal to the child's innate love of collecting things, could be found to place the Afrikaans-speaking child in daily situations where he will be stimulated to read English on his own. This in turn will increase his production vocabulary and his recognition vocabulary, and will greatly assist in establishing in him the habit of reading

1) Nunn: Education, its Data and First Principles, 79 - 98.

2) Cf. Descoemdes: The Education of Mentally Defective Children, 191 - 200.
Also: Hamalide : The Decroly Class, 74 - 80.

English. And if this habit is once established, the child's proficiency in English is assured, throughout his life even.

iv. Lastly, it is quite evident that, due to the Afrikaans-speaking pupil's weakness in English, and to the absence of methods that appeal strongly to his instincts, particularly the instinct of play, the average Afrikaans-speaking child in the modern Afrikaans-medium Primary School in the Transvaal is not likely to acquire a love for English literature. As one respondent puts it, the children just will not read English. And a love for English literature is essential for further and continued progress in English, particularly in an Afrikaans-speaking environment where the pupil rarely hears English spoken or speaks it himself outside the school.

Topic No. 17. Ways of introducing the Reading Lesson.

Question 17.

- (a) How do you introduce the passage to be read?
- i. By making a few remarks meant to facilitate the understanding of the meaning of the passage, without actually telling the story or the contents of it.
 - ii. By telling the children, in English, the contents of the passage to be read.
 - iii. By telling, in English, only the main facts contained in the passage.
 - iv. Do you use Afrikaans in order to give the children the desired guidance on the lines suggested above?
 - v. If you use any other method of introducing a reading lesson, please explain it.
- (b) i. Do you start the lesson without any introductory or explanatory remarks?
- ii. If "yes", please state your reasons for doing without an introduction.

(1) Introducing the Reading Lesson.(a) TABLE XIX. - METHODS USED OR PROCEDURES FOLLOWED.

	Std.I		Std.II		Std.III	
	Used	Not Used	Used	Not Used	Used	Not Used
Remarks in English to facilitate understanding of contents. Latter not told to class.	44%	56%	44%	56%	47%	53%
Contents told to class in English.	29%	71%	26%	74%	15%	85%
Only main facts told to class in English.	24%	76%	35%	65%	25%	74%
Afrikaans is used on lines suggested above.	24%	76%	21%	79%	17%	83%
Method used that dispenses with introduction.	3%	97%	8%	92%	11%	89%

	Std.IV		Std. V.		Std.VI	
	Used	Not Used	Used	Not Used	Used	Not Used
Remarks in English to facilitate understanding of contents. Latter not told to class.	47%	53%	47%	53%	47%	53%
Contents told to class in English.	15%	85%	15%	85%	15%	85%
Only main facts told to class in English.	24%	76%	30%	70%	30%	70%
Afrikaans is used on lines suggested above.	8%	92%	8%	92%	5%	95%
Method used that dispenses with introduction.	14%	86%	14%	86%	14%	86%

(b) In Table XIX are given:-

- i. the various methods used, or the procedures followed, in introducing a reading lesson;
- ii. the percentage of schools (Standards) in which each method is used;
- iii. the percentage of schools in which an introduction is dispensed with.

(c) In 40 odd per cent of the schools the lesson is introduced by means of remarks in English by the teacher meant to facilitate understanding of the contents, but without actually telling the class the contents. The method of telling the class the contents in English is used in 29% of the schools in Std.I, in 26% of the schools in Std.II, and in 15% of the schools in Std.III and higher. In broad outline, the contents, i.e., the main facts, are told to the pupils in 24% of the schools in Std.I, 35% of the schools in Std.II, 26% of the schools in Std.III, 24% of the schools in Std.IV, and 30% of the schools in Stds.V and VI. Afrikaans is used in order to give the necessary guidance, on the lines suggested above, in 24% of the schools in Std.I, 21% of the schools in Std.II, 17% of the schools in Std.III, 8% of the schools in Stds.IV and V, and in 5% of the schools in Std.VI. The introduction is dispensed with in 3% of the schools in Std.I, 8% of the schools in Std.II, 11% of the schools in Std.III and in 14% of the schools in Stds.IV to VI.

(2) Further Ways of introducing the Reading Lesson.

The replies to Section (a)v. in which respondents were asked to explain the methods they used, in case these were not included in the procedures mentioned above, fall into three categories :-

- i. Instead of remarking on the contents, the teacher explains difficult words and phrases in the passage.

ii.) The teacher bases his remarks on the picture illustrating the contents, if there is such a picture.

iii. The whole passage is read to the class by the teacher, in order to supply a model, and to explain difficult words. Later, the passage serves as a reading lesson, after further preparation by the pupils at home. The actual oral reading of the passage by the pupils is preceded by a test, in the form of questions by the teacher or the pupils among themselves, to ensure that the passage has been properly prepared by the class. In some cases only a portion of the passage is read aloud by the teacher, and the difficult words in it explained, the pupils being asked to prepare it further for the reading lesson on the following day.

(3) Reasons why an Introduction is dispensed with.

In reply to the Section (b)ii, in which respondents were invited to give reasons for dispensing with an introduction altogether, the following types of replies were received :-

i. Sufficient time is not available.

ii. In the upper classes an introduction is a waste of time.

iii. A reading lesson is, after all, a reading lesson, and not a conversation lesson.

(4) Inferences.

i. In an appreciable number of schools full benefit cannot be derived from the reading lessons because the latter are not properly introduced. If the class are told the contents beforehand, the novelty is taken out of the passage, the pupils' interest flags, and poor learning must result. The use of Afrikaans brings on the evils of translation (see pp. 119-120). The practice of starting to read a passage with a class without properly introducing the subject matter is bad pedagogy, plain and simple.

Herbart's psychology may be outmoded, yet good teaching has been, and will continue to be done by his formal steps.¹⁾ Not to introduce as passage properly to the class, prior to reading that passage, is to cut out Herbart's first step, i.e., "Preparation".²⁾ And for that matter it by-passes Dewey's first two steps, "Experience" and "Problem".³⁾ The child is simply made to read without knowing why or about what, and without having his interest aroused first.

ii. The weakness of the pupils in reading and in English generally is revealed by the fact that the elementary method of telling the pupils the contents of the passage, before reading it, is used in what appears to be a substantial minority of the Afrikaans-medium Primary Schools.

Topic No.18. Conducting the actual Reading.

Question 18.

(a) How does the actual reading of the passage, prepared by the children beforehand, or unprepared, take place?

i. The teacher reads a number of lines to the class as a model.

ii. The children read by turns.

iii. Only the better readers are asked to read.

(b) Do you sometimes divide the class into groups, under pupils as leaders, the latter hearing the reading of their groups simultaneously, so as to give each pupil the maximum practice in reading?

(c) i. If every child is given a turn to read, how do you solve the problem of the backward reader who bores the rest of the class till they lose interest?

1) Cf. Horne: The Democratic Philosophy of Education, 216.

2) Bagley: The Educative Process, 285 f.

3) Dewey : Democracy and Education, 180 - 192.

- ii. If only the better pupils are asked to read, how do you give the backward ones their fair share of practice in oral reading?

(1) The actual Reading of the Passage, prepared or unprepared.

(a) TABLE XX. - PROCEDURES IN ORAL READING.

Procedures in reading.	Std. I			Std. II.			Std. III		
	Followed.	" Not	" Rarely	Followed	" Not	" Rarely	Followed	" Not	" Rarely
Portion by teacher as a model.	98%	2%		93%	7%		87%	13%	
Pupils by turns.	100%	-		100%	-		100%	-	
Only better readers.	-	-		-	-		-	-	
Groups.	80%	15%	5%	81%	14%	5%	82%	14%	4%
Teacher takes whole class, but individuals read.	15%	85%	-	14%	86%		14%	86%	

Procedures in reading.	Std. IV			Std. V			Std. VI		
	Followed	" Not	" Rarely	Followed	" Not	" Rarely	Followed	" Not	" Rarely
Portion by teacher as a model.	80%	20%		80%	20%		80%	20%	
Pupils by turns.	100%	-		100%	-		100%	-	
Only better readers.	-	-		-	-		-	-	
Groups.	83%	13%	4%	84%	12%	4%	80%	13%	7%
Teacher takes whole class, but individuals read.	13%	87%		12%	88%		13%	87%	

(b) In Table XX is given the percentage of schools (Standards) in which

- i. a portion of the subject matter is read by the teacher as a model for the class;
- ii. the pupils read by turns;
- iii. only the better pupils read, the backward readers obviously being considered too much of a drag on the rest of the class;
- iv. the class is divided into groups, under pupils as leaders, the latter taking their groups simultaneously for reading.
- v. the teacher takes the whole class, but the pupils read individually.

Needless to say, more than one procedure may be followed in one and the same Standard.

(c) Model reading by the teacher is a very common procedure, even though less use is made of it in more senior Standards. The time-honoured procedure of letting the pupils read by turns is general. In no schools are only the better pupils asked to read lest the backward readers should be a drag on the rest of the class. In 80%, and slightly more, of the schools, the pupils in the various Standards are divided into groups, each under a pupil as leader. This procedure becomes progressively more common from Std. I upwards, but its use decreases slightly in Std. VI, probably because silent reading take the place of oral reading more and more in the upper Standards. The procedure of dividing the pupils into groups, for oral reading, finds no place at all in 15% of the schools in Std. I, 14% of the schools in Std. II and Std. III, 13% of the schools in Std. IV, 12% of the schools in Std. V and 13% of the schools in Std. VI, the pupils reading individually but as a class.

(2) Procedures followed in Schools to help the backward Reader.

The replies to question (b) in which respondents were asked to submit the techniques followed by them in solving, wholly or partly, the problem caused by having backward readers and more advanced ones in the same class, are given in the various categories into which they fall.

i. In some schools, the teachers rely on the procedure, outlined above, of dividing the class into groups, each under a pupil as leader, so that the reading of all the groups may be taken simultaneously. By following this procedure, the teacher provides more opportunity for practice in reading for all the pupils, advanced or otherwise. The adoption of this procedure is but begging the question, however, as the backward reader would still be a drag on the others, even if he gets more practice in reading.

ii. The class is divided into groups according to their reading ability, so that the weakest readers may always have their reading lessons separately. The rest of the class may be set some other task in reading, or may be required to do written language exercises. This is clearly a very good method.

iii. The pupils are divided into groups¹⁾ according to their reading ability. Each group is then given a reader in accordance with their ability in reading. This enables the teacher to take the reading of each group separately, the other groups being otherwise employed meanwhile. This is an excellent method, particularly as the rate of reading of the good groups is independent of that of the poor groups, each group reading as many books per year as they are capable of.

1) Cf. McCallister: Remedial and Corrective Instruction in Reading, 86 - 91 passim.

iv. The pupils are divided into two groups according to their ability. The good readers read the passage to the backward readers, who then read it themselves while the first group are given some other work. The disadvantage of this procedure is that the backward readers are made to read the same book as the advanced pupils, instead of one suited to their ability.

v. Backward readers are given smaller pieces to read than the rest.

vi. The weak reader is made to memorize a portion of the passage to be read.

vii. The class is divided into groups of more or less equal reading ability, each group containing the same number of good, average and poor readers as any of the other groups. Reading is conducted on a competitive basis, marks being given, and a prize awarded to the best group.

Procedures v, vi and vii may be evaluated together, all three being thoroughly undesirable. Their common weakness is that the pupils backward in reading are given the same books as the advanced readers, to the detriment of both groups. To give the poor reader smaller pieces to read than the good reader is denying him the necessary practice and opportunity to improve his reading. Making pupils memorize a portion of the matter for the reading lesson smacks of cruelty and can have no value, if the retardation is due to weakness in the mechanics of reading, or to low mentality. Even so seemingly harmless, and generally commended, a device as a reward may have an inhibitory effect on a backward reader.¹⁾ It is obvious that pressure, often merciless, by other members of the group, may make oral reading such an ordeal for the

1) Betzner and Lyman: "The Development of Reading Interests and Tastes", in The Thirty-Sixth Year-book of the National Society for the Study of Education. Part I. The Teaching of Reading. A Second Report. 204.

backward reader that he may be too nervous to do justice to himself. In fact, the poor reader has reason to be sensitive. He may even be suffering from the effects of a fairly long period of unfavourable comparison with other members of his group.¹⁾

(3) Inferences.

i. By and large, the lines on which the Afrikaans-speaking pupil is given practice in English reading are sound. The procedure of dividing the class into groups, each under a pupil as leader, is an excellent one, as it gives the pupils the maximum practice in reading, makes possible the formation of groups of pupils of more or less equal reading ability, enables each reading group to read subject matter in accordance with their reading ability, and solves the problem of the backward reader, who can then be given his due share of reading practice from a book suited to his level, along with other pupils of about the same reading ability as himself. Besides supplying the pupil with the incentives of possible promotion from one group to another, or of retaining his membership in a high group, the procedure encourages initiative, self-activity, leadership, and responsibility.

ii. In a small but appreciable number of schools, the oral reading is not conducted on sound lines. In these schools individual reading by members of the whole class is the rule. This procedure has the advantage that each pupil who reads receives the teacher's personal attention. Its disadvantages are serious, however. In the first place, the pupils will get but little practice in oral reading, owing to the size of the classes. And

1) Cf. Gates: "Diagnosis and Treatment of Extreme Cases of Reading Disability". The Thirty-Sixth Yearbook of the National Society for the Study of Education. Part I. The Teaching of Reading: A Second Report, 393.

lack of oral practice in English is the very problem in teaching this language as a second language! In the second place, the backward readers suffer on account of having to do the same work as, and keep pace with, the advanced readers, and vice versa.

Topic No. 19. Ways of correcting Errors.

Question 19.

(a) How do you correct the pupils' errors in pronunciation?

- i. As soon as the errors are made.
- ii. At the end of the lesson.

(b) If you use any other method of correcting these errors, please explain it briefly.

(1) The Correction of Errors in Reading.

(a) TABLE XXI. - WAYS OF CORRECTING ERRORS IN PRO-
NUNCIATION.

Procedures followed.	Std. I	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Errors corrected as soon as made.	57.5%	55%	47.5%	47.5%	45 %	45 %.
Errors corrected at end of lesson.	20 %	20%	20 %	20 %	22.5%	22.5%
Errors corrected after each child has read his part.	22.5%	25%	32.5%	32.5%	32.5%	32.5%

(b) In Table XXI is given the percentage of schools (Standards) in which the errors in pronunciation made by the pupils, in reading orally, are

- i. corrected as soon as made;
- ii. at the end of the reading lesson;
- iii. after each pupil has read his bit.

(c) The procedure of correcting the pupils' errors as soon as made is the most common. It is more common in the lower Standards than in the more advanced ones. It is followed in 57.5% of the schools in Std.I, in 55% of the schools in Std.II, in 47.5% of the schools in Std.III and

IV, and in 45% of the schools in Stds.V and VI. The procedure of letting each child read a bit, and correcting his errors as soon as he has finished reading, is a little less common, being followed in 22.5% of the schools in Std.I, in 25% of the schools in Std.II and in 32.5% of the schools in Stds.III - VI. The procedure of correcting each pupil's errors as soon as he has read his allotted portion becomes progressively more common from Standard to Standard. The procedure of correcting the errors at the end of the lesson is followed least of all, being found in 20% of the schools in Stds.I to IV, and in 22.5% of the schools in Stds. V and VI.

(2) Further Ways of Correcting Errors in Reading.

The replies submitted in response to Section (b), in which respondents were invited to state what methods they used, in case they did not follow any of the procedures named above, are given here in the categories in which they fall. Some of the procedures are but elaborated versions of those already mentioned, but are yet included on account of the details given.

i. The other pupils in the class are required to indicate the mistakes made by the child reading, the moment these mistakes occur. This procedure is not common, being found in but 7.5% of the schools.

ii. In some schools, the teachers concentrate on preventive teaching rather than on the correction of errors. Each passage to be read is prepared beforehand. In the lower classes, a number of paragraphs are written on the blackboard. The sentences of each paragraph are divided into phrases by the teacher. The latter, moreover, first reads each paragraph, as a model, before the pupils are asked to do so, individually or in chorus. Drill in the pronunciation of the difficult words and phrases is given prior to the reading by the pupils. The method of

preparing beforehand the passage to be read is of course adapted to suit children at various stages.

iii. Emphasis is placed on corrective teaching after the reading lesson, with or without the use of sound-charts. Frequently recurring mistakes are treated. Sometimes the pupils are asked to mark the mistakes made by each reader and to mention them for corrective teaching when the lesson is over.

(3) Inferences.

i. In the light of the replies to the questionnaire, the methods of correcting the pupils' errors in reading leaves much to be desired, in almost half the schools. The procedure of letting the pupils read in turn, and correcting the errors of each one immediately after he has read, is a very bad one. It runs counter to the sound pedagogical principle that things should be learned as wholes, not in parts. It cannot fail to destroy the pupil's interest, and the latter is essential for effective learning. "A good context for learning" must engage the pupil's "interest, his will, his active purpose", says Murcell.¹⁾ Correcting the pupil's errors as soon as he makes them is a dangerous method, as it can easily be carried too far, with undesirable results. It stands to reason that glaring, or irksome mistakes are best corrected immediately, particularly as they may become ingrained or may spread to the rest of the class if left uncorrected for a while. However, unless they are corrected in a casual manner, so as not to interrupt the reading, the lesson will be wrecked, as a reading activity, especially as the Afrikaans-speaking child must inevitably make numerous mistakes while reading aloud in the second language.

1) Murcell: Successful Teaching - Its Psychological Principles, 81.

ii. The procedure of correcting at the end of the lesson the language mistakes made by the pupils during the reading lesson is followed in far too few schools. This procedure leaves intact the lesson, as a reading activity. As such it can succeed in its aims, otherwise not. Gray thinks that the aims of reading are, among others, to arouse keen interest in learning to read; to promote keen interest in both silent and oral reading; to extend and enrich experience and to satisfy interests and needs; to cultivate strong motives for and permanent interest in reading.¹⁾ Obviously, the attainment of these wide interests is possible only when the true nature of the reading lesson is preserved.

iii. Preventive teaching should be done far more. In the teaching of the second language, it is essential that the reading lesson should not merely be followed by corrective teaching, but it should be preceded by preventive teaching, i.e., by thorough preparation, in the form of explanation of words, sound-drill, model reading by the teacher, and guidance in phrasing, where the level of the class requires these. According to Gray, two of the "essential prerequisites to reading"²⁾ are a relatively wide speaking vocabulary and a reasonable command of simple English sentences. The Afrikaans-speaking pupil lacks these, and only conscientious and thorough prior preparation of the passage to be read can in a measure compensate for the lack of them.

1) Gray: The Nature and Organization of Basic Instruction in Reading, in The Thirty-Sixth Yearbook of the National Society for the Study of Education. Part I. The Teaching of Reading. A Second Report. 65 - 66.

2) Op. cit. 83 - 84.

The ideal procedure in conducting a reading lesson in the second language would then consist of careful prior preparation of the passage to be read, with special emphasis on the meanings of words; uninterrupted or nearly uninterrupted reading by the pupils; and corrective teaching at the end.

Preventive teaching should be strongly emphasized, so as to minimize the errors, and reduce the amount of corrective teaching to be done after the reading.

iv. In about one-half of the Afrikaans-medium Primary Schools of the Transvaal the oral reading is vitiated by undesirable methods of correcting the pupils' errors.

Topic No.20. Continuous Reading vs. interrupted Reading.

Question 20. Do you interrupt the reading for the sake of giving or asking the meanings of words or testing the pupils?

(1) Continuous or interrupted Reading.

(a) TABLE XXII. - UNBROKEN OR INTERRUPTED ORAL READING.

Procedure	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Always interrupted	-	-	-	-	-	-
Sometimes interrupted	32.2%	32.2%	32.2%	32.2%	32.2%	32.2%
Rarely interrupted	22.6%	22.6%	22.6%	22.6%	22.6%	22.6%
Never interrupted	45.2%	45.2%	45.2%	45.2%	45.2%	45.2%

(b) In Table XXII is given the percentage of schools (Standards) in which the oral reading of the pupils is always, sometimes, rarely, or never interrupted, for the sake of asking the meanings of the words, testing the pupil, or explaining words.

(c) In no school is it the practice always to interrupt the reading of the pupil. This is to be expected as a child may read a portion that is relatively easy. In 32.2% of the schools the reading of the pupils is sometimes interrupted by the teacher, in 22.6% of the schools it is rarely interrupted by him, and in 45.2% of the schools it is never interrupted for the sake of correcting the pupils' errors or for other reasons.

(2) Inferences.

i. In less than half (45.2%) of the schools the oral reading is conducted as it should be, viz., without the pupils' reading being interrupted by the teacher in order to explain words or to test how much each reader has gathered of the contents.

ii. In the balance of the schools oral reading is not conducted on sound lines, even in the case of those schools in which the reading is but rarely interrupted. In the first place, interruption of the reading is not necessary. There will be no need for it when the necessary preparation, by the teacher, has been done, prior to the actual reading of the passage (see p.174(2)ii). The fact that the practice of interrupting the reading finds no place in 45.2% of the Afrikaans-medium Primary Schools of the Transvaal is further proof that there is no justification for it. In the second place, it is downright bad pedagogy (see pp.174-175) to interrupt the pupils' oral reading.

Topic No. 21.

Private Reading.

Question 21.

(a) How many books, approximately, do your pupils read, as part of their private reading, per year?

(b) Is the reading of the pupils controlled by you in any way, i.e., do you check whether the pupils actually read the books they borrow from the school library?

(c) If you do control the reading, please indicate briefly the method you use.

(1) Number of Books read.

(a) TABLE XXIII. - PRIVATE READING.

Number of books.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
0	56%	41%	9%	3%	-	-
1 - 5	9%	9%	7%	7%	7%	7%
6 - 10	20%	32%	32%	28%	28%	28%
11 - 15	9%	12%	27%	27%	28%	28%
16 - 20	3%	3%	13%	16%	16%	16%
21 - 25	3%	3%	6%	7%	7%	7%
26 - 30	-	-	6%	6%	7%	7%
31 - 40	-	-	-	6%	7%	7%

(b) In Table XXIII is given the approximate number of books read privately by the pupils, per year, in the schools.

(c) No private reading at all is done in 56%, 41%, 9% and 3% of the schools in Stds.I, II, III and IV, respectively. One to five books are read, privately, per year, in 9% of the schools in Std.I and Std.II, and in the remaining Standards of 7% of the schools. Six to ten books are read per year in 20% of the schools in Std.I, 32% of the schools in Std.II and Std.III, and 28% of the schools in Std.IV, Std.V and Std.VI. Eleven to fifteen books are read in Std.I in 9% of the schools, in Std.II in 12% of the schools, in Std.III and Std.IV in 27% of the schools, and in Std.V and Std.VI in 28% of the schools. Sixteen to twenty books are read in 3% of the schools in Std.I and Std.II, in 13% of the schools in Std.III, and in 16% of the schools in the remaining Standards. Twenty-one to twenty-five books are read in 3% of the schools in Std.I and Std.II, in 6% of the schools in Std.III, and in 7% of the schools in the remaining Standards. Twenty-six

to thirty books are read in 6% of the schools in Std.III and Std.IV, and in 7% of the schools in Std.V and Std.VI. Thirty-one to forty books are read per year in 6% of the schools in Std.IV, and in 7% of the schools in Std.V and Std.VI.

(2) Extent, and Methods, of Control.

(a) TABLE XXIV. - CONTROL OF PRIVATE READING.

	Controlled.	Not controlled.
Number of schools	90.5%	9.5%

(b) In Table XXIV is given the percentage of schools in which the private reading of the pupils is controlled.

(c) Control of the pupils' private reading is exercised in all but 9.5% of the Afrikaans-medium Primary Schools of the Transvaal.

(3) Methods of Control.

The methods of controlling the pupils' private reading are given below, in their various categories:-

i. Questions are asked by the teacher on the contents of the books read. These questions are to be answered orally by the individual pupils.

ii. The pupils ask one another questions on the contents of the books.

iii. Free conversation lessons are based on the books read.

iv. Parts of the book are discussed in free conversation lessons, prior to serving as themes for written composition.

v. The books read supply the topics of short speeches, i.e., speeches consisting of a limited number of sentences each, by individual pupils.

vi. Control takes the form of story-telling. Individual pupils have to tell the class a suitable story from the book read. Marks are given, half-yearly, for story-

telling by the pupils, a record being kept so that a pupil cannot tell the same story twice. In some cases the class is divided into groups for story-telling by the pupils.

vii. Written records of the private reading are kept. These records generally take the form of synopses. In some cases the record includes the title of the book and the name of the author, as well as a synopsis of each book.

viii. Questions at the end of the book have to be answered by the pupils.

ix. The teacher questions the pupils, who are permitted to answer in Afrikaans, if necessary.

(4) Inferences.

i. There is great divergence in the amount of private reading done by the pupils in the Afrikaans-medium Primary Schools. For instance, from 1 to 5 books are read per year in Std.VI in some schools while in others 31 to 40 are read in the same Standard every year.

ii. In many Afrikaans-medium schools the pupils either do not derive any of the benefits that accrue from the private reading of English books, or are deprived of much of these benefits by not being required to do enough of this type of reading. For instance, if the Std.I pupils of 20% of the schools read 6 to 10 English books per year, in their own time, the Std.I pupils in the 56% of schools in which no private reading is done by the children in this Standard are clearly at a disadvantage.

Even though the oral approach¹⁾ is the generally accepted one nowadays in the teaching of a foreign language, the reading of the latter's literature, suited to the level of the pupil, is of great importance, as it adds to the child's stock of ideas, and his vocabulary - both his production vocabulary and his recognition vocabulary.

1) Fries : Teaching and Learning English as a Foreign Language, 6.

In fact, West thinks that reading and not speech should receive priority in the teaching of a foreign language.¹⁾

He points out that a child's ability to read a foreign language soon outstrips his ability to speak it.²⁾

...."it is natural for a boy to read better than he can speak; and he will speak all the better if this is so".³⁾

Extensive or private reading of English books by the Afrikaans-speaking pupils in the Transvaal is thus of very great value in promoting general proficiency in the use of the English language. The fact that English is a cognate language, and no foreign language in South Africa, should minimize the disadvantages of extensive reading, viz. the tendency of the child to leap over certain language difficulties that he encounters, and the tendency to form wrong associations. In the schools where little private reading is done, a very impoverished course in English is thus given. There can be but little progress made in this subject in such schools. In them English must necessarily be stagnant - at a low level.

iii. In an appreciable number of schools the pupils do not derive the maximum benefit from their private reading, as their private reading of English books is not controlled. Enlightened control, i.e., control that stimulates the child to effort and arouses his enthusiasm, is essential.

Topic No. 22.

Production of Plays.

Question 22.

(a) Do your pupils produce English plays?

(b) If you do not go in for class plays in English, please state your reasons.

1) West: Language in Education, 54.

2) Loc cit.

3) Loc cit.

(1) The Class Play.(a) TABLE XXV. - PRODUCTION OF CLASS PLAYS.

	Std. I.		Std. II.		Std. III.	
	Yes	No	Yes	No	Yes	No
Percentage of schools.	6.7%	93.3%	6.7%	93.3%	20%	80%

	Std. IV.		Std. V.		Std. IV.	
	Yes	No	Yes	No	Yes	No
Percentage of schools.	23.3%	76.7%	23.3%	76.7%	23.3%	76.7%

(b) In Table XXV is given the percentage of schools (Standards) in which no use is made of class plays in the teaching of the second language.

(c) The class play is but little used in the teaching of English in Afrikaans-medium Primary Schools. In 6.7% of these schools class plays are produced in Std.I, and Std.II; in 20% of the schools in Std.III; and in 23.3% of the schools in Std.IV, Std.V and Std.VI.

(2) Reasons why no Plays are produced in many Schools.

In reply to Section (b) of Question 22, in which each respondent was asked to state his reasons if no plays are produced in his school, the following explanations were offered:-

1. No time is available - in 36% of the schools.

ii. In 32% of the schools the pupils are considered to be too weak in English for the teachers to attempt the production of a play.

iii. In 24% of the schools difficulty is experienced in obtaining suitable plays.

iv. In 8% of the schools it is felt that dramatization of the material of the ordinary lesson, such as the reading lesson, will serve the purpose.

(3) Inference.

i. Much more use could be made of play-production in teaching English in the Afrikaans-medium Primary Schools of the Transvaal, for the production of a play is an excellent means of promoting intensive language study, involving very effective memorization, and equally effective training in pronunciation, enunciation and intonation. Furthermore, it harnesses the child's powers through self-activity. To plead that the child is too weak in English for the teacher to attempt producing a play is to put the cart before the horse. It is through lack of opportunities to use English that the child is so weak in it - all the more reason thus why class plays should be staged. The plea of lack of time is equally unacceptable. Informal dramatization of the material of the ordinary lesson cannot take the place of the class play, properly rehearsed and staged. If the required plays are not available, steps should be taken to have books of plays suitable for use in Afrikaans-medium schools written and published.

ii. The weakness of the Afrikaans-speaking pupils in English is shown by the fact that in slightly over 30% of the schools the teachers are of the opinion that their pupils are incapable of taking part in an English play.

CHAPTER IX.LANGUAGE AND GRAMMAR - COMPOSITION - SPELL-
ING - GENERAL.A. LANGUAGE AND GRAMMAR.Topic No. 23. The Teaching of Grammar.

Question 23. Do you teach the following as parts of speech? That is, is it your aim that the pupil should be able to recognize them as parts of speech? For example, that the word "door" is a noun, "in" a preposition, and so on?

The noun.

Kinds of nouns (Abstract, etc.).

The verb.

Weak and strong verbs.

Mood.

Auxiliary verbs.

Verbal nouns, gerunds, participles.

The adjective.

Kinds of adjectives.

The adverb.

Kinds of adverbs.

The pronoun.

Kinds of pronouns.

The preposition.

The conjunction.

The interjection.

The article.

Do you teach the following?

Analysis of sentences.

Of elementary nature only (Subject, Predicate and Object).

Detailed analysis of sentences.

General analysis of complex sentences.

The formation of plurals.

The cases.

Nominative.

Possessive.

Objective case.

Indirect object.

Active and-passive voice.

Person and number of verbs.

Direct and indirect speech.

Parsing.

Prefixes and suffices.

Latin, Greek and Teutonic roots.

(1) Grammar and Language.

(a) TABLE XXVI. - THE TEACHING OF GRAMMAR.

	Std.I.		Std.II.		Std.III.	
	Yes	No	Yes	No	Yes	No
Forms, structures and patterns.						
The noun.	-	-	7%	93%	17%	83%
Kinds of nouns.	-	-	3%	97%	3%	97%
The verb.	7%	93%	10%	90%	27%	73%
Weak and strong verbs.	-	-	-	-	3%	97%
Mood.	-	-	-	-	-	-
Auxiliary verbs.	-	-	-	-	13%	87%
Verbal nouns, gerunds, participles.	-	-	-	-	-	-
The adjective.	-	-	3%	97%	7%	93%
Kinds of adjectives.	-	-	-	-	-	-
The adverb.	-	-	3%	97%	13%	87%
Kinds of adverbs.	-	-	-	-	-	-
The pronoun.	-	-	3%	97%	17%	83%
Kinds of pronouns.	-	-	-	-	-	-
The preposition.	-	-	-	-	7%	93%
The conjunction.	-	-	3%	97%	20%	80%
The interjection.	-	-	-	-	-	-
The article.	-	-	3%	97%	13%	87%

continued:

Forms, structures and patterns.	Std.I.		Std.II.		Std.III.	
	Yes	No	Yes	No	Yes	No
Analysis of sentences: Subject, predicate and object, only.	-	-	-	-	3%	97%
Advanced detailed analysis.	-	-	-	-	-	-
General analysis of complex sentences.	-	-	-	-	-	-
The formation of plurals.	23%	77%	43%	57%	67%	33%
The Cases:						
Nominative.	-	-	-	-	10%	90%
Possessive.	-	-	-	-	7%	93%
Objective.	-	-	-	-	3%	97%
Indirect Object.	-	-	-	-	-	-
Active and passive voice.	-	-	-	-	7%	93%
Person and number of verbs.	-	-	13%	87%	30%	70%
Direct and indirect speech.	-	-	7%	93%	23%	77%
Parsing.	-	-	-	-	-	-
Prefixes and suffixes.	-	-	-	-	3%	97%
Latin, Greek and Teutonic roots.	-	-	-	-	-	-

Forms, structures and patterns.	Std.IV.		Std.V.		Std.VI.	
	Yes	No	Yes	No	Yes	No
The noun.	27%	73%	73%	27%	73%	27%
Kinds of nouns.	10%	90%	27%	73%	30%	70%
The verb.	40%	60%	73%	27%	78%	22%
Weak and strong verbs.	7%	93%	23%	77%	27%	73%
Mood.	-	-	10%	90%	17%	83%
Auxiliary verbs.	20%	80%	33%	67%	37%	67%
Verbal nouns, gerunds, participles.	-	-	13%	87%	20%	80%
The adjective.	33%	67%	63%	37%	67%	33%
Kinds of adjectives.	3%	97%	7%	93%	13%	87%

continued:

Forms, structures and patterns.	Std.IV.		Std. V.		Std.VI.	
	Yes	No	Yes	No	Yes	No
The adverb.	27%	73%	63%	37%	70%	30%
Kinds of adverbs.	7%	93%	13%	87%	17%	83%
The pronoun.	27%	73%	63%	37%	67%	33%
Kinds of pronouns.	3%	97%	17%	83%	20%	80%
The preposition.	23%	77%	53%	47%	57%	43%
The conjunction.	30%	70%	50%	50%	53%	47%
The interjection.	3%	97%	17%	83%	23%	77%
The article.	17%	83%	33%	67%	37%	63%
Analysis of sentences: Subject, predicate and object, only.	7%	93%	40%	60%	53%	47%
Advanced detailed analysis.	-	-	3%	97%	3%	97%
General analysis of complex sentences.	-	-	7%	93%	9%	91%
The formation of plurals.	70%	30%	77%	23%	77%	23%
The Cases:						
Nominative.	10%	90%	13%	87%	13%	87%
Possessive.	13%	87%	20%	80%	20%	80%
Objective.	3%	97%	7%	93%	7%	93%
Indirect Object.	-	-	7%	93%	7%	93%
Active and passive voice.	7%	93%	23%	77%	27%	73%
Person and number of verbs.	43%	57%	70%	30%	77%	23%
Direct and indirect speech.	37%	63%	90%	10%	90%	10%
Parsing.	-	-	3%	97%	10%	90%
Prefixes and suffixes.	3%	97%	17%	83%	33%	67%
Latin, Greek and Teutonic roots.	-	-	3%	97%	7%	93%

(b) In Table XXVI is given the percentage of schools (Standards) in which the following forms, structures and patterns of language are taught:-

The parts of speech, the aim of their teaching being that the pupil should be able to recognize the following as parts of speech: The noun, kinds of nouns; the verb, weak and strong verbs, mood, auxiliary verbs; verbal nouns, gerunds, participles; the adjective, kinds of adjectives; the adverb, kinds of adverbs; the pronoun; kinds of pronouns; the preposition; the conjunction; the interjection; the article.

Analysis of sentences: easy sentence analysis into Subject, Predicate and Object; more advanced sentence analysis, general analysis of complex sentences; the formation of plurals; the cases: Nominative, Possessive, Objective, Indirect Object; active and passive; the person and number of verbs; direct and indirect speech; parsing; prefixes and suffices; Latin, Greek and Teutonic roots.

(c) An examination of Table XXVI reveals that practically no teaching of the parts of speech, as such, is done in Std.I. In only 7% of the schools are the pupils in this Standard expected to recognize the verb, and in 23% of the schools are they taught the formation of the plurals directly and not incidentally. Very little grammar teaching aiming at the recognition of the parts of speech is done in Std.II. It may be stated, however, that the teaching of many of the ordinary parts of speech, as such, is begun in some schools in Std.II. The teaching of the person and number of verbs, and of direct and indirect speech, is likewise begun in this Standard. The formation of plurals, which features prominently in every Standard, receives much attention in Std.II. In, and after Std.III, the teaching of the forms, structures and patterns of language, begun in Std.II, is continued, and increases progressively in amount, while new forms are introduced, so that in Std.V and Std.VI all the forms mentioned in (b) above are taught, each in a varying

percentage of schools. Even in Std.VI, where all the forms, structures and patterns mentioned are taught most, their teaching is by no means general. Active and passive construction is taught in a small minority of the Afrikaans-medium Primary Schools.

(2) Inferences.

i. There is no uniformity in the Afrikaans-medium Primary Schools of the Transvaal in the matter of grammar teaching. Some schools adhere to the time-honoured usage of teaching the pupils the rudiments of accidence, to the extent of expecting the children to know, and be able to recognize, the common parts of speech. In these schools the pupils are taught the essentials of syntax too. All this does not imply that in these schools grammar is taught formally and not functionally.

Whatever the value of the functional approach in the teaching of grammar may be, some schools do not teach grammar at all, evidently concentrating on the teaching of the words and patterns of the language. In fact, the teaching of "formal" grammar is not recommended by the Department, even in Stds.VI - VIII.¹⁾

ii. In a small percentage of schools the teaching of grammatical terms is commenced at what is obviously too early a stage in the school life of the child. Whatever the merits or the demerits of the teaching of grammatical terms in connection with the teaching of English in the Primary School may be, there can be no point in requiring an Afrikaans-speaking child in Std.I to recognize, for instance, the verb, or a Std.II pupil to recognize, for example, the noun, and its various kinds, the conjunction and the article. Such teaching is clearly a waste of time. Small children in the Afrikaans-medium school could more profitably be taught the English language itself, and the correct use of it. "About the turn of the

1) T.E.D. Suggested Syllabuses - Grades to Std.VIII, 59.

century (1890 - 1910), grammar began to give way to 'usage' and much of the time given to language was devoted to learning how to speak correctly, how to avoid the common errors of speech, how to punctuate, how to use capital letters, how to put letters and compositions in as nearly correct form as possible. With very few exceptions, this is the concept of language taught in the elementary schools to-day".¹⁾

iii. In many schools the pupils are deprived of the benefits that are derived from the teaching of grammar - from the enlightened teaching of it, at any rate.

According to the Board of Education (England), grammar is the least suitable and the least useful part of the training received, in the home language, by children in the English Elementary Schools.²⁾ In England's Junior Schools (Stds. I - IV),³⁾ the study of grammar "has only a small place".⁴⁾ Gouin, an antagonist of the old Classical Method of teaching languages, insists upon the retention of the teaching of grammar: "We must not abolish the teaching of grammar; we must reform it",⁵⁾ he writes. "Grammar", declares Ballard, "is an ancient and honourable branch of learning".⁶⁾ Gordon maintains that the reaction against the teaching of the old Latin type of grammar has gone too far, and has caused too much ignorance of the mechanics of the language. He states that it is no longer regarded as a virtue in a Primary teacher if he does not teach grammar.⁷⁾

- 1) Lane: The Teacher and the Modern Elementary School, Cf. McKee: ^{229 - 230} Language in the Elementary School, 284-302.
- 2) Board of Education: Handbook of Suggestions, 384.
- 3) Op cit., 101.
- 4) Op cit., 384.
- 5) Gouin: The Art of Teaching and Studying Languages, 211.
- 6) Ballard: Teaching and Testing English, 140.
- 7) Gordon : The Teaching of English. 73 - 74.

There can thus be no doubt that some English grammar should be taught in the Primary School, whether English-medium or Afrikaans-medium. To say that the teacher, in teaching English to Afrikaans-speaking children, should concentrate on the language itself, and leave severely alone the grammar of it, as something useless or beyond the comprehension of the child, is to assume that the teaching of the language and the teaching of its grammar are antithetic, which is palpably untrue. The two forms of language teaching are so intimately connected that they are indissoluble, effective grammar teaching being an indispensable component of effective language teaching. By "grammar" is not meant here that which McKerrow calls "historical grammar",¹⁾ or what Gordon calls the "Nesfield type"²⁾ of English grammar - in other words, the Latin grammar applied, or made to apply, to the English language. By "grammar" is meant here the patterns of the English language, and the functions of the component parts of these patterns. The teaching of "grammar", in this sense, is indispensable. If a method has to be associated with this type of grammar teaching it will be the Inductive Method and never the Deductive Method. And the grammar teaching will, where possible, be an adjunct to other forms of language teaching, e.g., corrective teaching in connection with composition and speech exercises.

It is of course impossible to state precisely what English grammar should be taught, on the ground that it facilitates the acquisition and the correct use of the English language. According to the "Handbook of Suggestions" issued by England's Board of Education, the

1) McKerrow: "English Grammar and Grammars", in Essays and Studies by Members of the English Association. Vol. VIII.

2) Gordon: The Teaching of English. 73 - 74.

pupil in the Junior Schools "may well become familiar with some of the simpler grammatical terms".¹⁾ Gordon thinks that, among others, the common parts of speech, i.e., the names of the common word-classes, and the terms Subject, Predicate and Object should be taught, so that pupil and teacher may at least have a common vocabulary.²⁾ These and other forms of grammar could with great advantage be taught in Afrikaans-medium Primary Schools, especially in the senior classes.

The actual content of the grammar teaching is not the main consideration here, however. What is of paramount importance is that the necessity of suitable grammar teaching in the Afrikaans-medium Primary Schools should be recognized.

iv. The general weakness of the Afrikaans-speaking pupils in English is shown by the fact that active and passive construction are taught in so few of the Afrikaans-medium Primary Schools - in only 7%, 23% and 27% of these in Stds.III and IV, Std.V and Std.VI, respectively. Without a good knowledge of active and passive constructions the Afrikaans-speaking pupil, even in Std.VI, is obviously helpless in English.

Topic No.24. Memorization in the Teaching of Grammar and Language.

Question 24.

- (a) Do you make use of memorizing by the pupils in teaching them grammatical and other language forms?
- (b) If "Yes", do you let your pupils memorize any of the following?
 - i. Lists of the principal parts of verbs; e.g., see, saw, seen.

1) Board of Education: Handbook of Suggestions, 384.

2) Gordon: The Teaching of English. New Zealand Council for Educational Research. 114 - 115.

- ii. The conjugations of some representative verbs, i.e., all the persons and tenses of, say, the verb "go"?
- iii. Lists of the singular and plural forms of nouns.
- iv. Lists of masculine and feminine forms of nouns?
- v. English idioms?

(1) Memorization in the Teaching of Grammar.

(a) TABLE XXVII. - USE MADE OF MEMORIZATION IN TEACHING GRAMMATICAL AND OTHER LANGUAGE FORMS.

		Grades	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Use made of memorization:	Yes)	-	14%	17%	29%	34%	43%	54%
	No)	-	86%	83%	71%	66%	57%	46%
Examples of material memorized:-								
Lists of principal parts of verbs:	Yes)	-	11%	14%	26%	32%	43%	54%
	No)	-	89%	86%	74%	68%	57%	46%
Representative conjugations:	Yes)	-	11%	11%	20%	26%	34%	40%
	No)	-	89%	89%	80%	74%	66%	60%
Lists of singular and plural forms of nouns:	Yes)	-	11%	14%	20%	26%	34%	37%
	No)	-	89%	86%	80%	74%	66%	63%
Masculine and feminine forms of nouns:	Yes)	-	8%	11%	20%	29%	37%	37%
	No)	-	92%	89%	80%	71%	63%	63%
English idioms:	Yes)	-	-	-	3%	14%	26%	34%
	No)	-	-	-	97%	86%	74%	66%

(b) In Table XXVII is given the percentage of schools (Standards) in which use is made of memorization in the teaching of grammatical forms and other forms of language. The Table further contains five examples of such forms, viz. (1) the principal parts of verbs; (2) conjugations of representative verbs; (3) singular and plural forms of nouns; (4) Masculine and feminine forms of nouns;

(5) English idioms.

(c) In the Afrikaans-medium schools of the Transvaal limited use is made of memorization, i.e., as a conscious effort, on the part of the pupils, at committing to memory the material in question. In but 14%, 17%, 29%, 34%, 43%, and 54% of the schools do we find the time-honoured practice of letting the pupils memorize language patterns, in Std.I, Std.II, Std.III, Std.IV, Std.V and Std.VI, respectively. Lists of the principal parts of verbs are memorized in 11%, 14%, 26%, 32%, 43%, and 54% of the schools in Std.I, Std.II, Std.III, Std.IV, Std.V, and Std.VI respectively. Conjugations of representative verbs are memorized in 11% of the schools in Std.I and Std.II, in 20% of the schools in Std.III, in 26% of the schools in Std.IV, in 34% of the schools in Std.V, and in 40% of the schools in Std.VI. Lists of plural forms of nouns are memorized in 11%, 14%, 20%, 26%, 34% and 37% of the schools in Std.I, Std.II, Std.III, Std.IV, Std.V and Std.VI, respectively. Masculine and feminine forms of nouns are memorized in 8% of the schools in Std.I, in 11% of the schools in Std.II, in 20% of the schools in Std.III, in 29% of the schools in Std.IV, and in 37% of the schools in Std.V and Std.VI. English idioms are memorized by the pupils in only 3%, 14%, 26% and 34% of the schools in Std.III, Std.IV, Std.V and Std.VI, respectively.

(2) Inferences.

1. The Classical Method of learning and teaching languages is rejected in toto in many Afrikaans-medium Primary Schools of the Transvaal.

The total rejection of the Classical Method is a bad mistake, for certain aspects of it are of lasting pedagogical value and should find their rightful place in every enlightened school.

One of these aspects is the use of memorization, i.e., conscious and purposeful efforts by the pupils at committing language material to memory. Naturally, no one would be so benighted these days as to advocate that a modern language should be taught by means of so-called rules of grammar which the pupils have to learn by heart first, and then apply in speech and writing, as in the days when the deductive Classical Method reigned supreme. It is common knowledge that a language is not learned by the memorization of rules, and of language material to apply these rules to. Hence Gouin, on returning to France (after an absence of ten months) from Germany, where he had gone to learn the German language, was most forcibly struck by the fact that his nephew, a child of two and a half years, had meanwhile acquired an excellent and spontaneous command of French while he, a mature and educated man, amply furnished with the wherewithal to learn a language, had in his study of German, "arrived at nothing, or at practically nothing".¹⁾ On the other hand, no one should be so naïve these days as to rely in toto on the Direct Method of teaching languages, because the language environment in which the child learns his mother tongue, viz. the home, the family circle, and society in general, cannot be artificially supplied in the classroom for the benefit of the child learning the second language. It is clear that the Direct Method of teaching and learning languages is by no means all-sufficient. No average pupil can master the second language by merely using its patterns in speech and writing as he comes across them in his school exercises. The purposeful memorization, by the pupil, of language material is essential.

1) Gouin: The Art of Teaching and Studying Languages, 34.

Another of the aspects of the Classical Method of teaching and learning languages that should find a place in the Afrikaans-medium school is the use of systematically arranged and classified language material. The collecting and classification of related language forms and patterns is the work of experts, and is a boon to teachers and pupils alike, supplying both with essential and easily obtainable material that can be systematically taught and readily assimilated. Moreover, intensive drill in or purposeful memorization of certain classified language material will give the child a greater command of such material in a short time than any amount of speech and language exercises based on desultory topics. The use of such material would also tend to ensure that every aspect of the language receives attention, which may not be the case when the teacher has to derive his language material from desultory topics. The Afrikaans-speaking pupil learning the second language could with advantage memorize, by means of a conscious and purposeful effort, certain forms and patterns of language, for example, lists of the principal parts of verbs; the conjugations of representative verbs; lists of singular and plural forms of nouns; lists of masculine and feminine forms of nouns; idiomatic expressions, including patterns of speech requiring certain prepositions; sentences illustrating the various uses of the tenses, degrees of comparison, synonyms and antonyms, etc., etc. The techniques of presenting these and other forms and patterns of language need not necessarily be of the dry-as-dust type. In the hands of a resourceful teacher they could be presented to the class in an effective and interesting way.

ii. Soft pedagogy deprives the Afrikaans-speaking pupil of a good stock of English forms and patterns that should be acquired by purposeful and intensive memorization, but are not.

B. WRITTEN COMPOSITION (THE WRITING OF SENTENCES ONLY - OF PARAGRAPHS - AND OF ESSAYS AND LETTERS).

Topic No. 25. Nature of the Written Composition.

Question 25.

(a) Does the writing of composition, in your class, take the form of the following?

i. The pupils copy sentences from:-

i. Flash cards.

ii. The Blackboard.

ii. Each pupil writes on a topic set, but the latter is first treated in one or more of the following ways :-

i. As a conversation lesson.

ii. As a conversation lesson, and then as a reading lesson.

iii. As a conversation lesson, then as a reading lesson, and, thirdly, as a spelling lesson.

(b) How many periods are devoted to one composition, i.e., to both preparing and writing it?

(c) If these methods do not correspond to your method of basing the composition work on the conversation lesson, please explain the method that you use.

(1) Nature of Composition and the Number of Periods.

(a) TABLE XXVIII. - FORM OR NATURE OF THE COMPOSITION.

Nature of the composition. Time devoted.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. IV.
Copying, by pupils, of sentences from:-							
(1) Flash cards.	} Yes	56%	48%	28%	4%	-	-
	} No	44%	52%	72%	96%	-	-
(2) Blackboard.	} Yes	76%	60%	32%	16%	8%	4%
	} No	24%	40%	68%	84%	92%	96%

continued.

Nature of the composition. Time devoted.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. IV.
Writing on a topic set, with the following pre- paratory steps:-							
(1) Topic first treated as a conversation lesson.	Yes	32%	44%	80%	84%	84%	84%
	No	68%	56%	20%	16%	16%	16%
i. Sentences written on blackboard and erased before pupils write.	Yes	8%	24%	40%	48%	52%	52%
	No	92%	76%	60%	52%	48%	48%
ii. Only difficult words written on blackboard.	Yes	-	16%	28%	36%	48%	48%
	No	-	84%	72%	64%	52%	52%
(2) Topic first treated as conversation lesson and reading lesson.	Yes	24%	28%	32%	36%	36%	36%
	No	76%	72%	68%	64%	64%	64%
(3) Topic first treated as conversation lesson, reading lesson, spelling lesson.	Yes	12%	20%	24%	44%	44%	44%
	No	88%	80%	76%	56%	56%	56%

Number of periods de-
voted to one composition
(preparation and
writing) :-

(1) No. of periods (to nearest tenth)		2.5	2.5	2.5	2.5	2.5	2.5
(2) Min. and max. No. of periods.		1-5	1-5	1-5	1-5	1-5	1-5

(b) In Table XXVIII is given the percentage of schools in the various Standards of which written composition consists in the pupils being required to copy sentences off flash cards or off the blackboard. The Table furthermore indicates the percentage of schools in the Standards of which the pupils are required to write on a topic set, the latter, by way of preparation, being first treated as a conversation lesson; or a conversation lesson and also as a reading lesson; or as a conversation lesson, then as a reading lesson, and finally as a spelling lesson. Lastly, Table XXVIII indicates not only the average number of periods devoted to one written composition, i.e., to the

preliminary instruction received by the pupils as well as the actual writing of the composition, but also the minimum and maximum number of periods devoted to each composition.

(c) In 56%, 48%, 28% and 4% of the schools, in Std.I, Std.II, Std.III and Std.IV, respectively, the writing of composition consists in the pupils being required to copy sentences off flash cards. In 76%, 60%, 32%, 16%, 8% and 4% of the schools, in Std.I, Std.II, Std.III, Std.IV, Std.V, and Std.VI, respectively, the writing of composition consists in the pupils being required to copy sentences off the blackboard. The pupils are required to write on a topic set in 32%, 44%, 80%, and 84% of the schools in Std.I, Std.II, Std.III, and Stds.IV to VI, respectively. In very few schools, i.e., 16%, are the pupils in the upper Standards (Stds.IV to VI) required to write on topics that have not first served for conversation lessons. Although other procedures are not excluded, it may be assumed that in the majority of these schools the pupils are required to do independent composition, for unless a teacher is sure that his pupils are advanced enough to attempt this type of written composition in English, he would not dare to depart from the almost universal procedure of basing the written work (composition) on the conversation lesson, the foundation of many of the activities - reading and spelling, as well as written composition - that are associated with the teaching of the second language in the Afrikaans-medium school. Where the pupils are required to write on a topic set, after the latter has first been treated as a conversation lesson, they are aided in reproducing the sentences that constituted the conversation exercise by the teacher writing these sentences on the blackboard and erasing them before the children proceed to write the composition, or by the teacher writing only the more difficult words on

the blackboard in case the pupils cannot correctly reproduce or remember them when required. The former procedure is followed in 8%, 24%, 40%, 48%, and 52% of the schools in Std.I, Std.II, Std.III, Std.IV, and Stds.V to VI, respectively, and the latter in 16%, 28%, 36% and 48% of the schools in Std.II, Std.III, Std.IV, and Stds.V to VI, respectively. In 24%, 28%, 32% and 36% of the schools the pupils are submitted to further preparation, the topic being treated as a conversation lesson and then as a reading lesson in Std.I, Std.II, Std.III, and Stds.IV to VI, respectively, prior to the actual writing of the composition. In 12%, 20%, 24%, and 44% of the schools the pupils are given even further preparatory instruction, in Std.I, Std.II, Std.III, and Stds.IV to VI, respectively, the topic being first treated as a conversation lesson, then as a reading lesson, and finally as a spelling lesson.

It is clear that none of these procedures need necessarily be followed in any school to the exclusion of the rest. It is likely that in many cases more than one of them is followed in the various classes that constitute each Standard in a school, or in one and the same class even.

On the average 2.5 periods are devoted to the preparatory steps and the writing of each composition, from Std.I to Std.VI, and the number of periods devoted to the preparation for and the writing of one composition ranges from 1 to 5.

(2) Further Procedures followed.

In reply to Section (c), in which respondents were invited to explain whatever methods they use, in case none of the procedures mentioned in Question 25 corresponded to their method of basing the written work on the conversation, the following two types of replies were received :-

1. (a) The sentences that form the subject matter of the conversation lesson are written on the blackboard. Some of these sentences are removed, particularly in the case of the pupils in the upper Standards. The pupils have to reproduce all the sentences, including the missing ones.

(b) Individual words are left out from some sentences written on the blackboard, and the pupils have to reproduce the sentences, supplying the missing words.

2. Suitable passages from the class reader are arranged in the form of dialogue, which is practised orally in class and later reproduced as written composition.

(3) Inferences.

1. There is great lack of uniformity in the various Afrikaans-medium Primary schools in the procedures followed in connection with written composition in English.

i. In the case of very young children, viz. those in Std.I and, to a lesser extent, those in Std.II, the writing of English composition consists in the pupils being required merely to transcribe sentences from the blackboard. In a substantial minority of schools, however, the pupils in the lower Standards are required to do written composition, after being carefully prepared for each of their written exercises by the teacher who treats every topic first in one or more of the following ways; as a conversation lesson; as a conversation lesson and then as a reading lesson; as a conversation lesson, then as a reading lesson and, lastly, as a spelling lesson.

ii. In the case of children in the upper Standards (Std.V and Std.VI), the pupils in the great majority of schools are required to write on topics set, after thorough, or even meticulously thorough preparation. In an appreciable minority of schools, however, the pupils in these classes do not write on topics that first served as conversation lessons. In these schools the pupils obviously

do independent composition, or something near to it.

iii. In an appreciable minority of schools, the English composition of the pupils, even in the middle and upper Standards of the schools, consists in copying sentences from the blackboard, whereas one would expect that this practice would be confined to the pupils in the lower Standards.

iv. The number of periods devoted to each composition written, i.e., to the preparation for and the writing of the composition, varies greatly. In some schools only 1 period is devoted to composition. In these schools the pupils undoubtedly do independent composition. In other schools as many as 5 periods are devoted to one composition. "As far as possible", wrote one respondent, "the written work (composition) is the final step of a whole series of lessons - vocabulary, spelling, controlled and free conversation". Reading should be added in order to complete the whole series of lessons that culminates in a written exercise in schools following this procedure.

ii. The difference in the standard of proficiency attained by the pupils of the various Afrikaans-medium Primary Schools is remarkable. While there are schools in the senior Standards of which the pupils are evidently capable of doing independent composition, the number of such schools is very small. On the other hand, the pupils in the vast majority of Afrikaans-medium Primary Schools clearly find it beyond them to do independent composition. If the teacher wants them to write a composition, he has to teach them the words and the sentences he requires, in order that they may reproduce these. Reproduction is the order of the day, and reveals the low standard of attainment in the second language.

Topic No. 26. The Correction of Written Composition.Question 26.

- (a) How are the compositions of your class corrected?
- i. By you while reading over each composition in class with the pupil who wrote it.
 - ii. By you in class but not with the pupil who wrote it actually at your elbow and taking part in the correction.
 - iii. By you at home.
- (b) i. Do you correct all the compositions?
- ii. If your reply is "No", please explain the procedure that you follow.
- (c) Do the pupils take part in the correction of the compositions in any way, except by each going over his composition with the teacher? For instance, a child's composition may be read out to the class and the pupils required to correct the grammar mistakes. If such a method is used, please explain it.
- (d) i. Do you write in the correct forms where the pupil has made mistakes in spelling, grammar, etc?
- ii. If you do write in the correct forms, please state why you think it necessary.
- (e) How do you make sure that the pupils take proper notice of, and profit by, their mistakes?
- i. By letting the class do the compositions in rough, and then copy them into their books, after correction.
 - ii. By letting the pupils rewrite the whole composition in their best books, after correction.
 - iii. By letting the pupils rewrite the wrong words, phrases and sentences only.
- (f) If none of the above methods of bringing the mistakes strongly to the notice of the pupils is used by you, please explain your method.

(1) Procedures followed in Correcting Written Compositions.

(a)

TABLE XXIX. - METHODS OF CORRECTION.

Methods.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
By teacher, with each pupil, in class.	} Yes	12%	12%	12%	8%	8%	8%
	} No	88%	88%	88%	92%	92%	92%
By teacher, in class, but not with each pupil.	} Yes	12%	8%	8%	8%	4%	4%
	} No	88%	92%	92%	92%	96%	96%
By teacher, at home.	} Yes	36%	56%	76%	88%	92%	96%
	} No	64%	44%	24%	12%	8%	4%
All the written compositions corrected.	} Yes	56%	72%	82%	88%	88%	88%
	} No	44%	28%	18%	12%	12%	12%
Class (or groups of pupils) takes part in correction).	} Yes	4%	4%	8%	12%	16%	16%
	} No	96%	96%	92%	88%	84%	84%
The correct forms written in the pupils' books by teacher.	} Yes	40%	60%	76%	80%	80%	80%
	} No	60%	40%	24%	20%	20%	20%
Ways of bringing errors to notice of pupils:-							
Compositions done in rough first.	} Yes	4%	8%	12%	20%	36%	36%
	} No	96%	92%	88%	80%	64%	64%
Pupils rewrite compositions after correction.	} Yes	-	-	-	-	-	-
	} No	-	-	-	-	-	-
Pupils write in the correct forms only.	} Yes	40%	60%	76%	80%	80%	80%
	} No	60%	40%	24%	20%	20%	20%

(b) In Table XXIX is indicated -

i. the percentage of schools (Standards) in which

(i) the pupils' compositions are corrected in class, the teacher going over each composition with the pupil who wrote it;

(ii) in which the teacher corrects the compositions in class, but not with each pupil concerned actually at his elbow and taking part in the correction;

(iii) in which the correction of the compositions is done by the teacher at home;

(iv) in which all the compositions are corrected by the teacher;

(v) in which the class or groups of pupils take part in the correction of the compositions.

(vi) in which the correct forms of the words, phrases, etc., that were wrongly used are written in the pupils' books by the teacher.

ii. In Table XXIX is also indicated the ways of strongly bringing the errors of the pupils to the latter's attention, viz. by letting them do their compositions in rough and copy them into their good books after correction, by letting them do their compositions in their good books and later rewrite them in their entirety after correction, or by letting them write in only the correct versions of whatever they had written wrongly.

(c) Many of the procedures listed in Table XXIX are obviously not followed to the exclusion of the rest, as it stands to reason that one or more of the alternatives named would be followed in the various classes that comprise each Standard of each school, or in one and the same class even. Thus a teacher who strives to use the ideal method of correction, viz. that of going over each child's written exercise with him, may yet find it necessary, owing to the size of his class, to correct the majority of the compositions at home.

The procedure by which the teacher corrects in class the written exercises of the pupils while going over each child's exercise with him, is found in Stds.I to III and Stds.IV to VI in, respectively, but 12%, and 8% of the schools. The procedure by which the teacher corrects, in class, the written exercises of the pupils, but not while going over each child's exercise with him, is found in Std.I, Stds.II to IV, and Stds.V and VI in 12%, 8%, and 4%, respectively, of the schools, / The procedure by which the

teacher corrects the written exercises at home becomes progressively more common, being followed in 36%, 56%, 76%, 88%, 92% and 96% of the schools in Std.I, Std.II, Std.III, Std.IV, Std.V and Std.VI, respectively. All the written exercises are corrected, by the teacher, largely, in 56%, 72%, 82%, and 88% of the schools in Std.I, Std.II, Std.III and Stds.IV to VI, respectively. The procedure of letting the class take part in the correction of the written exercises, otherwise than by the teacher correcting each child's work with him, is not common, being confined to 4%, 8%, 12% and 16% of the schools in Stds.I and II, Std.III, Std.IV, and Stds.V and VI, respectively. The correct forms of the erroneous parts of the compositions are written by the teacher in the books of the pupils in 40%, 60%, 76%, and 80% of the schools in, respectively, Std.I, Std.II, Std.III and Stds.IV to VI. In order to bring home to the pupils the errors made by them, they are required to do the essays in rough-work books first and to copy them into their best books, after correction, in 4%, 8%, 12%, 20%, and 36% of the schools in Std.I, Std.II, Std.III, Std.IV, and Stds.V and VI, respectively, and to write in only the correct form of the things they had wrong in their compositions in 40%, 60%, 76%, and 80%, of the schools in Std.I, Std.II, Std.III, and Std. IV to Std.VI, respectively. In no school are the pupils required to rewrite their entire compositions, done in their best books in the first instance.

(2) Procedures followed where only Some of the Class's Essays are corrected.

In reply to Section (b)ii of the Question, in which respondents were invited to explain the procedure they used, if they did not correct all the compositions of the pupils, the following types of replies were received :-

i. The sentences constituting the written composition are read out to the class and the pupils asked to correct the errors. (Std.s.III to VI).

ii. The pupils exchange books and mark each other's compositions in pencil only, the final marking being left for the teacher, to whom are also referred any disputes that may arise. (Std.s.III to VI).

iii. Only the best compositions are read out to the class by the teacher. The class is required to correct the errors in grammar. The best compositions are pinned to the blackboard at the back of the classroom and displayed there for one week as models for the class. This method clearly implies some preliminary examination and evaluation, by the teacher, of all the written compositions. (Std.s.III to VI).

iv. Individual pupils, i.e., not only those who wrote the best compositions, read out their compositions, and the rest of the class have to point out their mistakes. (Std.s.III to VI).

v. The pupils are required to do their compositions in their rough-work books. These compositions are corrected by the better pupils. Each child now copies his composition, as corrected, into his neat book, for the teacher to mark. (Std.s.III to VI).

(3) Comment.

Procedure No.1, viz. the correction by the pupils of each other's compositions, sentence by sentence, the teacher supplying the correct form of each sentence, indicates that the written compositions corrected in this way consist of sentences supplied or selected by the teacher beforehand, and then drilled into the pupils by means of conversation lessons, etc., with a view to their reproduction later by the class for written composition. Composition of this nature could easily and profitably be corrected by the class from the original sentences supplied

by the teacher.

Procedure No.ii whereby the pupils correct each other's compositions in pencil as a preliminary to a final scrutiny and evaluation by the teacher, has the value of fostering initiative and self-activity in the pupils. It is doubtful, however, whether all the pupils are capable of detecting and correcting enough mistakes in the work of their neighbours to justify the adoption of this procedure. The better pupils might, in a measure, do justice to the weaker ones, but not vice versa.

Procedure No.iii, viz. that by which only the best compositions of the pupils are read out to the class, who are required to correct the errors, the corrected essays thereupon being pinned up in the classroom for all interested members of the class to read at their leisure, is an excellent one, as it must needs be a powerful stimulus to whole-hearted effort on the part of the pupils. If the general excellence of each written composition, as well as the grammar mistakes, is commented upon, the author of each composition that is read aloud and discussed will be enabled to evaluate his own work by hearing various opinions on it. This evaluation by the pupil of his own work is important¹⁾ for, as Ballard²⁾ points out, mere practice does not necessarily bring about improvement. Practice must be "supported by a desire to improve, an effort to improve, and a general attitude of vigilance and self-criticism".³⁾ Even though ample allowance is made for the fact that the Afrikaans-speaking pupil is learning English only as a second language, there can yet

1) Ballard: Teaching and Testing English, 87 - 88.

2) Ballard: Teaching the Mother Tongue, 126.

3) Loc cit.

be no doubt that he cannot but benefit by opportunities for criticism and self-criticism and, furthermore, by constantly being supplied with fresh models to imitate, these models being of a standard not hopelessly beyond his reach, as they are the work of his fellows. The procedure is not without serious dangers, however.

Firstly, there is the danger that the sensitive pupil may be discouraged by the criticism of whatever boisterous and irresponsible element there may be among his classmates.¹⁾ Secondly the procedure will be a dismal failure unless there is adequate corrective teaching and, what is more important, preventive teaching, for if the best compositions teem with errors in language, punctuation and spelling, it will be fatal to the whole undertaking. Thirdly, such correction as there is may be very superficial and ineffective, considering that those doing the correction, viz. the pupils, are immature and struggling with a second language as well. What is more, errors in spelling and punctuation are not detectable by ear. Fourthly, the procedure may prove harmful to the weak pupil and the average pupil, unless their specific and personal difficulties receive attention. Some of their work should be marked by the teacher, from time to time at least, and the errors they make noted for corrective teaching. Procedure number iv, whereby individual pupils read out their compositions (good or bad) to the class, who are required to correct the errors, has the advantage, like procedure number III above, of bringing about an audience situation.²⁾ While writing his composition, each child would be conscious of the fact that he is writing for an audience, and this is conducive to a

1) Cf. Panton: Modern Teaching Practice and Technique, 114.

2) Cf. Hartog: The Writing of English, 51.

higher standard of achievement. The dangers of this procedure are the same as those pointed out in iii above.

Procedure number V, by which the better pupils correct the work of the weaker ones, would certainly foster initiative among the pupils, but it is extremely doubtful whether the Afrikaans-speaking pupil, or the English-speaking pupil for that matter, disposes of a knowledge of English wide and deep enough, not to mention the required experience, to enable him to recognize another's errors, or a sufficient number of these errors, and to correct them in a sympathetic and understanding way, i.e., by looking into the writer's mind, as it were, in order to determine the finer shades of meaning that he wished to express but failed, and to help him accordingly.

(4) Pupils taking Part in Correction of Essays of Class.

The replies received in reply to Section (c), in which respondents were asked to explain the procedure adopted in cases where the pupils were required to assist with the correction of the written compositions, were so closely related to those submitted in response to Section (b)ii that they were included in that Section.

(5) Reasons why Teachers write in correct Forms.

In reply to Section (d)(ii) of the Question, in which respondents were asked to state their reasons for writing in the correct forms, in case they followed that procedure, and not that of merely indicating each mistake and leaving it to the pupil to correct, 90% of the answers received boil down to this :-

The Afrikaans-speaking child, on the whole, is unable to recognize and correct the errors he makes in his written composition. And, unless the teacher writes in the correct forms, where errors are made, the child is

unable to correct his mistakes, and derive the benefit of such correction.

According to the remaining 10% of the replies received, it is the custom in the schools concerned, from Std.III to Std.VI, for the teacher to write in the child's composition the correct forms of only those errors that are too difficult for the child to supply, leaving it to him to do those corrections that are within his power.

(C) (6) Further Methods.

No replies were received in response to Section (f) of Question 26.

(7) Inferences.

i. The fact that the teachers in such a large percentage of schools correct the compositions at home, suggests that in general the classes are large, and that the load of correction of each teacher is a heavy one. The Afrikaans-speaking child can thus receive but little individual attention from his teacher, in the matter of the correction of errors in his composition. Effective corrective teaching and, even more important, effective preventive¹⁾ teaching, could largely compensate for this lack of attention, on the part of the teacher, to the difficulties of each individual pupil, but a measure of individual attention is nevertheless indispensable. The various movements in educational practice and in educational research, as Stormzand so clearly points out, call for vast changes in classroom procedure, "in the direction of individual attention, in order to meet the needs of most pupils".²⁾ Especially in the Primary School, pupils of widely varying ability are grouped together in classes,

1) West: Language in Education, 137 and 171.

2) Stormzand: Progressive Methods of Teaching, 352.

and this accentuates the problem of individual differences. The mere marking by the teacher of a child's composition is thus not always enough. The teacher often has to discuss the work of a pupil with him, so that he may discover his specific needs and problems, and help him accordingly.

ii. The correction of the compositions in those schools where the pupils are required to correct one another's work, must on the whole be very superficial, because even a good pupil is not qualified to detect and correct any but the most elementary mistakes. The views of the great majority of respondents bear this out. Where, however, the composition consists in the reproduction of sentences that have been memorized by the pupils, the latter could easily correct one another's work from a key supplied by the teacher.

iii. Owing to the weakness of the Afrikaans-speaking pupils, newer methods of correcting written composition are obviously out of the question, except perhaps in a very small minority of schools where the environment is particularly favourable.

iv. As it is impossible to use new methods of correcting written composition, owing to the weakness of the pupils in English, the teachers have to correct all the compositions themselves. The pupils can thus be given but little practice in writing English composition, on account of the teacher's heavy programme of work.

Topic No.27. The Best-Essays' Book (Class Magazine).

Question 27. Do you keep a book into which the best compositions are copied to serve as models which are read out to the class, or to future classes?

(1) Best Essays recorded.

(a) TABLE XXX. - BEST - ESSAYS' BOOK.

A book of best essays kept.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Yes	6%	12%	19%	28%	36%	53%
No	94%	88%	81%	72%	64%	47%

(b) In Table XXX is given the percentage of schools in the Standards of which the best essays or other forms of written composition of the pupils are collected by the teacher in a special book in order that he may use these compositions as models for the rest of the class, or for future classes.

(c) The practice of transferring the pupils' best essays to a special book is followed in comparatively few Afrikaans-medium schools, being confined to 6%, 12%, 19%, 28%, 36% and 53% of the schools in Std.I, Std.II, Std.III, Std.IV, Std.V and Std.VI, respectively.

(2) Inferences.

1. The fact that the best essays of the pupils are not collected in a special book, by the teacher, in ever so many Afrikaans-medium Primary Schools, is a clear indication that the most is not made, in these schools, of the essay or other forms of written composition by the pupils. It is not necessary to prove that much of the value of the writing of composition is lost because the child does not see or feel the need for the exercises imposed on him. He is apathetic towards the writing of composition because he does not share in the aim of the activity. To him, often, the written composition, particularly the essay, is something that he has to write for the teacher, in order to avoid trouble! In fact, the written composition often reveals the vice of aims in education that are imposed from without, i.e., aims that are not seen or felt by the child and accentuated by him. On the other hand, if the

of the writing of compositions is "capable of translation into a method of co-operating with the activities of those undergoing instruction",¹⁾ the pupil will show the necessary interest in and take the necessary pains with his written composition. If he knows that his work may find a place in the Best-Compositions' Book, i.e., the Class Magazine, from which some of the articles for the School Magazine are drawn at the end of the year, he will change from an inert drudge into an active co-worker.

ii. The fact that so little use is made of the procedure of keeping a Best-Compositions' Book, indicates that the written composition, even in the upper Standards of the schools concerned, must consist largely in the reproduction by each pupil of matter provided by the teacher and memorized, to some degree, by the class, the latter obviously being too weak in English to do creative writing - the only type of composition worth-while copying into the Best-Essays' Book, the nucleus of the Class Magazine.

iii. The fact that use is made of the Best Essays' Book, in some schools, though the percentage of these schools is small, indicates that the standard of English composition, as well as the general standard of English, in these schools is good, the pupils obviously being able to do some creative writing. This more advanced standard of attainment in English may be due to environmental factors favourable to the acquisition of the English language, or it may be due to successful teaching. The very bias itself towards newer and more progressive methods, which is apparent in making the Class Magazine or something akin to it the end of composition writing, must inevitably lead to more enthusiasm and more effective learning on the part of the pupils.

1) Dewey: Democracy and Education, 127.

Topic No.28. Record of Pupils' Mistakes.

Question 28. Do you keep a record of the pupils' mistakes for corrective teaching?

(1) Record of Mistakes kept.(a) TABLE XXXI. - ERRORS BY PUPILS RECORDED.

Record of mistakes kept.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Yes	37%	48%	67%	70%	72%	76%
No	63%	52%	33%	30%	28%	24%

(b) In Table XXXI is indicated the percentage of schools (Standards) in which the teacher keeps a record of the mistakes made by the pupils in their written compositions, in order that these errors may be used for corrective teaching.

(c) The practice of recording the errors made by the pupils in written composition, so that the teacher may use these errors for corrective teaching later, is by no means universal in the Afrikaans-medium schools of the Transvaal. It is found in 37%, 48%, 67%, 70%, 72%, and 76% of these schools in Std.I, Std.II, Std.III, Std.IV, Std.V, and Std.VI, respectively.

(2) Inferences.

1. In the majority of the Afrikaans-medium Primary Schools, written English is not taught effectively, since no corrective teaching is done in connection with written composition in English. It is imperative that the pupils' errors in written composition should be properly utilized, i.e., for corrective teaching. And the only way to determine these errors, especially those in language and spelling, is for the teacher to note them with great care. Then, if he bases his corrective teaching on them, he will be able to treat the specific difficulties of each individual pupil in his class. Moreover,

he will also acquire a thorough knowledge of the errors to which children at that particular stage of development are prone. And, when once he has identified the "spelling demons",¹⁾ and other "demons"²⁾ of language, he will be able to deal with them effectively by means of preventive teaching.

ii. English grammar is not taught effectively in the majority of the Afrikaans-medium Primary Schools. If grammar teaching has to be effective, it must be based on the errors made by the pupils in written composition, for then it meets the specific needs of the pupil.

C. SPELLING.

Topic No.29. Spelling Techniques and Procedures -
Frequency of Testing Spelling.

Question 29.

- (a) Do your pupils learn their spelling at home?
- (b) Do your pupils learn their spelling at school?

If "Yes", please state which of the following methods you use:-

- i. Showing each word once or more times to the class on a flash card.
- ii. Showing each word on a flash card, while each child "writes" the word with his finger in the air.
- iii. (i) By insisting on the conscious use of the visual image; e.g., the child looks at the word, then looks away and tries to picture it. He repeats till he is able to write the

- 1) Cf. Blaisdell: Ways to Teach English, 539.
Also McKee: Language in the Elementary School, 396.
- 2) Cf. McKee : Op. cit., 284 - 302.
Also Blaisdell: Op. cit., Chapter XIV.
(Teaching Oral Accuracy).

word correctly.

(ii) If you use any variation of this method, please explain it.

iv. If none of the above responds to your method, please explain your method.

(c) How many times, per week, do you test the spelling learned?

Note: Whether learned at school, or at home.

(1) Procedures in Teaching Spelling - Frequency of Testing.

(a) TABLE XXXII. - WAYS OF TEACHING SPELLING AND FREQUENCY OF TESTING IT.

Ways of teaching - frequency of testing.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Spelling learned at home.		38%	45%	56%	56%	62%	62%
Spelling learned at school.		62%	55%	44%	44%	38%	38%
<u>Techniques used:-</u>							
The flash card.	Yes	57%	61%	51%	45%	41%	39%
	No	43%	39%	49%	45%	59%	61%
The flash card, plus imaginary writing.	Yes	36%	36%	23%	20%	20%	20%
	No	64%	64%	77%	80%	80%	80%
Conscious use of the visual image.	Yes	42%	49%	49%	49%	49%	49%
	No	58%	51%	51%	51%	51%	51%
Number of times spelling is tested, per week.	Once	80%	80%	80%	80%	80%	80%
	Twice	12%	12%	12%	12%	12%	12%
	Three times	4%	4%	4%	4%	4%	4%
	Four times	-	-	-	-	-	-
	Five times	4%	4%	4%	4%	4%	4%

(b) In Table XXXII is given i. the percentage of schools (Standards) in which the spelling is learned by the pupils at home, and in which it is learned at school. The techniques used in the teaching of spelling, viz. (i) the use of the flash card pure and simple; (ii) the use of the flash card, while an attempt is made to bring into play the kinaesthetic senses too; (iii) by placing reliance entirely on conscious, visual impression. This technique differs from (i) above, as the latter is not based on conscious visual impression, i.e., the child is not asked to reproduce a picture of the word in his mind's eye. (iv). The number of times, per week, that the pupils' spelling is tested is also indicated.

(c) In 38%, 45%, 56% and 62% of the schools, the pupils learn their spelling at home, in Std.I, Std.II, Stds.III and IV, and Stds.V and VI, respectively. In 62%, 44% and 38% of the schools the pupils learn their spelling in school, in Std.I and Std.II, Stds.III and IV, and Stds.V and VI, respectively. The procedure of letting the pupils learn their spelling at home becomes progressively more common as the pupils advance from Standard to Standard, while that of requiring them to learn their spelling at school becomes progressively less common as they proceed from one Standard to another. Flash cards pure and simple are used in 57%, 61%, 51%, 45%, 41%, and 39% of the schools in Std.I, Std.II, Std.III, Std.IV, Std.V, and Std.VI, respectively. The use of the flash card, while an attempt is made to bring the kinaesthetic senses into play too, is found in 36%, 23%, and 20% of the schools in Stds.I and II, Std.III, and Stds.IV to VI. In 42% and 49% of the schools spelling is taught more particularly by means of visual impression, i.e., by requiring the pupil to picture the words in his mind's eye, in Std.I, and Stds.II to VI, respectively. In by far the majority of the Primary Schools, i.e., 80%,

ii. In reply to Section (b) (iv) in which respondents were invited to explain the method they used if the latter did not correspond to the procedures and techniques suggested in question 28, the following types of replies were received :-

(i) The pupils spell the words, which are written on the blackboard by the teacher.

(ii) A passage is read in class and then a spelling competition is based on it.

(iii) Each pupil compiles a list of the words misspelt by him in his written compositions, and learns these words for spelling.

(iv) Under the guidance of the teacher, the pupils compile their own spelling lists, from the class reader, and in connection with their written composition.

(v) The pupils, guided by the teacher, compile a spelling list by selecting words from the class readers, the supplementary readers, library books, and conversation lessons.

(vi) The pupils, under the guidance of the teacher, compile a spelling list consisting of groups of words, each group containing a common sound.

(vii) The pupils, guided by the teacher, compile a spelling list consisting of groups of words, each group being centred around a topic.

(viii) Spelling drill, with flash cards, is given every day, besides a full period of 30 minutes, per week, for spelling and the testing of spelling.

(3) Inferences.

i. An unhealthy divergence in procedures is apparent. The great divergence in the procedures followed and the techniques used in connection with the teaching of spelling in the Afrikaans-medium Primary Schools of the

Transvaal is indeed remarkable. A measure of divergence is inevitable. Too much divergence is another matter, however. The schools cannot follow such widely divergent practices and yet all be teaching spelling on sound principles. If, for instance, the Std.V and the Std.VI teachers in 62% of the schools find it necessary to let their pupils learn their English spelling at home, and the Std.V and the Std.VI teachers in 38% of the schools find it necessary for the pupils to learn their spelling in school, the practice of one group is a contradiction of that of the other group. And this applies, *mutatis mutandis*, to the three techniques mentioned in Table XXXII (use of the flash card, etc.) as well as to the views held in the various schools on the number of times, per week, the spelling of the pupils ought to be tested.

ii. In many of the Afrikaans-medium Primary Schools of the Transvaal the problem of English spelling is not tackled as vigorously as it ought to be. And English spelling is indeed a problem! Sandiford states that, owing to the difficulty of English spelling, "even the best speller among us"¹⁾ can spell but "a mere fraction of the total words of the language".¹⁾ For a child learning English as a second language, the task will be even greater. Yet in only 38%, 45%, 56% and 62% of the Afrikaans-medium schools of the Transvaal is spelling learned at home in, respectively, Std.I, Std.II, Stds.III and IV, and Stds.V and VI, and in only 62%, 55%, 44% and 38% of the schools is the spelling learned at school in, respectively, Std.I, Std.II, Stds.III and IV, and Stds.V and VI. Owing to the difficulty of English spelling, the pupils in at least the middle and upper Standards of the Primary School should learn their spelling at home, under the guidance of the teacher, and also at school. Small children may be excepted.

1) Sandiford: Educational Psychology, 350.

iii. In a number of schools the spelling is clearly taught by none of the recognized and more modern psychological methods. The fact that the flash card, the flash card together with sensori-motor activity, and conscious visual imagery, are used in the teaching of spelling in, respectively, but 39%, 20%, and 49% of the schools in Std.VI, points to the use of the olden-day procedure of but requiring the pupils to spell the words aloud, or to the practice of merely setting the pupils a number of words to learn for spelling, no matter how.

iv. In a fair number of schools progressive methods of teaching spelling are used, as can be inferred from the fact that one or more of the following devices or approaches are in use in these schools: the flash card (visual approach); the harnessing of the kinaesthetic or motor senses and of the auditory sense; and the use of visual imagery.

v. Even in many schools where progressive methods of teaching and learning spelling are to be found, too few of these methods are used to ensure that the subject is taught as effectively as available methods, old and modern, make it possible to teach it (see pp.218-220). The basic principle in the teaching of spelling should obviously be "to keep as many methods of ingress going as possible"¹⁾ The pupils should thus, according to Sandiford, "write the words singly and in sentences, spell them aloud, and write and whisper them simultaneously".²⁾

vi. Much of the spelling taught in the Afrikaans-medium schools of the Transvaal is vitiated by patently inadequate testing. In 80% of these schools, the spelling is tested only once per week. This is not enough, as

1) Sandiford: Educational Psychology, 353.

2) Loc. cit.

one test does not constitute proof that a child has learned a word properly.¹⁾ Teachers using the Winnetka Plan fully realize this fact. The technique used in spelling in Winnetka ensures much revision. On Monday the spelling assignment for the week is dictated. On Tuesday the pupils are required to study the words misspelled on Monday. On Wednesday they are given a revision test. On Thursday they study the words misspelled on Wednesday. On Friday they are given a final test. To ensure further revision, the words of each week's assignment are included in the assignments of succeeding weeks.²⁾

vii. There is need for a scientifically compiled list of English words that Afrikaans-speaking children should be able to spell. This does not mean that a child should be confronted with a list of words the spelling of which he is required to learn, even though they are strange to him. The principle that the spelling of any word should be taught to a child only when he needs it, because he has to use it in particular reading or writing situations, is unassailable.³⁾ Yet there is danger in the incidental selection, by individual teachers, of words for spelling. McKee thinks that a definite list of the important words that children should be able to spell ought to be available, in order to obviate the possibility of words of questionable importance being selected by the teachers.⁴⁾ Thorndike⁵⁾ has compiled a list of 10,000 words most commonly used in writing. A similar list of English words, for use in Afrikaans-medium schools, should be compiled. Such a list would be a blessing to teacher and child alike.

1) McKee: *Language in the Elementary School*, 407.

2) Washburne: *Adjusting the School of the Child*, 96 - 97.

3) Coetzee : *Inleiding tot die Algemene Praktiese Opvoedkunde*, 291.
Sandiford: *Educational Psychology*, 351.

4) McKee: *Op.cit.*, 368.

5) Thorndike: *The Teacher's Word Book*.

Topic No.30. Ways of Testing Spelling.

Question 30. How do you test the spelling learned by the pupils?

- (a) By letting them write the words from dictation.
- (b) i. By letting them spell the words to you.
- ii. If your reply is "Yes", please explain the procedure you follow.
- (c) By dividing the class into groups, each under a pupil as leader, the latter hearing the spelling of his group, and vice versa.
- (d) If you use none of the above methods, please explain your method.

(1) Testing.(a) TABLE XXXIII. - METHODS OF TESTING.

Methods.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Writing from dictation.	Yes	61%	68%	76%	76%	76%	76%
	No	39%	32%	34%	24%	24%	24%
Spelling the words to the teacher.	Yes	25%	40%	44%	52%	52%	52%
	No	75%	60%	56%	48%	48%	48%
Leaders of spelling groups test the pupils.	Yes	12%	16%	21%	21%	25%	25%
	No	88%	84%	79%	79%	75%	75%

(b) In Table XXXIII is given the percentage of schools in the various standards of which the spelling is tested (i) by requiring the pupils to write from dictation the words learned; (ii) by requiring them to spell the words to the teacher; (iii) by dividing the pupils into groups, each under a leader, who tests the spelling of his group.

(c) The time-honoured procedure of letting the pupils write from dictation is the commonest in the Afrikaans-medium Primary Schools of the Transvaal, being found in 61%, 68% and 76% of the schools in Std.I, Std.II,

and Stds.III to VI, respectively. In 25%, 40%, 44% and 52% of the schools the spelling is tested by the pupils being required to spell the words to the teacher in Std.I, Std.II, Std.III, and Stds.IV to VI, respectively. In but few schools are the pupils divided into groups, under pupils as leaders, these leaders hearing the spelling of the group. The latter procedure is confined to 12%, 16%, 21% and 25% of the schools in Std.I, Std.II, Stds.III to IV and Stds.V to VI, respectively.

From the data supplied in Table XXXIII it is clear that progressively more emphasis is placed on the testing of spelling from the lower Standards upwards, although the spelling of even the Std.I pupils is tested in a large percentage of schools.

Not one of the procedures of testing mentioned in Table XXXIII is necessarily used in any Standard of any school to the exclusion of the rest. In fact, more than one could be used in the same Standard, or in the same class even.

(2) Additional Procedures.

1. In reply to Section (b), in which respondents were asked to explain the procedure they followed if they tested the spelling of the pupils by requiring the latter to spell the words to them, the following information was supplied:-

- (i) The pupils learn their spelling at home.
The next day individual pupils spell the words to the teacher.
- (ii) A spelling-bee is sometimes held.
- (iii) The class spell selected words before the reading lesson.
- (iv) The pupils are divided into groups, and the spelling of all the groups is tested simultaneously, the members of each group asking one another to spell certain words.

- (v) The pupils are divided into groups, each group under a leader. The leaders test the spelling of one another's groups, on a competitive basis.

ii. In reply to Section (d), in which respondents were asked to explain their methods, in case none of the methods mentioned in Question 29 corresponded to theirs, the following procedures were mentioned :-

- (1) The class is divided into groups, each group under a leader. Competitions are held, representative members of each group writing the words on the blackboard. The leaders exercise the necessary control.
- (ii) The pupils look at a number of words for some time. The teacher removes the words, and asks individual pupils to spell some of the words. The pupils learn the words at home that evening. The next day they write those words from dictation in class.
- (iii) Sentences are given, containing the new words that the teacher wishes to teach the class during the particular school week. These sentences are practised orally, and the spelling of the new words, and of all the other words in every sentence, is mastered. The sentences are finally reproduced by the class as a written exercise. Spelling and composition are correlated.

(3) Inferences.

i. The time-honoured ways of testing spelling, i.e., by requiring the pupils to write from dictation, and to spell words to the teacher, predominate in the Afrikaans-medium Primary Schools of the Transvaal. The newer method of dividing the class into groups, and making the group-leaders responsible for the testing of the spelling,

is but little used, being found, for example, in only 25% of the schools in Stds.V and VI.

ii. The replies of the respondents contain no evidence that the pupils derive full benefit from the testing of their spelling. This does not mean that the established methods of testing spelling, i.e., dictation and oral spelling, are in any way inferior. On the contrary, their value has been proved, so that they rightly occupy a permanent and honoured place in the classroom. But merely to test a pupil's spelling is not enough. In the first place, the teacher should study the child's mistakes in order to discover what his particular weaknesses or difficulties (if he has any) may be, and to help him accordingly. In the second place, the teacher should do corrective teaching based on the errors of the pupils, where these errors appear to be genuine difficulties, and are not merely due to their own carelessness or apathy. In the third place, proper precaution should be taken that the pupils do not repeat their errors. Each pupil should keep a list of all the words he has misspelled, and he should be encouraged to learn these on his own.¹⁾

As the replies of the respondents clearly indicate that the testing is the last step in the teaching of spelling, it is clear that the aim of the spelling test, in the Afrikaans-medium schools of the Transvaal, is inadequate. The aim should be not merely to determine whether the pupils did their work satisfactorily or not, but to discover their weaknesses, so as to enable both the teacher and the pupil to concentrate on those weaknesses.

The fact that the spelling of the pupils is tested by means of a variety of oral methods is further proof that mere control, instead of diagnosis, is the aim

1) Cf. McKee: Language in the Elementary School, 417.

of the spelling test. However excellent some oral methods of testing spelling may be, the pupils should record the words they misspell, in order to derive full benefit from the tests.

iii. There is evidence, in some schools, of a desire to make spelling more attractive. Friendly competition, among the pupils, is valuable as it arouses interest. Spelling competitions, such as the spelling-bee, do arouse interest, and are of very great value, provided that the spelling material is taken from the pupils' spelling lists. Even so, it is better for the child to compete with his own record than with other pupils.¹⁾ The spelling-bee has the further disadvantage that the weak pupils, who after all are more in need of spelling practice than the best pupils, are sooner eliminated. Furthermore, the spelling-bee has very definite limitations as a regular method of testing spelling.

Competition will undoubtedly make spelling more interesting to the pupils. It is readily granted that this interest is extrinsic and artificial. Even so it will lead to better spelling, because interest furthers learning. "Interest assists both in directing and in sustaining attention".²⁾

Topic No.31. The Spelling-chart.

Question 31.

(a) Do you make use of a spelling-chart containing the various sounds of English?

(b) If you use a spelling-chart published by any firm of publishers, please supply its title and the name of its publisher.

1) Cf. McKee: Language in the Elementary School, 427.

2) Davis: Psychology of Learning, 337 - 338.

(1) The Spelling-chart.(a) TABLE XXXIV. - USE OF THE SPELLING-CHART.

Whether a sound-chart is used.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Yes.	15%	15%	18%	21%	21%	21%
No.	85%	85%	82%	79%	79%	79%

(b) In Table XXXIV is given the percentage of schools in the Standards of which spelling is taught by means of some form of spelling-chart containing the various sounds of English.

(c) It is clear that the spelling-chart is but little used in the teaching of spelling in the Afrikaans-medium Primary Schools of the Transvaal, this means of teaching English spelling being confined to but 15%, 18% and 21% of the schools in Stds. I and II, Std.III, and Stds.IV to VI, respectively.

(2) Published Spelling-charts.

No information was offered in reply to that part of the question in which respondents who use a spelling-chart printed by a publisher were invited to state the title and the publisher of the chart.

(3) Inferences.

i. Little attempt is made, in the schools of the Transvaal, at teaching the spelling of the various sounds of English in a systematic way. The use of phonetic symbols in the teaching of spelling to children in the Primary School is of course out of the question. The teaching of words that represent certain sounds of English is a totally different matter, however.

The unphonetic nature of English spelling makes the use of the spelling-chart an absolute necessity. Such a chart should contain groups of words, each group containing a particular English sound. This would enable the teacher to drill his pupils in the spelling of such words as: mother, other, brother, cover; home, Rome, tone,

bone; rough, tough; cough; trough; through; bough; the nouns: use, excuse, close; the verbs or adjectives: use, excuse, close; house, houses; excellent, extra, examine; hasten, fasten, Christmas; etc., etc.

ii. There is a need in the schools of the Transvaal of properly constructed lists of words similar in form, and arranged in groups, each of which illustrates some sound, or sounds, of English. The compilation of these lists will be no easy matter. It stands to reason that only high frequency words, i.e., those used frequently, should be selected. Furthermore, the words should be graded according to their difficulty, lest the pupils be required to learn the spelling of words that are beyond them. The preparation of the lists had thus better be entrusted to experts, in order to ensure thoroughness, comprehensiveness, and proper grading of the material with a view to suiting the latter to the level of each Standard. Where no such lists are available, a list drawn up by each class teacher will serve a useful purpose. And the more comprehensive and systematic each list, the better. A full list of the sounds of English, together with some words in which they occur, could be found in the works of phoneticians, such as Ripman.¹⁾

Topic No.32.

D. GENERAL.

Topic No.32. Special Needs of Teacher on Entering the Service.

Question 32.

In what respects should the Training College, in the light of your experience of the needs of a teacher, do even more to equip the student for his future task as a teacher of English, among other subjects? Please give

1) Ripman: English Phonetics and Specimens of English, passim.

your reasons, if you wish to.

(1) Needs of the Young Teacher of English.

(a) TABLE XXXV. - NATURE OF REPLIES AND PERCENTAGE OF RESPONDENTS BY WHOM SUBMITTED.

<u>Nature of replies.</u>	<u>Percentage of respondents.</u>
Replies relating to -	
(1) Student's proficiency in English.	70
(2) Student's knowledge of English literature.	13
(3) Student's knowledge of English method.	12
(4) Student's knowledge of organization of subject matter.	25
(5) Aids at student's disposal.	6

(b) In Table XXXV is given the nature of the replies received in answer to Question 32, in which respondents were invited to state, in the light of their experience, in what respects the Training Colleges could do even more to equip the student for his future task as a teacher of English. These replies fall into five categories:

i. Those relating to the student's knowledge of the English language and his ability to use it in speech and writing.

ii. Those relating to his knowledge of English books of prose and verse suitable for children.

iii. Those relating to his knowledge of the method of teaching English.

iv. Those relating to the organization of the subject matter of English.

v. Those relating to the aids used in teaching English.

In Table XXXV is also indicated the percentage of respondents by whom each group of suggestions was made.

(c) i. No less than 70% of the respondents suggested that more should be done by the Training College to increase the student's proficiency in the use of the

English language itself.

ii. The view that the student needed a greater knowledge of English prose works and English poems was expressed by 13% of the respondents.

iii. In the opinion of 12% of the respondents the student's knowledge of some particular English method should be increased.

iv. According to the opinion of 25% of the respondents the student's knowledge of the organization of the subject matter of English should be extended.

v. Only 6% of the respondents think that the Training College should equip the student with aids, i.e., apparatus for use in teaching English.

ii. Details of Replies with Comments, where necessary.

(1) The respondents who suggested that the Afrikaans-speaking student-teacher should be made more proficient in the use of the English language itself, motivated their suggestions as follows: Young Afrikaans-speaking teachers entering the service often still stumble over the verbs of the English language. They still think in Afrikaans, so that they have to translate their thoughts into English before they can express themselves in the latter language. Where the student's knowledge of English is passable, he yet often lacks the ability to use it in fluent and correct speech. The following remedies are suggested by the respondents: The students should speak English more, read it more, and also correspond in it. The Afrikaans-speaking students should, during their course of training, spend some time doing practical teaching in English-medium schools. Afrikaans-speaking students should be compelled to teach more lessons through the medium of English during practice teaching periods. One respondent even suggests that Afrikaans-speaking students should have "English" lecturers.

The majority of these views clearly speak for themselves. It is not advisable, however, to send students who are very weak in English to English-medium schools, for they will find their weakness in English very embarrassing, and often a cause of bad class discipline. "English" lecturers, i.e., lecturers from the British Isles, presumably, would of course know the English language well, and are not likely to address the students in anything but English. They cannot, however, appreciate or reveal to the students the difficulties peculiar to the Afrikaans-speaking child learning English. Furthermore, they may be no more proficient in English than a South African lecturer, as the English language and culture are native and not foreign to South Africa.

(ii) The respondents who think that the student's knowledge of English prose and verse suitable for school children should be extended, recommend that more literature should be taught at the Training College. The student would thus be made acquainted with more poems that he could teach to his pupils, for appreciation as well as memorization, and with more prose works that he could use in class as readers or could recommend to his pupils.

These suggestions need no comment. They contain the truth. The student should obviously gain a good knowledge of English literature - verse, prose, literature for grown-ups, and children's literature - as part of his equipment as a future teacher of English.

(iii) Those respondents who think that the Training Colleges would equip the future young teacher better if they were to teach him more about English Method, recommended that the student at the Training College should be taught a definite method by which he could again teach his pupils when he enters the service.

This suggestion is somewhat vague. There is, after all, not one particular method of teaching English,

but there are various methods of teaching the different aspects of English. It is the business of the lecturer to make the student acquainted with as many methods of teaching English as possible, and not to supply him with one or two techniques. The teacher-in-training is a student, not an apprentice. "But, by and large", writes Joad, "the wider and longer the general, the shorter the special education of teachers, the better. Too much attention has been paid to the technique of teaching; too little to ensuring that the teacher is a normally well educated person".¹⁾

iv. Some respondents suggested that the College should equip the student with detailed schemes of work in English which he could use on leaving the Training College. Lists of topics for conversation lessons and composition are mentioned specially by several respondents.

The drawing up of schemes of work for students to use is after all not the function of the Training College. The latter is not expected to turn out teachers fully equipped professionally, experienced teachers as it were, but rather young teachers who have studied the principles underlying the teaching of English. The finding of suitable topics for conversation lessons (and, at the same time, for written composition, the latter often being correlated with conversation) is the task of the teacher - and a pleasant and light one at that.²⁾ Moreover, the pupils, if encouraged sufficiently, could bring to school numerous objects on which free conversation lessons could be based. The teacher should make use of the child's love of collecting things.³⁾

1) Joad: About Education, 87 - 88.

2) Cf. Blaisdell: Ways to Teach English, Chapter IV ("Discovering Interests") and Chapter V ("Subjects and Materials - Choosing and Narrowing a Subject"), 19 - 47.

Cf. Descoeudres: The Education of Mentally Defective Children, n.d., Chapter IV (Training the Senses and the Attention), passim.

3) Cf. Board of Education: Handbook of Suggestions, 106.

v. The respondents who suggested that the Training College should equip the students with aids, had in view more particularly apparatus for use during conversation lessons.

The provision of aids is not the province of the College, except in the case of students specializing in Junior Work. It is the duty of the lecturer to bring to the knowledge of the student the various available aids, their nature and their value, and to teach him how to use them rather than to supply him with them.

(3) Inference.

It is significant that no less than 70% of the respondents aver that the student-teacher entering the service is often unable to use the English language as he should. During the initial years, at any rate, English as a subject is bound to suffer in any class in which such an insufficiently equipped teacher may be required to teach it. It is further significant that 13% of the respondents think that the young teacher entering the service is often not sufficiently acquainted with English literature suitable for school children. And it is doubtful whether many of the young teachers who leave the Training College inadequately equipped for their task as teachers of English will ever acquire the necessary knowledge of the English language and its literature.

Topic No.33. Methods used: "New", or Conventional.

Question 33.

(a) Do you use the conventional methods, i.e., the "old" methods of teaching, or do you make use of the so-called "newer" methods, such as the Dalton Plan, the Decroly System, etc., or modifications of these?

(b) If you use any new method that has been published, please name it and state at the same time any particular use you make of it.

(c) If you use, in a form modified by you, any new method that has been published, please name the method, and state how you have modified it.

(d) If you use an unpublished "new method" of the type indicated above (a), please indicate its nature.

(1) No "new" Methods used.

From the replies received in response to the above question, it is quite clear, that English is not taught in the Afrikaans-medium Primary Schools of the Transvaal by any of the well-known modern methods, such as the Project Method, the Dalton Plan, the Winnetka Plan, or the Decroly System.

(2) Inference.

The effectiveness of a great deal of the English teaching in the Afrikaans-medium Primary Schools of the Transvaal is reduced because some of the better known "new" methods of teaching or modifications of them, have not, according to the replies received in response to Question 33, found their way into these schools. The fact that the average Afrikaans-speaking child is obviously weaker in English than in his mother tongue cannot be accepted as a possible excuse for not introducing some of the "new" methods of teaching, partially, if not in their entirety. On the contrary, the comparative weakness of the Afrikaans-speaking pupils in English makes it essential to introduce such methods in order that these may supplement and invigorate the existing ones.

It would undoubtedly be impossible to teach English as a second language entirely by most of the "new" methods. English as home language can be very successfully taught by the Project Method in schools properly instituted for the use of this method, more particularly as, in the English-medium school, "every teacher is a teacher of English because every teacher is a teacher in English."¹⁾

1) Sampson: English for the English, 25.

English as second language cannot be taught by this method, however, as it is the medium of instruction during the English periods only. The Dalton Plan¹⁾ too, while suitable for teaching English as a mother tongue, will certainly not be suitable for the teaching of English as second language. The average Afrikaans-speaking pupil is not sufficiently advanced in English to become a researcher in this language, one working independently at a day's "unit", a week's "period", a month's "assignment" and a year's "contract",²⁾ in specially equipped classrooms, subject-rooms or "laboratories",³⁾ under teachers who are observers pointing the way to the acquisition of information.⁴⁾ Similarly, the Winnetka Plan will be unsuitable as a method of teaching the average Afrikaans-speaking child, because this "Plan" is based on individualized teaching that requires carefully planned and detailed assignments to guide the child working independently, diagnostic tests, and "self-instructive" and "self-corrective"⁵⁾ material.

Nevertheless, some aspects of these "new" methods should find a place in whatever procedures of teaching English are followed in the Afrikaans-medium Primary Schools of the Transvaal. Simple projects could be introduced, such as the making of a paper glider or of a kite, or the collecting by the pupils of things, say, insects for the class museum, and the conversation lessons could be centred around these projects. The Winnetka

1) Parkhurst: Education on the Dalton Plan.

2) Lynch: Individual Work and the Dalton Plan, 47.

3) Dewey: The Dalton Laboratory Plan, 1.

4) Op. cit., 1.

5) Washburne: Adjusting the School to the Child, 2 - 7.

system of spelling, emphasizing repeated testing and much revision,¹⁾ should find a place in every school.

The Decroly System²⁾ has actually been tried out successfully in an ordinary rural school in South Africa, in all subjects, including English.

The common aim of these new methods is to bring about more natural and more effective learning, by harnessing the interests, initiative, and spontaneous activities of the pupils. To this end, Kilpatrick insists on "purposeful activity",³⁾ Miss Parkhurst on freedom, interaction of groups and individual work,⁴⁾ Washburne on adapting the work of the classroom to individual differences by "developing the child's originality, his creative impulses, his initiative",⁵⁾ and Decroly on the "Types of learning [that] are most attractive to the child".⁶⁾ These attractive types of learning concern the world around the child, the things he must not remain in ignorance of. "I consider the environment solely from the child's point of view, and I discard so far as possible, whatever does not relate directly to his life."⁷⁾

The new methods mentioned above are fundamentally sound, as they conform to the laws of learning, particularly the Law of Satisfaction and Annoyance, i.e., that satisfaction strengthens bonds and annoyance weakens them. Kilpatrick thinks "that this law is the very bottom on

1) Washburne: Adjusting the School to the Child, 95 - 98.

2) La Grange: Die Decroly-skool en 'n Proefneming met sy Leermetode.

3) Kilpatrick: Foundations of Method, 200.

4) Lynch: Individual Work and the Dalton Plan, 30.

5) Washburne: Adjusting the School to the Child, 1.

6) Decroly: Conferences at Anderlecht, as quoted by Hamaïde: The Decroly Class, 180.

7) Loc. cit.

which our learning rests and upon which we must base our school procedure".¹⁾

It is therefore quite plain that if the techniques used in the Transvaal in the teaching of English to Afrikaans-speaking pupils are lacking in the essence or spirit of these "new" methods, at best only limited success can be obtained. Methods based largely on drill and repetition are inferior because they do not conform to the Law of Effect (Satisfaction and Annoyance), and to the Law of Readiness, viz. "When a bond is ready to act, to act gives satisfaction and not to act gives annoyance. When a bond which is not ready to act is made to act, annoyance is caused".²⁾ Interest or mind-set will be lacking, and learning be poor.

Topic No.34. Methods of testing: "New" or Conventional.

Question 34.

Do you make use, in your internal examinations, of (a) the conventional test;
(b) the "objective" or "standardized" test?
If you use the "objective" or "standardized" test, please state:

- i. Whether it has been published. If it has been published, please give its title and the name of its publisher.
 - ii. If the test has not been published, kindly state whether its items have been graded in order of difficulty.
- (1) "New" Methods not used.

According to the replies received in response to the above question, conventional English tests are in use in all the Afrikaans-medium schools of the Transvaal.

1) Kilpatrick: Foundations of Method, 30.

2) Sandiford : Educational Psychology, 200 - 201.

Objective, standardized tests are not used at all.

(2) Inference.

It is impossible for the teachers of English in the Afrikaans-medium schools to determine objectively the standard of proficiency of their pupils in the second language. The standardized test in English should find a place in the Primary Schools of the Transvaal, particularly in the senior classes. The conventional school test of the essay type is a very inaccurate and unreliable means of determining the level of achievement of any pupil. The chief weakness of the conventional test is its subjectivity.¹⁾ Improper sampling, i.e., selection of the material, may similarly detract from the value of the conventional test, and of the standardized test for that matter.²⁾ The usual test drawn up by the class teacher has its value, and will always hold an honourable place in the classroom. Furthermore, the traditional examination is the only type of test possible in the case of subject-matter that does not lend itself to objective measurement.³⁾

Nevertheless, the standardized test in English is a necessity in the Afrikaans-medium Primary School. By means of this type of test alone can the teacher of English determine accurately the relative advancement of his pupils, i.e., how they compare with pupils in any particular Standard all over the Province.

It is essential, however, that these standardized English tests should be constructed in South Africa, so that they may have the necessary validity,

1) Ruch: The Improvement of the Written Examination, 43.

2) Op. cit., 40.

3) Ruch: The Objective or New-Type Examination, 111.

reliability (objectivity of scoring and adequacy of sampling).

Standardized English tests suited to South African conditions, like the Silent Reading Test (Std's. I, II, III), and the Silent Reading Test (Std's. IV, V, VI), are being prepared by the National Bureau of Educational and Social Research, Pretoria. These should be used in the Afrikaans-medium schools of the Transvaal.

243.

PART IV.

QUESTIONNAIRE TO AFRIKAANS-MEDIUM HIGH SCHOOLS.

PREFACE.

NEED FOR THE STUDY OF THE METHODS OF
TEACHING ENGLISH IN USE IN THE HIGH
SCHOOL.

The need to study and analyze the methods by which the pupil in the Afrikaans-medium High School has been taught English has been clearly stated elsewhere (see pp.99-101). It was pointed out, ^{that} inter alia, /as the required objective tests are not available, an examination of the methods by which the student-teachers were taught English in the schools was by far the most important means of determining the standard of English in these schools, subject-matter, method, and the ability of the pupils to assimilate or otherwise deal with the subject matter being very closely related in schools where English is taught according to sound pedagogical and psychological principles.

It therefore but remains further to elucidate here the statement that the students of the Training College are the product of the schools. In fact, it would be no overstatement to aver that the students leaving the Training College are still largely the product of the schools, as regards their proficiency in English. The quantum of their knowledge of the English language was obviously derived more from the schools, where they received about eleven years' training, than from the Training College, where they received but three (or even two) years' training in English and in the method of teaching it. The student-teacher's greater maturity and hence ability to learn the English language are more than off-set by the crowded nature of the teachers' course in general.

The Training College can thus contribute comparatively little towards raising the level of proficiency of the student-teachers in English. They remain first and foremost the product of the schools, for better or for

worse. In fact, the teaching and learning of English as a second language in the Afrikaans-medium schools and the Afrikaans-medium Training College is in the nature of a circle. The Afrikaans-speaking pupils learn English in the Primary School, and then in the High School, from where they proceed to the Training College. Then they go back to the schools to teach to other generations the English that they have learned. Education consists in handing over the spiritual possessions of one generation to the one coming up.¹⁾ The more thorough the training in English given the students in the eleven years that they attend these schools, the higher will be the standard of English in the Training College, and the greater will be their contribution later when they return to the schools as teachers. The standard of English in the Training College thus depends on the standard of English in the schools, and vice versa.

In order to arrive at some conception of the standard of English in the Training College, an examination of the methods of teaching in use also in the Afrikaans-medium High Schools is essential.

In Chapters X, XI, and XII the methods used in the teaching of English in these schools are given, discussed, and criticized. This discussion must needs be very full. Not only has the level of the English teaching in the Afrikaans-medium High Schools to be revealed but also the efficiency of these methods, as the standard of attainment of the pupils will be adversely affected by methods that are inefficient or inadequate. It is also necessary sometimes to indicate what would constitute an efficient method, in order to show up the inefficiency, or the deficiency, of some particular method in use in the schools.

1) Cf. Keyter: *Opvoeding en Onderwys*, 23.

CHAPTER X.CONVERSATION.A. CONTROLLED CONVERSATION.

Topic No.1. Controlled Conversation and the Time devoted to it.

Question 1.

(a) How many periods per week do you devote entirely to controlled conversation?

(b) i. If you do not devote any periods entirely to controlled conversation, please give an account of your procedure.

ii. Do you give controlled conversation at all?
No. Yes. Only now and then as the need arises.

(1) Time Devoted to Controlled Conversation.

(a) TABLE I. - NUMBER OF SCHOOL PERIODS DEVOTED TO CONTROLLED CONVERSATION.

Number of periods - length of periods.	Std.VI.	Std.VII.	Std.VIII.	Std.IX.	Std.X.
Controlled conversation regularly given through- out each school year:-	1. 50%	50%	37%	32%	27%
Number of periods per week.	2. 9%	9%	5%	-	-
	3. 5%	5%	-	-	-
Controlled conversation regularly given for an unspecified number of periods during part of each year.	9%	9%	9%	9%	9%
Controlled conversation given now and then as the need arises.	18%	18%	18%	18%	18%
Summary: Controlled conversation lessons given, regularly or otherwise.	91%	91%	69%	59%	54%
No controlled convers- ation lessons given.	9%	9%	31%	41%	46%
Length of controlled conversation periods, in minutes.	35 - 40	35 - 40	35 - 40	35 - 40	35 - 40

(b) In Table I is given:

(1) The percentage of schools (Standards) in which

controlled conversation lessons are given regularly throughout the year, and the number of periods, per week, devoted to controlled conversation.

(2) The percentage of schools in which controlled conversation lessons are given regularly, for an unspecified number of periods, during a part of each year.

(3) The percentage of schools in which controlled conversation lessons are given now and again as the need for them arises.

(4) A summary, indicating the percentage of schools in which controlled conversation lessons are given, regularly or otherwise, and the percentage of schools in which no controlled conversation lessons are given at all.

(5) The length of the controlled conversation periods, in minutes, in those schools in which controlled conversation lessons are given.

(c) i. One period per week is devoted to controlled conversation lessons regularly throughout the year in 50%, 37%, 32% and 27% of the schools in Stds. VI and VII, Std.VIII, Std.IX and Std.X, respectively. Two periods per week are devoted to controlled conversation lessons regularly throughout the year in 9% of the schools in Stds.VI to VII and in 5% of the schools in Std.VIII. Three periods per week are devoted to controlled conversation lessons regularly throughout the year in 5% of the schools in Stds.VI and VII. In 9% of the schools controlled conversation lessons are given regularly for an unspecified number of periods during part of each school year. In 18% of the schools controlled conversation lessons are given now and then as the need for such teaching arises. Controlled conversation lessons are given, regularly or otherwise, in 91%, 69%, 59% and 54% of the schools in Stds.VI and VII, Std.VIII, Std.IX and Std.X, respectively. Controlled conversation lessons are not given at all in 9%, 31%, 41% and 46% of the schools in Stds.VI and VII, Std.VIII, Std.IX and Std.X. The length of the controlled

conversation periods, in schools where controlled conversation lessons are given, is from 35 minutes to 40 minutes.

ii. Controlled conversation defined. It is often very difficult to draw a dividing line clearly and exactly between controlled conversation, free conversation, and oral grammar. Controlled conversation is defined as the teaching of a "specific pattern or patterns"¹⁾ of spoken language to a class. This definition could, however, include also oral grammar and, in some cases, free conversation. In reproducing a story, for instance, a pupil may be doing both a controlled conversation exercise and a free conversation exercise. He has to reproduce the contents and also some specific patterns of language in which these contents are expressed in the original story; yet he is free to select his vocabulary and frame his sentences as he pleases, within the limits of correct English usage.

The characteristic feature of controlled conversation, however, is drill. In controlled conversation, a certain pattern of language is selected, and taught to the class by requiring them to repeat a number of sentences, each containing this pattern. Thus, whenever drill, i.e. the repetition of a pattern of speech in order that it may be impressed on the pupil's memory, is a feature of any exercise in conversation, the activity may be regarded as controlled conversation.

(2) Inferences.

i. There is lack of uniformity in the matter of controlled conversation lessons in the Afrikaans-medium High Schools of the Transvaal. Lessons of this type are given regularly throughout the year in some schools, are given during only a part of the year in other schools, are given, in yet other schools, only now and again as the need for them arises, while in some schools no such lessons are given at all.

1) T.E.D. Suggestions Regarding Language Teaching.
"English Speech Exercises for Afrikaans-medium
Schools", (Grades to Std.V), 2.

ii. The giving of controlled conversation lessons in English diminishes steadily from and including Std.VI. Nevertheless they retain their place in the majority of the Afrikaans-medium schools.

iii. The standard of proficiency in English of the average Afrikaans-speaking pupil in the lower Standards of the High School is evidently very low. In over 50% of the schools the pupils in these Standards are in need of drill in very elementary patterns of spoken English, such as the auxiliary verbs "can," "may," "should," "might,"¹⁾ the use of gerunds in the easiest of sentences, etc., etc.²⁾

iv. The standard of proficiency in English of the average Afrikaans-speaking pupil in the upper Standards of the High School must inevitably be very low too. The teacher in these Standards receives as pupils boys and girls who but a year or two before were still struggling with the most elementary patterns of English, as indicated in paragraph 3 above. It stands to reason that the teacher, however capable he may be, cannot in the space of two years transform a pupil so weak in English into one highly proficient in this language.

v. The proficiency in English of the average Afrikaans-speaking pupil in those schools where no controlled conversation lessons are given must inevitably be low, unless these schools are situated in predominantly English-speaking areas.

(i) Where the environment facilitates the acquisition of the English language, the Afrikaans-speaking pupils may be so proficient in English as to make controlled conversation lessons unnecessary. "Personally I should never put oral composition on a school time-table. To assign a limited definite time for practice in talk seems to me as absurd as to assign a limited definite time for practice

1) T.E.D. Suggested Syllabuses for Grades - Std.VIII, 59.
2) Loc. cit.

in conduct. Informal training in talk should scarcely ever cease;¹⁾

(ii) In Afrikaans-medium schools situated in exclusively Afrikaans-speaking areas, the omission from the time-table of controlled conversation lessons in English will be fatal to the pupils' progress in this language. The needs of the average Afrikaans-speaking pupil are not fully met by requiring him merely to do orally instead of in writing ever so many of the desultory exercises to be found in the usual book intended for practice in English language generally. Neither are his needs fully met if this type of desultory oral exercises in language is supplemented by further oral practice in connection with other aspects of the work in English, such as reading, the writing of essays, etc. In addition to doing extensive oral exercises in English, the pupil needs much and intensive repetition of specific patterns of language, in order that these may become part of his production vocabulary.

".... the oral approach - the basic drill, the repeated repetitions of the patterns produced by a native speaker of the foreign language - is the most economical way of thoroughly learning, for use even in reading, the structural methods of a language."²⁾ West maintains that

"the new word has to be introduced as often as possible so that it may be acquired by specific practice in the process of speaking."³⁾ Gouin also advocates much

repetition in "ordered conversation".⁴⁾ It is, after all, just plain common sense to make a pupil repeat often the patterns of a second language so that they may become stamped upon his memory, for that which Palmer calls

1) Sampson: English for the English, 47.

2) Fries: Teaching and Learning English as a Foreign Language, 6 - 7.

3) West: Language in Education, 148.

4) Gouin: The Art of Teaching and Studying Languages, 163.

"primary matter" and from which all "secondary matter" is built up or derived by the pupil has to be learned by heart.¹⁾ "Learning by heart is the basis of all linguistic study, for every sentence ever uttered or written by anybody has either been learnt by heart in its entirety or else has been composed (consciously or subconsciously) from smaller units, each of which must at one time have been learnt by heart,"²⁾ writes Palmer.

In the Afrikaans-medium High Schools where no controlled conversation lessons in English are given, the English of the pupils will inevitably be of a low standard, except in cases where the school is situated in a predominantly English-speaking area. There cannot be many Afrikaans-medium schools placed in areas so permeated with the English culture as to bestow a high degree of proficiency in English on each and every Afrikaans-speaking child living there.

Topic No. 2. The Selection of Vocabulary for Controlled Conversation Lessons.

Question 2. The "Vocabulary" recommended for controlled conversation in "Suggested Syllabuses" (p. 61-63) for Stds.VI to VIII, is as follows: "Words representing sounds and actions. Similar and opposites. Words instead of phrases and sentences. Everyday expressions...."

How do you select, from this "Vocabulary", the words, etc., to be taught to the pupils?

(a) Do you pick them from a list based upon a "word-count", such as "The Teacher's Word Book", by Thorndike?

(b) Please explain further how you select the words etc., taught the pupils from the above "Vocabulary".

1) Palmer: The Scientific Study and Teaching of Languages, 103.

2) Palmer: Loc. cit.

(1) The List based upon a Word-count.(a) TABLE II. - PROCEDURES.

Procedures.	Std. VI	Std. VII.	Std. VIII.	Std. IX.	Std. X.
Vocabulary taken from a list based upon a "word count".	18%	14%	9%	-	-
Other procedures.	82%	86%	91%	100%	100%

(b) In Table II are indicated:

i. The percentage of schools in the Standards of which the vocabulary to be taught during controlled conversation lessons is taken from some list based upon a "word-count", such as that compiled by Thorndike.¹⁾

ii. The number of schools in the Standards of which the vocabulary for the controlled conversation lessons is derived from other sources.

(c) The procedure of deriving from some list based upon a "word-count" the vocabulary to be taught during the controlled conversation lessons is followed but little in the Afrikaans-medium Schools of the Transvaal, being confined to only 18%, 14% and 9% of the schools in Std.VI, Std.VII and Std.VIII, respectively. Other procedures in selecting the vocabulary for controlled conversation lessons are followed in 82%, 86%, 91% and 100% of the Afrikaans-medium High Schools in Std.VI, Std.VII, Std.VIII and Stds.IX and X, respectively.

(2) Other Procedures.

In answer to Section (b) of Question 2, in which respondents were invited to explain further how they selected the vocabulary, i.e., the words, phrases and idiomatic expressions that they teach their pupils during controlled conversation lessons, the following types of replies were received :-

(i) The vocabulary is centred around various topics. Certain topics are selected for controlled conversation

1) Thorndike: The Teacher's Word Book.

lessons, on which the written composition of the pupils is often based, and the necessary vocabulary relating to each topic is supplied by the teacher. Sometimes a picture forms the topic of conversation. In some schools the pupils select their own words, representing sounds, actions, phrases, and expressions relating to occupations, institutions, and things in general. These words and expressions are co-ordinated by the teacher and then given to the whole class, for use in controlled conversation lessons.

In the senior Standards of 4% of the schools the lecture method is followed in connection with the prescribed books of English literature. The pupil is required to stand in front of the blackboard and lecture to the class on a portion of the prescribed book. No definite words are set for him to use in his speech, though it stands to reason that he will derive many of his words and expressions from the set book in question.

(ii) The teacher draws up a list of "suitable" words, selecting these from the lessons in reading, recitation, free conversation, written composition, English grammar, etc. The pupils have to use these words in sentences.

(iii) A variety of textbooks containing general exercises in language are used. These exercises are done orally by the pupils, in class. Some teachers require each pupil to record in a special vocabulary book all the words, phrases, and expressions that he feels should become part of his English vocabulary. This book the pupil always has on his desk during the English lessons. In periodic controlled conversation lessons he is tested on the contents of his vocabulary book. The same procedure is followed in lessons in other types of language material, such as synonyms and antonyms, word pairs, etc.

(3) Comment.

The above methods of selecting and presenting English words, phrases and expressions, in order to extend the pupil's vocabulary, are all very useful. The private vocabulary book kept by each pupil is an excellent device for ensuring that the pupil works systematically, studies independently, and retains in his memory the vocabulary presented to him. Especially the clever pupils of scholarly bent derive much benefit from keeping their own vocabulary books. These books, however, need to be inspected by the teacher, at regular intervals, as they are often inaccurate.¹⁾

The procedure of letting pupils lecture is a splendid one, as it enlivens study, replacing dull routine with purposeful activity. It will definitely, in the case of the average pupil and the bright pupil, introduce into the task that element of spontaneity that changes work into play. "..... where spontaneity is able to triumph over these [constraining conditions], the experience has always the quality typical of play, whether the activity be called 'play' or 'work'; from the inner standpoint, the two become, in fact, one and indistinguishable,"²⁾ writes Nunn. Moreover, the lecture by the pupil, after careful preparation, promotes true learning, for subjects learned at school and subsequently put to use, as in teaching, are remembered while other school subjects are generally forgotten.³⁾ Hence the prominence given, in schools following the Morrison Technique,⁴⁾ of "mastery recitation," i.e., lectures by the pupils, after thoroughly mastering a unit of learning. Mastery recitation does promote public speaking, but it is "primarily a part of the learning process."⁵⁾

1) Cf. The Incorporated Association of Assistant Masters: The Teaching of Modern Languages, 107.

2) Nunn: Education, its Data and First Principles, 88.

3) Cf. Morrison: The Practice of Teaching in the Secondary School, 12.

4) Op. cit: 328 - 334.

5) Loc. cit.

(4) Inferences.

i. The extension of the pupils' English vocabulary is a matter that receives very close attention in the Afrikaans-medium High Schools of the Transvaal. The teachers clearly endeavour to enlarge the vocabulary of the pupils with words from a variety of sources and by means of a variety of methods.

ii. The English master in the Afrikaans-medium ^{the} High School is nevertheless handicapped by/lack of suitable material. He has no scientifically constructed list of words and expressions that the High School pupil should know, and that he should teach, on account of their great usefulness. He does not know precisely what vocabulary, neither how much vocabulary, to teach his pupils. He is required to select his material himself, and this he does by drawing what he considers to be the right type and the right number of words and expressions from the vast English language, like one drawing a single handful of words blindly from a sack.¹⁾ These words, a small and haphazardly selected portion of the English language, he teaches to his class, the balance of the vocabulary of the English language he by-passes. The teacher who relies on the vocabulary provided by others in the form of books of language exercises is in the same boat.

There is a need for a scientifically constructed list of English words that should be taught to Afrikaans-speaking pupils in each Standard of the Afrikaans-medium High School, if English has to be taught as a subject in these schools.

iii. Many an English master in the Afrikaans-medium High Schools is further handicapped by the lack of a congenial form in which to present the English vocabulary. The study of vocabulary lists must be a bleak task for

1) Palmer: The Scientific Study and Teaching of Languages, 239.

the pupil, and soul-destroying. It cannot but run counter to Thorndike's Law of Effect,¹⁾ according to which a modifiable bond is strengthened or weakened according as satisfaction or annoyance attends its exercise.²⁾ Not only will the pupil be loth to learn dry vocabulary lists, so that he will learn them poorly, but his attitude towards the study of the English language will not be favourable, or remain favourable. An unfavourable attitude, resulting in passivity, will be detrimental to his studies. "When a pupil assumes an active attitude toward work and studies with the determination to achieve and retain, progress is always better than when he has a passive attitude."³⁾ A hostile attitude would be fatal to the study of English. And a hostile attitude towards English is not foreign to our schools, as it is. "The chief obstacle to proficiency in the second official language here, whether that be English or Afrikaans, is emotional resistance to it in pupils, parents and teachers,"⁴⁾ writes Greig. There is danger in dry-as-dust methods of teaching English vocabulary.

iv. In the teaching of English vocabulary in Afrikaans-medium schools, more use should be made of the rich literature of the English language. Vocabulary lists, scientifically constructed, if possible, should be attached to gems of English literature,⁵⁾ for practice in controlled conversation. Then the pupil can revise certain essential patterns of English, deriving these patterns from their living contexts, instead of from arid lists of words, written at great sacrifice of time by himself in his vocabulary book, often incorrectly.

- 1) Thorndike: Educational Psychology, Vol.II. Introduction 4.
- 2) Sandiford: Educational Psychology, 196.
- 3) Davies: Psychology of Learning, 306.
- 4) Greig: Keep up the Fight for English, 9.
- 5) Cf. The Incorporated Association of Assistant Masters in Secondary Schools. The Teaching of Modern Languages, 107.

v. Under the prevailing conditions, the teaching of English vocabulary during controlled conversation lessons can be but of limited value. The English vocabulary of the average Afrikaans-speaking pupil, on leaving the High School, will thus be inadequate.

Topic No.3. Sound-drill and Controlled Conversation.

Question 3.

(a) Do you give drill in pronunciation before each controlled conversation lesson?

(b) Please indicate the nature of this drill:-

- i. Drill in the more difficult of the words you intend to use in the lesson.
- ii. Drill in the sounds that occur in some of the words to be used in the lesson.

(1) Drill in the Pronunciation of English Sounds.

(a) TABLE III. - WORD-DRILL AND SOUND-DRILL.

Word-drill and sound-drill.	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
Drill in pronunciation given:-					
Always	13.7%	13.7%	13.7%	4.6%	4.6%
Often	18.1%	18.1%	18.1%	4.6%	4.6%
Sometimes	27.4%	13.4%	13.4%	4.6%	-
Rarely	9.1%	18.2%	18.2%	4.7%	4.7%
Never	31.7%	36.6%	36.6%	81.5%	86.1%
Nature of pronunciation drill given:-					
Drill in words	54.8%	40.3%	40.3%	15.2%	11.2%
Drill in sounds	70.6%	65%	50.2%	15.2%	11.2%

(b) In Table III is given the percentage of schools (Standards) in which drill in the pronunciation of English words is given always, often, sometimes, rarely or never. In the Table is also given the percentage of schools in which drill in English pronunciation, where given, takes the form of drill in the pronunciation of words, or drill in the pronunciation of the sounds of the English language.

(c) Systematic drill in English pronunciation is a procedure that is far from common in the Afrikaans-medium High Schools of the Transvaal. It is always given in but 13.7% and 4.6% of the schools in Stds.VI to VIII, and in Stds.IX and X, respectively. It is often given in 18.1% and 4.6% of the schools in Stds.VI to VIII, and in Stds.IX and X, respectively. It is given sometimes in 27.4%, 13.4% and 4.6% of the schools in Std.VI, Stds.VII and VIII, and Std.IX, respectively. It is but rarely given in 9.1%, 18.2% and 4.7% of the schools in Std.VI, Stds.VII and VIII, Stds.IX and X, respectively. It is never given in 31.7%, 36.6%, 81.5% and 86.1% of the schools in Std.VI, Stds.VII and VIII and Std.IX and Std.X. In those schools where drill in English pronunciation is given, it takes the form of drill in words in 54.8%, 40.3%, 15.2% and 11.2% of the schools in Std.VI, Stds.VII and VIII, Std.IX and Std.X, and the form of drill in the sounds of English in 70.6%, 65%, 50.2%, 15.2% and 11.2% of the schools in Std.VI, Std.VII, Std.VIII, Std.IX and Std.X, respectively. Either type of drill is clearly not given to the exclusion of the other.

(2) Inferences.

i. In many Afrikaans-medium High Schools the teaching of the sounds of the English language is far from satisfactory. It would seem as if the true significance of sound-drill and word-drill is not fully realized in the Afrikaans-medium High Schools, as in the Afrikaans-medium Primary Schools (see Part III, p.109 f). Very many High School teachers of English seem to be under the delusion that the Afrikaans-speaking child will pick up the sounds of the English language and the pronunciation of English words by imitation. This is rarely the case, however.¹⁾ If teachers further realized that even improper control of the breath, by the pupil, and wrong intonation, not to mention wrong pitch of

1) Ripman: English Phonetics and Specimens of English, 1.
Wyld: The Teaching of Reading in Training Colleges, 3.

the voice, could adversely effect a pupil's pronunciation, they would not so lightly cast aside or superficially deal with the teaching of the sounds of English, as if such teaching did not matter.

Drill in the sounds of the English language should be given regularly and systematically, in the Afrikaans-medium School, for instance, on the lines suggested by Ripman.¹⁾

ii. The pupil in the High School may easily develop the wrong attitude to the second language. Owing to his own inability to pronounce the sounds of English properly, he may take a dislike in the language, or his own less euphonic utterances in English during oral exercises may even make him believe that English is essentially an ugly language, and for this reason repellent: And "attitudes are potent factors in school attainment, contributing towards success or failure."²⁾ writes Davis.

iii. Owing to inadequate teaching alone, very many pupils will leave the High School without having acquired the correct pronunciation of the sounds of the English language, just as they left the Primary School without having acquired this accomplishment (see Part.III, p.109f). This inability to pronounce the sounds of English properly will be a handicap to them in their studies in English at the Training College, in the same way as it was an obstacle to them in the High School.

Topic No.4. Interest in Controlled Conversation Lessons.

Question 4. What methods or devices do you use to arouse the pupils' interest in the controlled conversation lessons?

- (a) Do you include the words or sentences you wish to teach in a story made up by yourself?
- (b) Do you base the controlled conversation lessons on well-known stories, such as the Greek legends?

1) Ripman: English Sounds. A Book for Boys and Girls.
 2) Davis: Psychology of Learning, 317.

- (c) Do you make use of language games? If "Yes", please indicate the nature of one language game.
- (d) Please describe any other method or device used by you to obtain the interest of your pupils in controlled conversation.

(1) Examples of Methods used.

(a) TABLE IV. - METHODS USED.

Methods used.	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
The words to be taught are included in a story composed by the teacher.	29.1%	20.8%	20.8%	8.4%	8.4%
The controlled conversation is based upon well known stories.	8.4%	8.4%	1.3%	-	-
Language games are used.	8.5%	1.4%	-	-	-
Not used.	54.0%	69.4%	77.9%	91.6%	91.6%

(b) In Table IV is given:-

i. The percentage of schools (Standards) in which the words to be used in the controlled conversation lessons are included in a story composed by the teacher.

ii. The percentage of schools in the Standards of which the controlled conversation is based on well-known stories.

iii. The percentage of schools in which language games are used.

(c) In 29.1%, 20.8% and 8.4% of the Afrikaans-medium High Schools the words and expressions to be taught in the controlled conversation lessons are included in a story made up by the teacher in Std.VI, Std.VII and VIII, and Stds.IX and X, respectively. In only 8.4% and 1.3% of the schools, in Stds.VI and VII, and Std.VIII, respectively, is controlled conversation based upon well-known stories, from which is taken the vocabulary to be taught. In only 8.5% and 1.4% of the schools are language games used in

connection with controlled conversation in Std.VI and Std.VII, respectively.

Practically negligible use is thus made in the Afrikaans-medium High Schools of well-known stories and language games for the purpose of controlled conversation.

(2) Examples of Language Games.

The answers received in reply to Section (c) of Question 4, in which respondents who make use of language games were asked to state the nature of these games, are given below, in categories. The percentage of respondents who mentioned each game is indicated in brackets in each case.

- i. Guessing games; e.g. the pupils mention as many objects as possible the names of which begin with the letter p; the pupils guess the names of objects described. (11%).
- ii. The general "quiz." (16%).
- iii. Competitions in connection with recapitulation exercises. (5%).

(3) Attempts at ensuring that the Pupils are interested in the Controlled Conversation Lessons.

The answers received in response to Section (d) of Question 4, in which respondents were asked to state by what other methods or devices they obtain the interest of their pupils in the controlled conversation lessons, are given below in categories. The percentage of respondents who mentioned each procedure is given in brackets in each case.

- i. The controlled conversation is based on the class readers or the English prescribed books. (5%).
- ii. The controlled conversation is based on books of language exercises in English. (5%).
- iii. The controlled conversation is based on topics of general interest. (26%).

(4) Comment.

The information supplied by respondents in reply to Sections (c) and (d) is very meagre. The procedures of basing the controlled conversation on the prescribed books (or readers), or on topics of general interest, are valuable. To state that the interest of the pupils in the controlled conversation lessons is ensured by basing these lessons on books of English language exercises is merely begging the question.

(5) Inferences.

i. The vital role that interest plays in learning should receive more recognition in an appreciable minority of those Afrikaans-medium High Schools in which controlled conversation exercises are given.

The problem of interest is closely related to the material. In schools where the controlled conversation lessons are based on the contents of the class readers or upon the prescribed books of English literature, the interest of the pupils in these lessons may be regarded as assured, provided that the teacher is reasonably competent. This would apply also to schools where the controlled conversation lessons are based on topics that appeal to the pupils. The interests of children are well known, and the teacher should make it his business to discover more of these interests.¹⁾ In fact, Blaisdell lays great store by the discovering of real interests in children.²⁾

In schools where the controlled conversation is based on English books of language exercises, or on anecdotes and stories made up by the teacher, the pupils can hardly be expected to show much interest in the conversation lessons. Intrinsic interest is impossible under such circumstances.³⁾ Dewey states that genuine or intrinsic

1) Cf. Blaisdell: Ways to Teach English, Ch.IV.
(Discovery Interests), 19-36.

2) Loc. cit.

3) Davis: Psychology of Learning, 331.

interest derives from the material that is studied or handled. Interest is actually the "function of ~~the~~ material in engaging activity and carrying it on consistently and continuously".¹⁾ In other words, the material must stimulate the pupil to consistent and continuous activity - the occupation itself must be absorbing.²⁾ And intrinsic interest, "the personal emotional inclination,"³⁾ as Dewey defines it, is essential in study, for without the will to study it is obvious that the pupil will make little progress in his English. "Intrinsic interest is cumulative," remarks Davis,⁴⁾ i.e. it impels the pupil to further study.

ii. Negligible use is made of language games in the Afrikaans-medium High Schools. Yet these games are of very great value for extending the pupils' vocabulary,⁵⁾ more particularly in the Primary School. The teacher should not allow himself to be misled by the word "games" into thinking that language games are out of place in the High School. They are nothing else but systematic drill in patterns of language, and are indispensable in corrective teaching. Language games, such as those mentioned by Blaisdell,⁶⁾ should find a place in every Afrikaans-medium school.

iii. In many of those Afrikaans-medium High Schools in which little or no thought is given to the pupils' interest in the controlled conversation lessons, the learning done by the pupils will be of poor quality, their progress in English will be limited, and a love for the English language will not be cultivated in them. Without this love for the English language and its literature the pupils' studies in English will not be cumulative.

- 1) Dewey: Democracy and Education, 149.
- 2) Cf. Horne: The Democratic Philosophy of Education, 167.
- 3) Dewey: Loc. cit.
- 4) Davis: Psychology of Learning, 331.
- 5) Cf. Gullen: Traditional Number Rhymes and Games, passim.
- 6) Blaisdell: Ways to Teach English, Ch.XV. (The Language Game), 156 - 165.

B. FREE CONVERSATION.Topic No. 5. Time devoted to Free Conversation.Question 5.

(a) How much time do you devote to free conversation in class, per week?

(b) If you do not devote any periods entirely to free conversation, please state what procedure you follow in giving your pupils the necessary practice in the speaking of English.

(1) The Number of Periods.(a) TABLE V. - PERIODS PER WEEK.

Number of periods per week.	Std.VI.	Std.VII.	Std.VIII.	Std.IX.	Std.X.
1 period	23.6%	23.6%	23.6%	23.6%	19%
2 periods	4.8%	4.8%	4.8%	4.8%	4.8%
1 bi-weekly period	7.3%	7.3%	7.3%	7.3%	7.3%
No periods specifically devoted to cont.conv.	64.3%	64.3%	64.3%	64.3%	68.9%

(b) In Table V is given the percentage of schools (Standards) in which 1 period per week is devoted to free conversation in English; in which 2 periods are devoted to free conversation in English per week; in which 1 bi-weekly period is devoted to free conversation in English.

(c) One period per week is devoted to free conversation in English in 23.6% and 19% of the schools in Stds.VI to IX, and in Std.X, respectively. Two periods per week are devoted to free conversation in English in 4.8% of the schools from Std.VI to Std.X, inclusive. In 7.3% of the schools 1 bi-weekly period is devoted to free conversation in English in all the Standards of the High School.

(2) Procedures followed in Schools where no definite Periods are set aside for Free Conversation.

In response to Section (b) of Question 5, in which respondents were asked to state what procedure they

follow if no definite periods are set aside for free conversation lessons, the following types of replies were received :-

- i. A few minutes are devoted to free conversation during each English period.
- ii. The class is given incidental practice in free conversation in connection with the other activities connected with the teaching and learning of English; e.g. during the periods for written composition; poetry; reading; and language, especially in connection with the comprehension test.
- iii. The work in school, during the English periods, is done entirely by the Oral Method. All the written work in English is done at home.
- iv.6 The free conversation takes the form of oral summaries, class debates, and class discussions on popular subjects.
- v. Once a fortnight speeches are prepared by the pupils for delivery in school. The pupils also make extempore speeches.
- vi. A portion of the class reader or the prescribed book in English is prepared by the pupils beforehand. Then they are questioned in class by the teacher on the work they prepared.
- vii. The teacher writes on the blackboard the skeleton of a speech, in the form of key-words. Individual pupils then make speeches, using this outline as a guide.

(3) Inference.

Too little time is devoted to free conversation in the majority of the Afrikaans-medium High Schools. It must be borne in mind, however, that the free conversation lesson is not the only opportunity that is given the child in school for oral expression in English. The controlled

conversation lessons, the oral grammar exercises, and the oral language exercises, all give opportunities for practice in speech. In schools where the oral method of teaching is used as much as possible in the teaching of English, without the required nice balance between oral work and written work being upset, the pupils will receive a fair amount of practice in oral expression in English.

There is unmistakable evidence, however, that the pupils are given too little opportunity for oral expression. According to the data provided in Question 5(a) and (b) above, definite periods are set aside for free conversation in only a few schools, and according to Table I above, conversation lessons are not given regularly either in a large number of Afrikaans-medium High Schools, in the upper Standards especially. It is thus clear that too little opportunity for oral expression is given in many Afrikaans-medium High Schools.

Proficiency in spoken English is more important than is generally realized. "... proficiency in using oral language is the most powerful help towards our assimilating the material of both the spoken and the written languages,"¹⁾ declares Palmer. Abundant practice in English conversation is thus essential in the Afrikaans-medium High Schools. The teachers in these schools should be on their guard against the besetting sin of the High School, viz. the neglect of oral work,²⁾ more particularly oral self-expression, which must not be confused with the oral answering of language questions, such as supplying missing words, changing the tense of a given passage, etc. Training in oral English is of very great importance in the High School, even though written work counts so heavily in the final examination. "The first aim of all English teaching should be to enable a child to express clearly, in

1) Palmer: The Oral Method of Teaching Languages, 15.

2) Cf. Fourie: "Engels as Tweede Taal," in Coetzee and Bingle: Beginsels en Metodes van die Middelsbare Onderwys, III.

speech or writing, his own thoughts, and to understand the clearly expressed thoughts of others,"¹⁾ reported the Consultative Committee of 1939. A previous English Departmental Committee reported as follows: "Oral work is the foundation on which the writing of English must be based; more than that, it is a condition of successful teaching of all that is worth being taught."²⁾

Topic No. 6. Preparation of Speeches - Prevention of Errors - Ability to prepare Speeches independently.

Question 6.

- (a) Do your pupils prepare their speeches at home?
- (b) i. If they do, how do you prevent them from learning and perpetuating their own mistakes?

OR

- ii. Do you find that, on the whole, your pupils are quite capable of preparing speeches that are correct enough to be learned without the speakers absorbing a number of errors that have to be unlearned later?

(1) Preparation - Prevention of Errors - Ability to do independent Correction.

(a) TABLE VI - PREPARATION - PREVENTION - PROFICIENCY OF PUPILS IN ORAL SELF-EXPRESSION.

Preparation - prevention - proficiency of pupils.	Std.VI.	Std.VII.	Std.VIII.	Std.IX.	Std.X.
Speeches prepared at home.					
Always	11.1%	11.1%	11.1%	25.9%	25.9%
Sometimes	37.0%	40.7%	40.7%	37.0%	37.0%
Never.	51.9%	48.2%	48.2%	37.1%	37.1%
Pupils able to prepare speeches that do not contain many serious errors.	-	-	14.8%	25.9%	25.9%
Pupils not advanced enough to prepare speeches free from many serious errors.	33.3%	33.3%	27.8%	22.2%	22.2%
No replies.	66.7%	66.7%	57.4%	51.9%	51.9%

1) Board of Education: Report of the Consultative Committee on Secondary Education, 219.

2) Board of Education: The Teaching of English in England,

(b) In Table VI is indicated the percentage of schools (Standards) in which -

- i. the speeches are prepared at home - always, sometimes (or never);
- ii. in which the pupils are able to prepare speeches that do not contain many serious errors in language;
- iii. in which the pupils are not advanced enough to prepare speeches free from many serious errors in language;
- iv. the percentage of schools that did not reply to the question on the ability of their pupils to prepare speeches so free from serious errors in language that they may be partly or wholly committed to memory without the pupil's learning his own errors in language.

(c) The speeches for the free conversation periods are always prepared at home in 11.1% and 25.9% of the schools in Stds.VI to VIII, and in Stds.IX and X, respectively. These speeches are sometimes prepared at home in 37% and 40.7% of the schools in Std.VI, in Stds.IX and X, and in Stds.VII and VIII, respectively. The speeches are not at any time prepared at home in 51.9%, 48.2% and 37.1% of the schools in Std.VI, Stds.VII and VIII, and Std.IX and Std.X, respectively. In 14.8% and 25.9% of the schools that replied to this particular section of Question 5 the pupils in Std.VIII and Stds.IX and X, respectively, were thought fit by their teachers to prepare speeches that were not contaminated with so many mistakes that the authors could learn them without danger to themselves. In 33.3%, 27.8% and 22.2% of the schools, the pupils in Std.VI and Std.VII, Std.VIII, and Stds.IX and X were regarded as being unfit to prepare speeches so free from errors that they could be learned by their authors without the latter learning and perpetuating their own errors. Many schools (51.9% to 66.7%) did not reply to this Section of Question 6.

(2) Preventive Measures, with the Writer's
Comments.

In answer to Section (b) of Question 6, in which respondents were asked to state how they prevented their pupils from making mistakes in preparing speeches and then learning those mistakes while rehearsing their speeches, the following types of replies were received :-

1. The speeches are not actually memorized by the pupils at home. The latter merely prepare them at home by jotting down the main points. Whatever mistakes the pupils make in delivery are corrected by the teacher.

This procedure does prevent the pupils from learning their own errors, but it stands in the way of effective preparation, which is uneducational.

ii. The pupils are required to speak extempore.

This procedure, like the one indicated in i above, has its legitimate use during free conversation periods, as certain types of free conversation exercises, such as the lesson on the pattern of everyday conversation, cannot very well be intensively prepared beforehand. And free conversation in English should obviously also include conventional conversation, and even normal conversation,¹⁾ besides incidental conversation.

The aim of free conversation in the Afrikaans-medium High School is clearly not confined to giving the child practice in applying orally such English as he may command. The aim of it is also to increase his general command of the English language.²⁾ The topics of conversation should thus cover a wide field, particularly as the second language is taught as a subject only, so that the pupils' knowledge of it, as well as his power to use it, is not increased continually by a steady stream of words and expressions coming from the learning of the other subjects, as in the case of the home language.

1) Cf. Palmer: The Oral Method of Teaching Languages,
63 - 134.

2) T.E.D. Suggested Syllabuses for Grades - Std.VIII, 41.

Thorough preparation of the topics, by the pupils, is thus essential. Reeves maintains that, in preparing talks, the pupil should not only plan his speech carefully, but he should actually practice the delivery of it beforehand.¹⁾ Blaisdell too advocates home practice, and suggests that the co-operation of the parent should be obtained in this connection. The parent or some other member of the family should hear the pupil's speech at home.²⁾ Although both Reeves and Blaisdell recommend that the child should speak from notes, in the form of an outline, it is clear that the thorough preparation they demand would entail a high degree of memorization of the content and the language of the speech, by the pupil beforehand.

It is thus a serious mistake on the part of the teacher not to insist on careful preparation of the pupils' speeches, except in the case of everyday or incidental conversation.

iii. The errors made by the pupils in their speeches are noted by the teacher for corrective teaching. This reply but begs the question.

iv. The pupils are asked to reproduce matter from their readers or from newspapers in order to eliminate the danger of their making language mistakes during preparation, and then learning and perpetuating their own mistakes. A valuable procedure!

v. The pupils are required to submit drafts of their speeches to other members of the class more advanced in English than they, or to the teacher, for correction, before learning their speeches.

This procedure is excellent but effective control and careful organization are essential.

1) Reeves: Standards for High School Teaching, 318.

2) Blaisdell: Ways to Teach English, 58 - 59.

(3) Proficiency of Pupils in Oral Composition.

In answer to Section (b) ii of Question 6, in which respondents were asked if their pupils were capable of preparing, at home, speeches that are so correct that they could be rehearsed, in preparation for the speech period, without many errors being made and learned by the pupils, the following reply was received from a number of schools:-

Only the best pupils in the Std.IX and Std.X. classes are capable of preparing, at home, speeches free enough from errors to be learned without the pupil's studying and ingraining his own mistakes.

One respondent, who also stated that only the best of his Std.IX and Std.X pupils were sufficiently advanced in English to prepare speeches suitable, linguistically, for study with a view to reproduction in class, offered the information that his pupils were "in the fortunate position" of having abundant opportunity of speaking English and hearing it spoken out of school!

(4) Inferences.

1. The standard of proficiency of the Afrikaans-speaking pupil in the High School is very low indeed, even in the senior Standards. One of the professed aims in the teaching of English as a second language is the attainment of oral proficiency in it, already at the end of the Primary School course, by which time the pupil should be enabled to "understand English as it is spoken", and to "talk freely on any subject within the range of his experience and interests."¹⁾ And yet, the senior pupils in an appreciable number of Afrikaans-medium High Schools are not considered by their teachers to be sufficiently advanced in English to be able to prepare independently a reasonably correct speech or talk on ordinary topics.

1) T.E.D. Suggested Syllabuses for Grades - Std.VIII, 39.

ii. The Afrikaans-speaking pupil is deprived of the benefits that accrue from the careful preparation, at home, of speeches to be delivered during free conversation lessons. The prepared speech is a valuable means of enabling the conscientious or ambitious pupil to improve his English very considerably, by his own efforts and initiative.

iii. Lack of proficiency in spoken English, due partly to lack of practice in free conversation, prevents the Afrikaans-speaking pupil in the High School from speaking English out of school. Real and continued progress in spoken English is thus impossible for him.

Topic No. 7. The Correction of Errors - Corrective Teaching.

Question 7. How do you correct the mistakes of your pupils?

(a) Immediately after the mistake has been made.

(b) 1. At the end of the lesson, or later.

ii. Are there types of mistakes that you correct immediately even though your general procedure is to correct errors later? If "Yes", please indicate what types of mistakes you correct immediately.

(c) Are the mistakes of the pupils noted for corrective teaching later?

(d) Does the corrective teaching follow immediately upon the conversation lesson? Please reply fully.

(1) Correction of Errors. Corrective Teaching.

(a) TABLE VII. - TIME OF CORRECTION - CORRECTIVE TEACHING.

When the errors are corrected.	Std.VI.	Std.VII.	Std.VIII.	Std.IX.	Std.X.
As soon as made.	70.6%	70.6%	70.6%	70.6%	70.6%
At end of lesson, or later.	29.4%	29.4%	29.4%	29.4%	29.4%

continued:

When the errors are corrected.	Std.VI.	Std.VII.	Std.VIII.	Std.IX.	Std.X.
Errors noted for corrective teaching.	76.5%	76.5%	76.5%	76.5%	76.5%
Errors not noted for corrective teaching.	5.9%	5.9%	5.9%	5.9%	5.9%
No reply to question on noting of errors.	17.6%	17.6%	17.6%	17.6%	17.6%

(b) In Table VII is given the percentage of the schools (Standards) in which the errors made by the pupils in their free conversation exercises are corrected immediately, i.e. while the pupil is still speaking or at the end of the lesson or even later. In the table is also given the percentage of schools in which the mistakes made by the pupils are noted for corrective teaching; the percentage of schools in which the mistakes are not noted; and the percentage of schools that did not state whether they followed, or did not follow, the procedure of noting the pupils' errors so that corrective teaching may be based upon these.

(c) In 76.6% of the schools the errors made by the pupils in their free conversation exercises are corrected immediately. In 29.4% of the schools these errors are corrected at the end of the lesson or later. In 76.5% of the schools these errors are noted by the teacher for corrective teaching, in 5.9% of the schools the pupils' errors in free conversation exercises are not noted; while 17.6% of the schools did not reply to the question whether the pupils' errors are noted or not.

(2) Types of Errors generally corrected immediately.

In reply to Section (b) (ii), in which respondents were asked to give examples of the types of mistakes (if any) that they generally correct immediately, even though their general procedure is to correct the errors of each pupil later, the following were mentioned: Flagrant errors in pronunciation, errors due to faulty concord,

errors in the use of the tenses, and serious errors in sentence construction.

(3) When Corrective Teaching is done.

In reply to Section (d) in which respondents were asked to state how soon the corrective teaching followed upon the free conversation lesson on which it was based, the following replies were received:-

- i. The corrective teaching takes place at the end of the lesson in free conversation.
- ii. It takes place at the beginning of the next lesson in free conversation.
- iii. Each pupil's errors are corrected at the end of his speech.
- iv. A special period is devoted to corrective teaching.
- v. Corrective teaching is done before the commencement of the written exercise of which the lesson in free conversation is the first step.

(4) Inferences.

i. The methods used, in about 71% of the Afrikaans-medium High Schools of the Transvaal, in correcting the errors made by the pupils during free conversation lessons, are incorrect. The pupil's speech should not be interrupted in order to correct his errors. McKee declares that the correction of errors at the time they occur "may easily destroy the chief function of the expression taking place."¹⁾ Reeves writes as follows: "He [the pupil] should be free to develop his discourse without interruption."²⁾ The procedure in criticizing pupils' speeches advocated by Blaisdell³⁾ is based on uninterrupted speech by each pupil. Obviously no one, adult or child, will want to speak if he is continually interrupted. If the

1) McKee: Language in the Elementary School, 92.

2) Reeves: Standards for High School Teaching, 318.

3) Blaisdell: Ways to Teach English, 72.

pupil has to speak under such conditions his attention will be divided and inhibitions will be formed.¹⁾ An Afrikaans-speaking pupil cannot possibly speak in that "devil-may-care mood" that Barzun thinks necessary to master a foreign language. "A language", he says, "can only be learned by plunging into it, making mistakes, and rushing on unabashed. You simply cannot learn to skate or talk French without making yourself ridiculous. Best overlook it."²⁾ Breul points out that many pupils are passive resisters when it comes to speech lessons in a foreign language.³⁾ Many a child is naturally shy to speak in class a language not his own. His diffidence should be overcome, not increased by continual interruption of his speech. Corrections should be made at the end of each speech, or after a number of children have spoken; e.g., at the end of the lesson.⁴⁾

All this does not mean that the teacher should remain completely silent while the pupil speaks. On the contrary, he should be on the alert for occasions where his help is needed to facilitate the flow of the speech, even if this should entail occasional correction in a casual and unobtrusive way.

11. As in the Primary School, preventive teaching⁵⁾ should receive more attention, as it will facilitate correct speech, and reduce the amount of corrective teaching to be done (see Part III, pp. 125/6). For instance the one- or two-minute speech by each pupil, if constructed on a pattern supplied by the teacher, and preceded by suitable warnings by the latter, would eliminate many potential errors in the pupil's speech, while solving to some extent the problem of giving each pupil practice in oral self-expression.⁶⁾

1) Cf. Reeves: Standards for High School Teaching, 318-319.

2) Barzun: We Who Teach, 110.

3) Breul: The Teaching of Modern Foreign Languages and the Training of Teachers, 35.

4) Cf. Reeves: Op. cit., 318.

5) West: Language in Education, 137.

6) Cf. Reeves: Standards for High School Teaching, 317.
Also: Blaisdell: Ways to teach English, 61.

iii. In a small percentage of schools the pupils are totally deprived of the benefits of corrective teaching based on their errors made during the free conversation lessons. Corrective teaching is absolutely essential, for grammar teaching in general serves very little purpose.

iv. In about 71% of the Afrikaans-medium High Schools, spontaneity cannot be a feature of the free conversation exercises, which can thus have but little value.

CHAPTER XI.WRITTEN COMPOSITION - LANGUAGE AND GRAMMARA. WRITTEN COMPOSITION.

Topic No.8. Time devoted to Written Composition.

Q.8. How many periods do you devote to written composition in each standard, per week or fortnight?

(1) Time, per Week or Fortnight.

a. TABLE VIII - NUMBER OF PERIODS, ETC.

Number of periods - length of periods - average time	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
1 period per week. Average time per week, in minutes.	47.8% 37	47.8% 37	47.8% 37	47.8% 37	47.8% 37
2 periods per week. Average time per week, in minutes.	13% 55	13% 55	13% 55	13% 55	13% 55
1 period per fortnight. Average time per fortnight, in minutes.	39.2% 37	39.2% 37	39.2% 37	39.2% 37	39.2% 37
Maximum and minimum length of periods, in minutes.	30-40	30-40	30-40	30-40	30-40

b. In Table VIII is given the percentage of schools (Standards) in which one, or two, periods are devoted to written composition, per week, and the number of schools in which one period is devoted to written composition, per fortnight. In the Table is also indicated the average time devoted to written composition in the schools in which compositions are written weekly or fortnightly. The maximum length and the minimum length of the periods are also shown.

c. One period per week is devoted to written composition in 48.7% of the High Schools, two periods per week in 13% of these schools, and 1 period per fortnight in 39.2% of these schools, in all the Standards. In the schools

where one period per week is devoted to written composition, the average time set aside for this subject is 37 minutes. In schools where two periods per week are devoted to written composition the average time set aside for this subject is 55 minutes. In schools where one period per fortnight is devoted to written composition the average time set aside for this subject is 37 minutes per fortnight, i.e., $18\frac{1}{2}$ minutes per week.

(2) Inference.

i. The divergence in the time set aside for written composition in the Afrikaans-medium High Schools of the Transvaal is too great. If the teachers in 47.8% of these schools find it necessary to devote one period per week to written composition, and the teachers in 13% of the schools consider it essential to devote two periods per week to written composition, then those schools setting aside but one period per fortnight for written composition are beyond doubt devoting too little time to this type of composition. In a pupil's home language he will be required to do written composition every week in more subjects than only English. It is therefore but logical that the Afrikaans-speaking pupil who takes only the subject English through the medium of English should do the maximum rather than the minimum amount of written composition in English.

ii. A very important aspect of English teaching and learning is neglected in a substantial minority of Afrikaans-medium High Schools. "Reading maketh a full man; conference a ready man; and writing an exact man," writes Bacon in his essay "Of Studies". In spite of the emphasis placed in modern times on the Oral Approach, writing will always be a valuable means of teaching and testing precision in the use of English. In fact, writing often reveals weaknesses, both in a pupil's English grammar and in his English in general -

weaknesses not easily detectable by the ear sometimes.

The pupil who does not get enough practice in written composition, while at the High School, will be at a disadvantage when he proceeds to an institution for higher education to pursue there his studies in English, *inter alia*.

Topic No.9. The Pupils' Ability to do Independent Written Composition in English.

Q.9. How much preparation do you find it necessary to give your pupils before the actual writing of each composition (essay, letter, etc.) that you set them?

(a) Is each pupil asked to write on a topic set, after the latter has first been treated in one of the following ways?

(b) The teacher makes the necessary introductory and explanatory remarks to guide the pupils.

Always. Sometimes. Never.

(c) The topic is first treated as a conversation lesson.

Always. Sometimes. Never.

(d) The topic is first treated as a conversation lesson, and the sentences constituting it are written on the blackboard by the teacher for drill, and afterwards erased. Flash cards may even be used for better preliminary drill.

Always. Sometimes. Never.

(e) The topic is first treated as a conversation lesson, and the sentences constituting it are written on the blackboard, or even on flash cards for drill. Later the same material is used also for a spelling lesson.

Always. Sometimes. Never.

(1) Preparation for each Written Composition.

(a) TABLE IX. - PREPARATORY STEPS.

Degrees of preparation.		Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
1. Composition written after introductory and explanatory remarks by the teacher.	A.	31.1%	38.9%	44.4%	66.6%	66.6%
	S.	11.1%	16.6%	31.1%	31.1%	31.1%
	N.	42.2% 57.8%	55.5% 45.5%	75.5% 24.5%	97.7% 2.3%	97.7% 2.3%
2. Topic first treated as a conversation lesson.	A.	33.3%	33.3%	22.3%	-	-
	S.	38.9%	44.4%	33.3%	22.3%	11.2%
	N.	72.2% 27.8%	77.7% 22.3%	55.6% 44.4%	22.3% 77.7%	11.2% 88.8%
3. Topic first treated as a conversation lesson, with drill in its component sentences.	A.	33.4%	22.3%	11.1%	5.6%	5.6%
	S.	16.7%	16.7%	11.1%	-	-
	N.	50.1% 49.9%	39.0% 61.0%	22.2% 77.8%	5.6% 94.4%	5.6% 94.4%
4. Topic first treated as a conversation lesson, with drill in component sentences, and then as a spelling lesson.	A.	5.6%	5.6%	5.6%	-	-
	S.	16.6%	11.1%	11.1%	5.6%	5.6%
	N.	22.2% 77.8%	16.7% 83.3%	16.7% 83.3%	5.6% 94.4%	5.6% 94.4%

A - Always. S - Sometimes. N - Never.

(b) The aim of Question 9 was to ascertain to what extent the pupil in the Afrikaans-medium High School was capable, as regards his command of English, of doing independent written composition, in contrast with the earliest stages when all the written composition is based on controlled conversation and free conversation, as a rule. Four preparatory steps in the writing of a composition were therefore indicated in Question 9, and the respondents were asked to state to what extent they made use of the procedure outlined in each step in preparing their pupils for each written composition. Each step represents a different degree of preparation of the pupils in the language to be used by them in their English compositions. In Table IX is indicated the percentage of schools (Standards) in

which each procedure is used "always", "sometimes", or "never", i.e., as a rule, at times, or at no time ever. c.

In 42.2%, 55.5%, 75.5%, and 97.7% of the schools, in Std.VI, Std.VII, Std.VIII and Stds.IX and X, respectively, the pupils are given no specific preparation in the language to be used in each written composition, being required to write their compositions after the usual introductory and explanatory remarks by the teacher. In 72.2%, 77.7%, 56.6%, 23.3% and 11.2% of the schools, in Std.VI, Std.VII, Std.VIII, Std.IX and Std.X, respectively, the pupils are given substantial assistance in the language they are to use in the composition, the topic being first treated as a conversation lesson. In 50.1%, 39.0%, 22.2%, and 5.6% of the schools, in Std.VI, Std.VII, Std.VIII, and Stds.IX and X, respectively, the pupils are given very substantial aid in the language to be used in the composition, the topic being treated as a conversation lesson first, and drill being given in the sentences that constitute the conversation. The sentences may be written by the teacher on the blackboard, and removed after mastery by the pupils, or flash cards may be used. In 22.2%, 16.7%, and 5.6% of the schools in Std.VI, Stds.VII and VIII, and Stds.IX and X, respectively, the pupils are given the maximum help in the language to be used in their compositions, the topics being treated as conversation lessons, drill in the component sentences of the conversation lessons being given, while these sentences also furnish the material for a spelling lesson. The pupils, in fact, merely reproduce what they have memorized.

It is clear that none of the procedures outlined is followed to the exclusion of the rest.

(2) Inferences.

i. The majority of the pupils in the lower Standards of the High School are incapable, for lack of the necessary command of English, of doing independent written composition in this language. In only 42.2% of the schools are the pupils in Stds. VI ever required to do written composition in English without receiving some guidance in the very sentences to be used. It must be pointed out, moreover, that the pupils in 11.1% of these schools are only at times required to write compositions without first receiving help in the actual verbal matter to be used in the written exercise. These pupils are evidently able to do reproduction exercises for written composition, but not independent composition in English. Only a third of the pupils in Std. VI are thus able to write a composition without considerable prior practice in the verbal matter of which the composition is to consist. Similarly, only 38.9% and 44.4% of the pupils in Std. VII and Std. VIII, respectively, are capable of doing written composition without preparatory practice of this nature.

ii. Only 66.6% of the pupils in the senior Standards of the Afrikaans-medium High School may be considered capable of doing independent composition in English. The 31.1% of pupils who are sometimes required to do independent composition are evidently those who can be relied upon to do with tolerable correctness an exercise requiring the mere reproduction of a given factual and verbal content, but who would otherwise need help in the form of a conversation lesson first on the topic set.

The conversation lesson in English must not be confused with the general discussion in class of the topic prior to the writing of the composition by the pupils. The general discussion is mostly informal, and participation by the pupils is optional, the aim of the

discussion being to open new vistas of thought in order to help the pupils with the subject-matter, i.e., the factual content, of the composition to be written. The conversation lesson, on the other hand, is an organized exercise in conversation, and participation in the conversation is not optional, the aim of the lesson being to give the pupils the necessary practice in the language, i.e., the verbal content, of the composition to be written. Whatever help they may receive with the factual content is purely incidental.

iii. If, then, the pupils in the majority of the schools in Stds.VI to VIII are unable to do written composition without prior oral practice in the whole verbal structure required for the composition, and the Std.IX and Std.X pupils in a substantial minority of schools are similarly unable to do independent written composition in English, many pupils leave the Afrikaans-medium High Schools every year unfit to take a course in English at an institution for higher education. These pupils cannot yet do what a Std.VII or a Std.VIII pupil in an English-medium school can obviously do, viz. write a composition without prior practice in, or rehearsal of, the verbal content of it. "Once the pupil is writing simple essays which would not disgrace a 13-year-old native of the country, true progress can begin."¹⁾ And there is evidence that many such very weak pupils proceed to the Training College, where they just cannot make the necessary progress.

Malherbe, comparing the Afrikaans-speaking student-teacher in the Training Colleges of the Transvaal with pupils in English-medium schools, found that 6% of the student-teachers had not even reached the Std.VI level in English, 26% were below Std.VII, and 47% below Std.VIII.²⁾ And these were students at the end of their third year course!

1) The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of Modern Languages, 183.

2) Malherbe: The Bilingual School, 24.

Topic No. 10. The Correction of Compositions and the Treatment of Errors.

Question 10. How are the compositions of your classes the corrected, and/pupils' errors treated?

- (a) 1. Do you correct all the compositions?
- ii. If "No", please give a short account of the procedure you follow.
- (b) 1. Do the pupils take part in the correction of the compositions in any way, besides going over their compositions individually with the teacher or correcting their own mistakes? For instance, a composition may be read out in class and the errors corrected, so far as these can be detected by the ear, by the rest of the class.
- ii. If "Yes", please give an account of your method of letting the pupils take part in the correction.
- (c) Do you write in the correct forms where the pupil makes mistakes in spelling, grammar, etc?
- (d) How do you make sure that the pupils take proper notice of, and profit by, their mistakes?
- 1. By letting the class do the compositions in rough first and then copy them into their composition books, after correction.
- ii. By letting the class rewrite the wrong words, phrases, etc., after correction by the teacher.
- (e) Do you keep a record of the pupils' mistakes for corrective teaching?

(1) How Compositions are corrected and the Errors treated.

a. TABLE X - CORRECTION OF COMPOSITIONS AND TREATMENT OF ERRORS.

		Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
All compositions corrected by teacher.	Yes.	80%	80%	80%	80%	80%
	No.	20%	20%	20%	20%	20%
Pupils take part in correction of the essays of the class.	Yes.	20%	20%	20%	20%	20%
	No.	80%	80%	80%	80%	80%
Correct forms/Always written in/Sometimes by teacher/Not wr.in.		35%	35%	35%	35%	35%
		45%	45%	45%	45%	45%
		20%	20%	20%	20%	20%
Pupils' errors brought to their notice by:-						
Letting pupils do compositions	Yes.	55%	55%	40%	40%	40%
	No.	45%	45%	60%	60%	60%
in rough first Pupils correct their mistakes.	Yes.	75%	75%	75%	75%	75%
	No.	25%	25%	25%	25%	25%
Record of pupils' errors kept,	Yes.	65%	65%	65%	65%	65%
	No.	35%	35%	35%	35%	35%

b. In Table X is given the percentage of schools (Standards) in which,

- i. all the compositions written by the pupils are corrected by the teacher;
- ii. in which the pupils take part in the correction of the essays of the class;
- iii. in which the correct forms of the words, etc., that the pupil had wrong are written in the latter's book by the teacher;
- iv. in which the pupils' errors are brought to their notice by requiring them to do their compositions in rough first and to copy them into their good books, after correction, or to correct their mistakes;
- v. in which a record of the pupils' errors are kept.

c. All the compositions of the pupils are marked by the teacher, in 80% of the Afrikaans-medium High Schools.

The pupils take part in the correction of the compositions of the rest of the class in 20% of the schools. The correct form of the words, etc., that the pupils have wrong are always written in their books by the teacher in 35% of the schools, and sometimes written in their books in 45% of the schools. In order to bring the pupils' errors strongly to their notice, the teacher lets his pupils do their compositions in rough first, and copy them into their best books after correction by himself (or others), in 55% and 40% of the schools, in Stds.VI and VII, and Stds.VIII to X, respectively, while in 75% of the schools the pupils are required to correct the mistakes they made in their written composition. A record of the pupils' errors in written composition is kept in 65% of the schools.

It stands to reason that none of the procedures mentioned above is necessarily followed to the exclusion of any of the rest.

(2) Procedures where Compositions of whole Class are not corrected

In answer to question (a)1, in which respondents were asked to give a short account of the procedure they followed if they did not correct all the written compositions of the pupils, the following types of replies were received:-

- i. The teacher corrects all the pupils' written compositions, but does not correct the whole of each composition.
- ii. The classes are divided into homogeneous groups according to the pupils' ability. The essays of the best groups are read by the teacher and the mistakes indicated by means of symbols. All the essays of the middle groups and the weak groups are also read by the teacher, but only a part of each essay is marked, and the mistakes

indicated by means of symbols.

- iii. The class is divided into groups. All the groups write each composition set, but the compositions of only one group are marked each time. A system of rotation in the marking of the compositions is followed.

(3) Pupils Marking the Compositions of Others.

In reply to Section (b)ii, in which respondents were asked to give an account of their method, if they required the pupils to mark one another's compositions, the following types of replies were received:-

1. The pupils in Stds.VI to VIII, provided with a definite marking-scheme, first mark their own compositions. Then they exchange books and remark one another's work. In Standards IX and X, the pupils most advanced in English mark the written compositions of the whole class in the usual way. At the end of each composition they add some critical remarks in writing. Their judgment is accepted by the teacher as final.
- ii. All the usual essays and letters are corrected by the teacher, in full. The essays on the prescribed books are corrected by the teacher in class, so far as time permits, or are read aloud in class by their authors, again so far as time permits. The remainder of these essays receive no attention from the teacher at all.
- iii. The essays are read out in class by their authors. The teacher and the class correct as many errors as can be detected by the ear. As it is impossible to correct all the pupils' written compositions, a system of rotation is followed.
- iv. The pupils co-operate in the writing of the essays, under the guidance of the teacher.

They pool ideas, plan the structure of the composition, and then write on the topic individually. Then they read one another's compositions, mark them, initial them, and hand them to the teacher for further correction.

- v. The pupils do their compositions in rough. These compositions are then corrected by the best pupils in English. Then each pupil copies the corrected version of his composition into his best book, which he submits to the teacher for further correction.

(4) Comment on (2) and (3).

Many of the above methods are based upon sound educational principles. With but very few exceptions, however, they fall short of real excellence, or are largely vitiated, owing to lack of certain essential elements.

It is an excellent thing for pupils to mark one another's work, as this develops in them the power to recognize their own errors. To supply them with a definite marking-scheme is wise, as marking by a scheme would increase the reliability of the marks they may assign, by reducing (not eliminating) the element of subjectivity, which often makes the traditional essay type of examination so unreliable.¹⁾

A further value of a marking-scheme is that it supplies the pupil with a list of essentials to look for while marking the composition, viz. unity, proper paragraphing, correctness of grammar, correct punctuation and spelling, excellence of content, neatness, etc., etc.

To accept the pupils' judgment as final, is a serious mistake, however, as the essay is very difficult to mark, so much so that the marks of experienced examiners often differ enormously. Hartog and Rhodes found that when ten examiners, in marking an essay, were

1.(a) Ruch: The Objective or New-Type Examination, 110-111.
(b) The improvement of the Written Examination, 31.

asked to allot but five marks, viz. 0, 1, 3, 5, and 7, for each of seven "elements" of a composition - vocabulary, accuracy, craftsmanship, consistency, completeness, substance, and quality - there were only three occasions when they all agreed in their judgment of an "element".¹⁾ Their marks also varied greatly. For instance, in evaluating "vocabulary," one examiner awarded the full mark of 7 to no less than 87 candidates, while another examiner awarded this mark to but 4 candidates.²⁾ In evaluating "substance", one examiner awarded the full mark of 7 no less than 63 times, while another awarded it only once.³⁾ Often examiners are not even consistent, unless it is "in their inconsistency."⁴⁾ When pupils are therefore asked to evaluate one another's written compositions, their marks should be regarded as being purely tentative. Final evaluation is the work of the teacher, by virtue of his greater experience.

The reading of the essays in class, for criticism by the teacher and the pupils, is essential, as it not only provides the essential audience situation,⁵⁾ but also sets the class attainable standards⁶⁾ in the writing of composition. If it is the policy of the teacher to treat all the written compositions in this way, proper organization is essential. Poor organization or total lack of organization may wreck the whole system. The class should be divided into groups, say of six pupils each, every group containing advanced pupils as well as weak ones.⁷⁾ Every pupil in his group could then read his composition aloud to the other members of his group, the stronger pupils criticizing, and marking one another's compositions and

1) Hartog and Rhodes: The Marks of Examiners, 84.

2) Op. cit., 86.

3) Hartog and Rhodes: The Marks of Examiners, 87.

4) Ballard: Teaching and Testing English, 137.

5) Hartog: The Writing of English, Ch. IV.

6) Reeves: Standards for High School Teaching, 320.

7) Cf. Blaisdell: Ways to Teach English, 77.

those of the weaker members of the group. The latter would benefit from the guidance given by the former, who in turn would gain by the practice in criticism, and the opportunity to serve others. It is essential that the compositions should be marked, as some types of errors are not detectable by the ear. The author of each composition should be the first speaker called upon to criticize his work, as self-criticism should be encouraged.¹⁾ After correction, the best compositions could be read out to the class, as models. After the compositions have been read, marked, and discussed in this way, the teacher should go over each one of them, for control and final evaluation.

If this procedure is followed, all the compositions of the class, however large the latter may be, can be thoroughly and profitably corrected. The procedure should be a boon to both the teachers and the pupils in the senior Standards of the High School, where much written composition has to be done, on general topics and on the prescribed books.

The procedure of requiring the pupils to do their compositions in rough first is very good, but then each pupil should carefully revise, improve and refine his own work, before it is revised for him by the members of his group, another pupil, or the teacher, according to the system followed. In the school may very well be sown the seeds of that painstaking care, characteristic of true literary artists, who revise their manuscripts again and again, not sparing themselves the "labour of the file."²⁾

(5) Inferences.

i. In too many Afrikaans-medium High Schools the "old" method of correcting written composition is used.

1) Cf. Blaisdell: Ways to teach English, 76.
2) Cf. Horatius: "Ars Poetica", Saintsbury: Loci Critici, 57.

This "old" method, by which the teacher corrects every composition of every pupil is thorough and honourable, and is a testimony to the sincerity of the teacher. It is so laborious, however, that it is often the cause of the pupil's not receiving sufficient practice in composition - writing - the writing of essays on general subjects, of letters, and of exercises based on the prescribed books. However conscientious the teacher may be, he cannot keep up with the needs of the senior pupils in written composition, in the invariably large classes of to-day. Furthermore, the "old" methods of teaching ought to be strengthened by the infusion into them of all that is good in the "new" methods. Wrightstone goes so far as to maintain that the newer methods are generally superior to standard-type practices: "If the effectiveness of practices in teaching such a foreign language as French were to be judged by superior results in knowledges and skills, the newer-type practices would be definitely superior to the more conventional practices¹⁾, he writes.

ii. Many "newer" methods of correcting written composition are in use in the Afrikaans-medium schools of the Transvaal. With very few exceptions, however, these methods are wholly or partially vitiated by the lack of one or more constituent procedures.

iii. In an appreciable number of schools, the pupils do not derive full benefit from the writing of English composition because the correct forms of at least some of the things they have wrong are not written in their books by the teacher. Obviously a pupil should be left to do whatever correction is within his own power. "To correct the written self-expression exercise of a pupil is to throw away time. To mark it in such a manner that the pupil will be able to correct it himself, and

1) Wrightstone: Appraisal of Newer Practices in Selected Public Schools, 97 - 98.

then to see that he does correct it, is to spend time wisely. To develop in the pupil power to write so accurately that corrections will not be needed, is to spend time in the best possible way," writes Blaisdell.¹⁾ Since English is but a second language in the Afrikaans-medium High School, however, we may be sure that the pupils do often make mistakes in language that reveal, not carelessness or superficial thinking, but their needs, and the latter the teacher has to meet. If he does this by letting the pupils correct their errors in written composition, in class, and under his direction, all is well. If not, he is letting his class down, if he does not supply, where needed, the correct forms of the things the pupil failed to do correctly. The location of the error by the teacher, and a marginal symbol to indicate its nature, are often not enough to meet the real needs of the pupil.

iv. In an appreciable minority of schools, the pupils are deprived of the benefits derived from corrective teaching directed at their specific troubles. Because the pupils' errors in written composition are not noted by the teacher, he cannot, in many schools, base corrective teaching on the specific needs of the pupils.

Ward maintains that grammar must be taught as a subject, though he admits that the underlying principle of "teaching grammar when needed" is sound, and constitutes the ideal.²⁾ His contention that some elements of grammar cannot be successfully taught whenever the occasion demands, because the class may require a solid foundation of, say, two years' grammar teaching in order to grasp these elements of grammar, is simply unassailable.³⁾ Yet common sense dictates that corrective teaching should be based on the

1) Blaisdell: Ways to Teach English, 75.

2) Ward: What is English? 161.

3) Op. cit.: 161-162.

specific needs of the Afrikaans-speaking pupil as revealed in the errors made by him in written English composition, especially as the Oral Approach is favoured, and the formal teaching of grammar is not recommended in the schools of the Transvaal.¹⁾

v. Owing to the lack of effective methods of correcting written composition, many pupils thus leave the Afrikaans-medium High School even less proficient in English than the limitations of learning it as a subject would allow.

Topic No.11. Incentives to good Writing of English Composition.

Question 11.

(a) Do you keep a book into which the best compositions (essays, letters, etc.) are copied, to be read by you to the class, and to future classes, as models and standards?

(b) Do you make use of projects in the teaching of compositions (essays, letters, etc.), such as letting the pupils contribute to a class newspaper, or even collectively write a book?

(c) If "Yes", please explain the nature of the project, and the procedure followed by you.

(1) Incentives used.

(a) TABLE XI. - BEST-ESSAYS' BOOK AND PROJECTS.

Incentives.	Std.VI.	Std.VII.	Std.VIII.	Std.IX.	Std.X.
The best-essays' book used.	25.9%	25.9%	25.9%	25.9%	25.9%
Projects used.	11.1%	11.1%	11.1%	11.1%	11.1%

1) T.E.D. Syllabuses for the Secondary School - Handbook, 39.

(b) In Table XI is indicated the percentage of schools (Standards) in which the Best-Essays' Book and projects are used as incentives to the writing of composition.

(c) Very little use is made of incentives like the Best-Essays' Book and class projects, the former finding a place in only 25.9% of the Afrikaans-medium High Schools, and the latter in but 11.1% of these schools.

(2) Projects and Procedures.

In answer to Section (c) of Question 11, in which teachers making use of projects in connection with the teaching of written composition were asked to indicate the nature of their procedures, the following types of replies were received:-

- i. The senior pupils are called upon to write a proper short story. The best of these short stories are sent to some magazine.
- ii. The pupils collectively write a continuous story or a play. A topic is decided upon. The outline of the work is discussed. Then the class write the whole story or play, one chapter or scene at a time. The best work of individual pupils is selected for the book or the play.

(3) Inferences.

i. Very little is done in the Afrikaans-medium High Schools of the Transvaal to introduce spontaneity into the writing of English composition by the pupils. Much of the mediocrity of children's school-work, in general, is due to the fact that they have no enthusiasm for a great many school activities, because they do not share in the teacher's aims. "Aims," says Dewey, "mean acceptance of responsibility for the observations, anticipations, and arrangements required in carrying on a

function - whether farming or educating."¹⁾ In other words, it is only when the pupil really accepts any particular task that he makes himself responsible for the necessary planning and the successful execution of it. Hence the great value, in teaching English composition, of the Best-Essays' Book (which is the nucleus of the Class Magazine), and of other class projects. Much perfunctory composition-writing would be changed into purposeful activity, if the child knew he was a potential contributor to the Class Magazine, or the potential author of a part of the book the class are writing. Purposeful activity is essential for true learning, as it ensures the necessary mind-set²⁾ or interest on the part of the pupil, as well as the favourable operation of the "Law of Readiness", viz. "When a bond is ready to act, to act gives satisfaction, and not to act gives annoyance. When a bond is not ready to act, to be forced to act gives annoyance."³⁾

11. The teachers and the pupils in the majority of the Afrikaans-medium High Schools are not sufficiently furnished with standards of achievement in the writing of English composition. A book of model essays by pupils past and present would supply the whole class with attainable standards in written composition. A literary tradition could be built up around the writing of English composition. Much of the usual mediocre work in English composition would then disappear.

iii. Lacking both incentives and many models as standards, the pupils in the Afrikaans-medium High School will do their written composition in English but perfunctorily, which must slow down their progress in English generally, and prevent them, by and large, from attaining a satisfactory standard of proficiency in this language.

1) Dewey: Democracy and Education, 125.

2) Kilpatrick: Foundations of Method, 201.

3) Op. cit., 28.

Sandiford: Educational Psychology, 200 - 201.

B. LANGUAGE AND GRAMMAR.

Topic No.12. The Content of Grammar - teaching.

Q.12. What grammar do you teach, and how do you teach it?

(a) Do you teach the following as parts of speech?

That is, is your aim that the pupil should be able to recognize them as parts of speech? For example, that "door" is a noun, "in" a preposition, "caught" a verb in the past tense, and so on?

The noun: kinds of nouns ("common" nouns, etc.); the verb: weak and strong verbs; mood: the Indicative, the Subjunctive, the Imperative, the Infinitive; auxiliary verbs; verbal nouns; gerunds; participles; the adjective: attributive and predicative adjectives, numeral adjectives, demonstrative adjectives, adjectives of quality, of quantity; the adverb: adverbs of degree, manner, etc.; the pronoun: personal, reflexive, indefinite, relative, possessive, interrogative; the preposition; the conjunction; the interjection; the article.

(b) Do you teach the cases, i.e., nominative, objective, possessive, dative or indirect object?

(c) Do you teach person and number of verbs?

(d) Do you teach word-building and derivation?

Prefixes and suffixes; Latin, Greek and Teutonic roots?

(e) Do you teach syntax?

Analysis of sentences: Subject, Predicate and Object; detailed analysis of sentences; general analysis of complex sentences; active and passive voice; direct and indirect speech; parsing.

a. Table XII -

CONTENT.

The content of grammar taught	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
Parts of speech and their inflection.					
The noun	52.8%	52.8%	52.8%	39.9%	39.9%
Kinds of nouns	39.9%	39.9%	39.9%	33.3%	33.3%
The verb	39.9%	39.9%	39.9%	33.3%	33.3%
Weak and strong verbs	19.8%	19.8%	19.8%	26.6%	26.6%
Mood: Indicative	26.6%	26.6%	33.3%	33.3%	33.3%
Subjunctive	6.7%	6.7%	13.4%	53.2%	53.2%
Imperative	13.4%	13.4%	26.7%	33.3%	33.3%
Infinitive	13.4%	13.4%	20.0%	39.9%	39.9%
Auxiliary verbs	33.4%	33.4%	52.8%	52.8%	59.8%
Verbal nouns and gerunds	13.4%	13.4%	20.0%	33.3%	33.3%
Participles	20.0%	20.0%	39.9%	59.8%	59.8%
The adjective	39.9%	39.9%	39.9%	39.9%	39.9%
Attributive and predicative	13.4%	13.4%	20.0%	20.0%	20.0%
Numeral	13.4%	13.4%	20.0%	20.0%	20.0%
Demonstrative	13.4%	13.4%	26.6%	26.6%	26.6%
Quality	13.4%	13.4%	26.6%	26.6%	26.6%
The adverb	46.6%	46.6%	46.6%	46.6%	46.6%
Degree	13.4%	13.4%	20.0%	20.0%	20.0%
Manner	20.0%	20.0%	20.0%	20.0%	20.0%
The pronoun	39.9%	39.9%	53.2%	46.6%	46.6%
Personal	26.6%	26.6%	46.6%	46.6%	46.6%
Reflexive	33.3%	33.3%	46.6%	46.6%	46.6%
Indefinite	13.3%	13.3%	26.6%	26.6%	26.6%
Relative	33.3%	33.3%	33.3%	39.9%	39.9%
Possessive	26.6%	26.6%	39.9%	39.9%	39.9%
Interrogative	26.6%	26.6%	33.3%	33.3%	33.3%
The preposition	46.6%	46.6%	53.2%	53.2%	53.2%
The conjunction	39.6%	39.6%	53.2%	59.9%	59.9%
The interjection	26.6%	26.6%	33.3%	39.9%	39.9%
The article	39.9%	39.9%	33.3%	33.3%	33.3%
The cases: Nominative	-	-	6.6%	6.6%	6.6%
Objective	-	-	6.6%	6.6%	6.6%
Possessive	-	-	20.0%	20.0%	20.0%
Dative or indirect object	-	-	-	-	-

Table XII continued.

The content of grammar taught	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
Person and number of verbs	39.9%	39.9%	46.6%	46.6%	46.6%
Word-building and derivation:-					
Prefixes and Suffixes	33.3%	33.3%	46.6%	53.2%	53.2%
Roots:					
Latin	-	-	-	-	-
Greek	-	-	-	-	-
Teutonic	-	-	-	-	-
Syntax:-					
Analysis of the simple sentence into Subject, Predicate, Object	-	-	6.6%	6.6%	6.6%
Detailed analysis of sentences	-	6.6%	6.6%	6.6%	6.6%
General analysis of complex sentences	6.6%	6.6%	26.6%	26.6%	26.6%
Active and passive voice	46.6%	46.6%	53.2%	59.9%	59.9%
Direct and Indirect speech	46.6%	46.6%	53.2%	59.9%	59.9%
Parsing	-	-	-	-	-

(b) In Table XII is given the percentage of schools (Standards) in which, (i) the parts of speech are taught with the expressed aim that the pupils should be able to recognize them as such, i.e., that any particular word in a sentence is a noun, a verb, a preposition, and so on; and (ii) the percentage of schools in which the cases, person and number of verbs, word-building and derivation, and syntax are taught.

(c) There is no uniformity in the subject matter of the English grammar taught in the Afrikaans-medium High Schools of the Transvaal. In the first place, the parts of speech are taught in some schools with the aim that the pupils should recognize them as such, but in

many schools they are not taught in this way, if taught at all. For instance, the Subjunctive Mood is taught in 53.2% of the Afrikaans-medium High Schools in Std.X, but the Infinitive Mood in only 39.9% of these schools, in this Standard. In the second place, some parts of speech, or their inflections, are taught to a greater extent in some schools than in others, e.g., verbal nouns and gerunds are taught less in all the Standards of the Afrikaans-medium High Schools than participles. In the third place, certain exercises in syntax are given in some schools but not in others. Thus we find that general analysis of complex sentences is done in Std.VI, but analysis of simple sentences into Subject, Predicate and Object is not done in this Standard, though it finds a place in Stds.VIII to X. In the fourth place, certain exercises in syntax are done more in some schools than in others. For example, active voice and passive voice are taught in 59.9% of the High Schools in Std.X, and general analysis of complex sentences in only 26.6% of the schools in this Standard, while parsing is not done at all.

Further examples could be given ad nauseam.

The conclusions drawn from the data contained in Table XII will be deferred until the nature of the grammar teaching in the Afrikaans-medium High Schools has been examined. These conclusions will thus appear under "Inferences" at the end of the analysis of the replies to Question 13.

Topic No.13. The Nature of the Teaching of English Grammar, and Language.

Q.13. If you teach the elements of English grammar listed in Question 11, or some of them, as parts of speech, what is your procedure?

(a) Do you teach the various grammatical forms, or some of them, in certain class periods set aside for, and entirely devoted to, the teaching of grammar?

(b) Do you teach the various grammatical forms, not in special class periods for grammar, but in conjunction with the reading of prescribed books (or the class reader)?

(c) If none of the above procedures in teaching grammar and language is followed by you, please give an account of your system or procedure.

(1) Ways in which Grammar is taught.

a. TABLE XIII - PROCEDURES.

Procedures followed.	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
Grammar taught in special periods.	40%	40%	40%	45%	45%
Grammar taught in conjunction with set books.	15%	15%	15%	10%	10%
Other procedures.	45%	45%	45%	45%	45%

b. In Table XIII is given the percentage of schools (Standards) in which English grammar is taught in special grammar periods, in which it is taught in conjunction with the prescribed books, or in which other procedures are used in the teaching of English grammar.

c. In 40% and 45% of the Afrikaans-medium schools, English grammar is taught in special periods in Stds.VI to VIII and in Stds.IX and X, respectively. In 15% and 10% of these schools, English grammar is taught in connection with the prescribed books in Stds.VI to VIII,

and in Stds. IX and X, respectively. Other procedures are followed in 45% of the schools. (See (2) below).

(2) Further Ways.

In answer to Section (c) in which respondents were asked to give an account of their system or procedure if they did not follow any of the procedures named in Question 13, the following replies were received:-

- i. No grammar is taught as such. The pupils are given plenty of exercises in language. These exercises consist of a multiplicity of questions involving the correct use of the English language and of English grammar. This procedure is followed by 30% of the schools.
- ii. Grammar is taught incidentally while the pupils are doing language exercises. This procedure is followed in 10% of the schools.
- iii. Grammar involving the use of grammatical terminology is taught in connection with controlled conversation.

(3) Inferences (based on Data of Questions 12 and 13).

i. In a very substantial minority of the Afrikaans-medium High Schools, the pupils are seriously handicapped in their study of English, because they are not taught English grammar, or are not taught English grammar systematically, or are not taught certain essentials of English grammar.

It is high time that the question whether to teach English grammar or not in the Afrikaans-medium High Schools is cleared up once and for all.

In order to understand the present position in the Afrikaans-medium High Schools of the Transvaal, we must cast a glance at past practices in teaching English grammar in countries where English is spoken. Under the influence of Latin, which for many years retained much of the power and the glamour with which it became invested

in those times when it was the universal language of learning, the so-called grammar of the English language was in reality but the grammar of Latin applied, or rather made to apply, to the English language.¹⁾ Moreover, English grammar was made very difficult by the disciplinarians,²⁾ who fondly believed that hard exercises in grammar were actually mental gymnastics that strengthened the pupils' minds.

English grammar, as taught in English schools, thus meant the memorization and application of numerous rules, that applied to the Latin language but sometimes not to English. This type of English grammar held pride of place even in the Primary Schools of England.³⁾ And it did much harm. It often confused the pupils. "Just as an analysis of walking defeated the centipede, any abstract explanation to native speakers of what they are already doing may only succeed in interfering with their performance,"⁴⁾ reported one committee. Furthermore, this type of grammar teaching often merely created problems for the pupils, by requiring them to explain, in terms of the Latinized English grammar of those days, the everyday patterns of language that they had been using in fluent speech ever since they could talk.⁵⁾ Grammar was not related to the needs of the pupils, as Reeves says it should be.⁶⁾ It became a mental exercise in itself.

As a result of the inevitable reaction that set in towards the end of the last century, English grammar fell from its high estate. Its teaching in the schools

- 1) McKerrow: "English Grammar and Grammars," in: Essays and Studies by Members of the English Association. Vol. VIII, 150.
Westaway: The Teaching of English Grammar - Function vs. Form, VIII. Gordon: The Teaching of English, 91.
- 2) Cf. Gordon: Loc.cit.
- 3) Ballard: Teaching the Mother Tongue, Ch.I, 1-7.
- 4) Progressive Education Association: Language in General Education. A Report of the Committee on the Function of English in General Education for the Commission on Secondary School Curriculum, 66.
- 5) Cf. Ballard: Teaching the Mother Tongue, IX; 1-2.
- 6) Reeves: Standards for High School Teaching, 317.

was much reduced, where not ended. The pendulum swung too far, however. After all, there is no sense in throwing away the good with the bad. Educators realized that grammar teaching had to be reformed, and not abolished.¹⁾ And to-day the teaching of grammar is back in the schools, but not in its old form. The old Latinized deductive grammar with its numerous rules to be memorized and applied, and its stiff exercises, has been relegated to the limbo of the past, and the new inductive English grammar, based on the function of words in sentences, and with simplified terminology, where feasible, took its place in the schools.

The trouble is, however, that very few teachers seem to know precisely what the new grammar of function really is. "Most teachers seem to have heard of 'functional grammar' and to believe in it, but do not know very well what it is or where to find it,"²⁾ writes Ward. Westaway hopes for "a simplified grammar of function based on such a simplified terminology as will help learners much more clearly to understand the structure and the idiom of the language they speak, read, and write; in a word, to understand much more exactly what words in relation to other words mean."³⁾ Fries thinks that the grammar of a language is but its speech patterns, and if we teach these we teach all there is to it. "These patterns of form and arrangement are the grammar of the language and although a child or a native speaker is not

1) Gouin: The Art of Teaching and Studying Languages, 209.

Progressive Education Association: Language in General Education A Report of the Committee on the Function of English in general education for the Commission on Secondary School Curriculum, 75.

2) Ward: What is English? 159.

3) Westaway: The Teaching of English Grammar - Function versus Form, XII.

conscious of them, they are nevertheless there, fashioning the utterances, and must be learned if the language is to be used. The question then is not whether one should learn a new language without learning the grammar of that new language. That is an impossibility."¹⁾

This definition is of great value, as it indicates clearly what subject matter should be taught to pupils learning English as a foreign language. As a definition of grammar it is patently inadequate, however, for it does not make provision for the teaching of the general principles that underlie the various patterns of English spoken and written. And the teaching of these general principles is essential. Instead of the old prescriptive grammar, which lays down rules (sometimes arbitrarily), that must be followed, Jespersen advocates a descriptive grammar which "aims at finding out what is actually said and written by the speakers of the language investigated, and thus may lead to a scientific understanding of the rules followed instinctively by speakers and writers. Such a grammar should be explanatory, giving, as far as this is possible, the reasons why the usage is such and such."²⁾ It must be historical to a certain extent.³⁾

As regards then the nature of the functional English grammar to be taught in the Afrikaans-medium High School, it is clear that the patterns of the English language should be systematically taught, as this is an essential aspect of the teaching of English grammar. The teaching of the other aspect of English grammar, viz. the principles underlying the patterns of the language, is equally important, and the teacher dare not omit it.

Thus those schools that think that the teaching of English grammar is outmoded are in error. They themselves have not kept abreast of the times. The teaching

1) Fries: Teaching and Learning English as a Foreign Language, 28.

2) Jespersen: Essentials of English Grammar, 20.

3) Loc. cit.

of English grammar has its rightful place in the Afrikaans-medium High School, and also in the upper Standards of the Afrikaans-medium Primary School. The pupil in the senior Standards of the latter type of school has been learning English since he was five or six, and is therefore past the stage where every word in the second language proves very difficult for him, and explanations suited to his level are an impossibility.¹⁾ He is thus able to profit by being taught not only the patterns of the English language, both spoken and written, but also the general principles or rules that may be crystallized from them. He will profit by being taught not only English usage, but also by being given the reason why each English speech-habit is what it is.

Those teachers who think that it is sufficient to teach the pupils English usage only are likewise at fault. They evidently associate grammar teaching with mere theorizing, and do not realize that the teaching of English grammar is essential on account of its practical value. For instance, it is impossible for a child to use the personal pronoun "who" correctly in sentences such as "He is the man whom I saw," and "He is a man who, they say, can be trusted," without having been taught the objective case of pronouns, and analysis of simple sentences into Subject, Predicate and Object. Those queer patterns of English, known as the Subjunctive, cannot be understood by the pupil until he has been told that they are isolated survivals of a bygone age.²⁾

1) Cf. Breul: The Teaching of Modern Foreign Languages and the Training of Teachers, 25 (Footnote).

Reeves: Standards for High School Teaching, 309.

The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of Modern Languages, 95-96.

Jespersen: How to Teach a Foreign Language: 127.

2) Cf. Greig: Structure and Meaning, Part I, 131.

Jespersen: Essentials of English Grammar, 294.

Fowler: A Dictionary of Modern English Usage, 574 - 578.

Blaisdell is undoubtedly correct when he states that English grammar has little, if any, value in developing the power of easy effective self-expression, but that it has high value in testing the power of self-expression.¹⁾ The teaching in school of grammatical terms is also essential, so that both teacher and pupils may have a common technical terminology, so that they may deal all the better with the patterns of English and the general rules that underlie them. This terminology may just as well be the traditional one, simplified where necessary, as some of the new terms are no more descriptive than the old ones that they replace.²⁾

ii. In the 40% to 50% of the schools where English grammar is taught in separate periods, the grammar taught is not sufficiently applied. The teaching of grammar should form an integral part of the teaching of the other branches of English, particularly composition.³⁾ It should take place as points arise from other English language activities, such as oral and written composition, or English language exercises.⁴⁾ In this way the teacher will ensure that he teaches no grammar that is useless to the pupil. He will also make the pupil realize that grammar is essential - that it is a means to an end.

If, in the course of a composition exercise or an English language exercise, a point of grammar should arise that cannot be dealt with in passing, a special period, or more, should be devoted to the teaching of it. Furthermore, language exercises that are centred

1) Blaisdell: Ways to Teach English, 204.

2) Progressive Education Association: Language in General Education. A Report of the Committee on the Function of English in General Education for the Commission on Secondary School Curriculum, 83.

3) Cf. The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of English, 19.

4) Cf. Gordon: The Teaching of English, 113.

Jespersen: How to teach a Foreign Language, 127.

Board of Education: Handbook of Suggestions: 398.

around one grammatical form, or pattern, should be preceded by the thorough teaching of that particular form, e.g., the gerund.

To centre grammar teaching around reading is dangerous, as the reading lesson may lose its essential nature. Nevertheless, the procedure has its advocates.¹⁾ Care should be taken, however, that the reading lesson does not degenerate into a nondescript activity that is neither reading nor grammar.

iii. In some of the Afrikaans-medium High Schools certain elements of grammar are taught that serve no useful purpose, apparently. It seems a waste of time to expect a pupil to acquire the knowledge necessary to recognize a word as a weak verb, or as a verb in the Imperative Mood, or as an adverb of degree, etc., etc. The percentage of these schools is small, however.

iv. Owing to lack of grammar teaching, or of systematic grammar teaching, or due to the fact that certain essentials of English grammar are not taught, many pupils leaving the Afrikaans-medium High School every year will be unfit to take a post-matriculation course in English.

v. The generally low standard of English attained by the pupils in the Afrikaans-medium High Schools of the Transvaal is revealed by the fact that active and passive voice, and direct and indirect speech are still being taught in approximately 60% of these schools, even in Std.X (see p.298).

1) Cf. Gordon: The Teaching of English, 113.
Jespersen: How to teach a Foreign Language, 127.
Board of Education: Handbook of Suggestions: 398.

Topic No.14. The Part played by Memorization in Teaching Language and Grammar.

Q. 14. (a) Do you make use of memorization by the pupils in teaching them English language and grammar?

(b) If "Yes", please state whether you let your pupils memorize any of the following:-

i. Lists of the principal parts of verbs; e.g., see, saw, (have) seen.

ii. The full conjugations of some representative verbs.

iii. Types of plurals of nouns.

iv. Lists of masculine and feminine forms of nouns.

v. English idioms.

(1) Memorization.

a. TABLE XIV. - FORMS AND PATTERNS MEMORIZED.

Forms and patterns	Std.VI	Std.VII	Std.VIII	Std.IX	Std. X
Lists of principal parts of verbs	64.6%	64.6%	64.6%	58.8%	52.9%
Full conjugations of some verbs	58.8%	58.8%	58.8%	47.1%	47.1%
Types of plurals of nouns	47.1%	41.2%	35.3%	35.3%	35.3%
Lists of masculine and feminine forms of nouns	35.3%	35.3%	29.5%	29.5%	29.5%
English idioms	41.2%	41.2%	47.1%	47.1%	47.1%

b. In Table XIV is indicated the percentage of schools (Standards) in which the pupils are required to memorize the forms and patterns of English listed. The object of the question is to determine whether teachers make use of purposeful memorization on the part of the pupils in teaching them English language and grammar.

c. Lists of the principal parts of verbs are memorized by the pupils in 64.6%, 58.8% and 52.9% of the schools in Stds.VI to VIII, in Std. IX and in Std.X, respectively. Full conjugations of representative verbs are memorized in 58.8% and 47.1% of the schools in Stds.VI to VIII, and in Stds IX and X respectively.

Types of plurals of nouns are memorized in 47.1% 41.2% and 35.3% of the schools in Std.VI, Std.VII, and Stds.VIII to X respectively. Lists of masculine and feminine forms of nouns are memorized in 35.3% and 29.5% of the schools in Stds.VI and VII, and Stds.VIII to X, respectively. English idioms are memorized by the pupils in 41.2% and 47.1% of the schools in Std.VI and VII, and in Stds.VIII to X, respectively.

(2) Inferences.

1. Too little use is made of purposeful memorization, in the Afrikaans-medium High Schools, in the teaching of English language and grammar. The correct method to use in teaching English in these schools is of course the Direct Method. This method ought, however, to be supplemented by whatever is good in the Classical Method. One valuable aspect of the Classical Method, viz., the extensive use of memorization of classified and systematically arranged language matter, should find a place in the teaching of the second language. Memorization of primary language matter is essential.¹⁾ "Learning by heart is the basis of all linguistic study, for every sentence ever uttered or written by anybody has either been learnt by heart in its entirety or else has been composed (consciously or subconsciously) from smaller units, each of which must at one time have been learnt by heart," writes Palmer. It is thus a mistake on the part of the teacher to rely solely on extensive and intensive reading by the pupils, on controlled conversation lessons and free conversation lessons, on the study of poetry, and on the language exercises, in his effort to increase the pupil's knowledge and ready command of the forms and patterns of English. He should also require his pupils to commit to memory such classified material as the principal parts of verbs, etc., etc.

1) Palmer: The Scientific Study and Teaching of Languages, 103.

Just as certain patterns of English are presented to the pupil one by one during controlled conversation lessons, and repeated by him till they become the moulds in which he spontaneously fashions his thoughts, for expression,¹⁾ so the forms of English should be presented to the pupils in related groups during language and grammar lessons. The teacher should explain the grammatical nature and function of these forms first, before the pupils commit them to memory. For instance, the pupils should be taught adjectives and prepositions, before they are required to learn the degrees of comparison of adjectives, or lists of adjectives taking certain prepositions, such as "I am grateful to you for" Needless to say, grammar and language teaching are not limited to the teaching of forms only but includes the teaching of patterns of English in general. The pupils should thus also be required to memorize English idioms, and sentences illustrating the use of all the conjunctions in English, and many other things besides.

Admittedly, drill is tedious. Care should be taken that the drill which the pupils are to do at school and at home does not become distasteful to them. The teacher should thus point out to them the need for mastering the forms and patterns given, and he should also find other ways and means to make the drill intelligent, effective, and even pleasant.²⁾

ii. Many an Afrikaans-speaking pupil will proceed to institutions for higher education the poorer equipped in English because he did not study intensively the related forms and patterns that scholars have so conveniently assembled and arranged for him, in English grammar books, and English books containing idiomatic expressions.

"Soft" pedagogy is no blessing.

1) Cf. Fries: Teaching and Learning English as a Foreign Language, 28.

2) Cf. Bagley and Macdonald: Standard Practices in Teaching, Ch.XV (Drill), 146 - 157.

Stormzand: Progressive Methods of Teaching, Ch.IX (Skills, Habits and Drill), 227 - 254.

Topic No.15. Time Devoted to the Teaching of Language and Grammar.

Q. 15. How many periods do you devote entirely to the teaching of English language and grammar, per week?

(1) Time Devoted to English Language and Grammar.

a. TABLE XV. - NUMBER OF PERIODS.

Number of periods-length of periods	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
One period, per week.	31.2%	31.2%	31.2%	31.2%	31.2%
Two periods per week.	62.5%	62.5%	62.5%	62.5%	62.5%
Three periods per week.	6.3%	6.3%	6.3%	6.3%	6.3%
Maximum and minimum length of the periods, in minutes.	30-40	30-40	30-40	30-40	30-40

b. In Table XV is indicated the percentage of schools (Standards) in which 1, or 2, or 3 periods, per week, are devoted to the teaching of English language. The maximum length and the minimum length of the periods are also shown.

c. One period per week is devoted to the teaching of English language and grammar in 31.2% of the schools, two periods per week in 62.5% of the schools, and 3 periods per week in only 6.3% of the schools. The length of the periods is from 30 minutes to 40 minutes.

(2) Inference.

An analysis of Table XV reveals that, on the whole, but little time is devoted in approximately one-third of the Afrikaans-medium High Schools to the teaching of English language and grammar. The pupils in 31.2% of these schools have, at a rough estimate, but 42 lessons in English language and grammar per year, the school year consisting of about 42 weeks, or thereabouts. Even though the language and grammar teaching done in school is

supplemented by homework, the time devoted to this branch of English is too little. When it is further borne in mind that few or no controlled conversation lessons are given in an appreciable number of the High Schools (see p.246), it is clear that the pupils in these schools have but little opportunity of acquiring the use of the forms and patterns of English, in a systematic way.

CHAPTER XII

READING - POETRY - SPELLINGA. Reading (Including the Reading of Prescribed Books of Literature).

Topic No.16. Time Devoted to Reading.

Q.16. How many periods are devoted to reading in each class?

(a) Reading aloud.

(b) Silent reading.

(1) Oral Reading and Silent Reading.

a. TABLE XVI. - PERIODS AND TIME DEVOTED TO READING.

Periods and time	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
Reading aloud, in class:-					
No oral reading done	6.7%	6.7%	6.7%	13.3%	13.3%
$\frac{1}{4}$ period	-	-	6.7%	6.7%	6.7%
$\frac{1}{2}$ period	6.7%	6.7%	-	-	-
1 period	53.2%	53.2%	46.7%	26.7%	26.7%
2 periods	26.7%	26.7%	26.6%	33.3%	33.3%
3 periods	6.7%	6.7%	13.3%	20.0%	20.0%
Silent reading, in class:-					
No silent reading done	53.3%	53.3%	60.0%	73.3%	73.3%
1 period	40.0%	40.0%	33.3%	20.0%	20.0%
$1\frac{1}{2}$ periods	6.7%	6.7%	-	-	-
$1\frac{3}{4}$ periods	-	-	6.7%	6.7%	6.7%
2 periods	-	-	-	-	-
3 periods	-	-	-	-	-
Maximum and minimum length of the periods in minutes	30-40	30-40	30-40	30-40	30-40

(b) In Table XVI is shown the number of schools

(Standards) in which oral reading and silent reading are done; the number of periods devoted to oral reading and silent reading; the maximum length and the minimum length of the periods in minutes.

(c) No oral reading is done in 6.7% and 13.3% of the Afrikaans-medium High Schools in Stds.VI to VIII, and Stds.IX and X, respectively. One-quarter of a period is devoted to oral reading, per week, in 6.7% of the schools in Stds.VIII, IX and X. Half a period, per week, is devoted to oral reading in 6.7% of the schools in Stds.VI and VII. One period, per week, is devoted to oral reading in 53.2%, 46.7% and 26.7% of the schools in Stds.VI and VII, Std.VIII, and Stds.IX and X, respectively. Two periods, per week, are devoted to oral reading in 26.7%, 26.6% and 33.3% of the schools in Stds.VI and VII, Std.VIII, and Stds.IX and X, respectively. Three periods, per week, are devoted to oral reading in 6.7%, 13.3% and 20% of the schools in Stds.VI and VII, Std.VIII, and Stds.IX and X, respectively.

No silent reading is done in 53.3%, 60% and 73.3% of the Afrikaans-medium High Schools, in Stds.VI and VII, Std.VIII, and Stds.IX and X, respectively. One period of silent reading, per week, is done by the pupils in 40%, 33.3%, and 20% of the schools in Stds.VI and VII, Std.VIII, and Stds.IX and X, respectively. One period and a half is devoted to silent reading, per week, in 6.7% of the schools in Stds VI and VII, and one period and three-quarters is devoted to silent reading, per week, in Stds.VIII, IX and X, respectively.

(2) Inferences.

(i) Those schools in which no oral reading is done by the pupils, or in which less than one period per week is devoted to oral reading by the pupils, are beyond any doubt neglecting a valuable means of teaching English. In the first place, it is a mistake for the teacher in the High School to assume that the teaching of reading is the affair of the Primary School and thus no business of his.¹⁾ Objective tests have revealed that there are many

1) Cf. Judd: Psychology of Secondary Education, 40.

deficient readers even in English-medium High Schools, and in the University.¹⁾ The pupil's progress in English depends in no small measure on his ability to read English properly, i.e., with ease, speed, and understanding: "... the learning process in modern life is to a large extent conditioned by an ability fully to interpret the printed passage ...".²⁾ In the second place, effective oral reading is often the only way of revealing to the pupils the beauty of a prose passage or a poem. In the third place, oral reading has very great diagnostic value.³⁾ By concentrating on the reading of pupils, individually, the teacher can discover the errors to which the reader is prone. Reading thus reveals the pupil's needs. If oral reading in English is regarded as essential, in Training Colleges in England, for correcting the dialectal and other peculiarities in the speech of teachers-in-training,⁴⁾ then surely oral reading by the pupils should also be regarded as essential in the Afrikaans-medium High Schools. In the fourth place, oral reading is absolutely essential in order to give the pupil in an Afrikaans-medium High School situated in an Afrikaans-speaking area some sorely needed oral practice in English. The great disadvantage of oral reading, viz., that it takes up much time,⁵⁾ is more than off-set by its advantages. Oral reading,

1) American Council on Education: Reading in General Education, 14.

2) Progressive Education Association Language in General Education, 40.

3) DeBoer, Kaulfers, Miller: Teaching Secondary English, 172.

4) Wyld: The Teaching of Reading, Chapters I and II, 1-19.

5) Cf. Judd: Psychology of Secondary Education, 31.

and a good deal of it too, is vital in the learning of English as a second language.¹⁾

(ii) Very little silent reading is done by the pupils, in school. This is to be expected, for the pupils in the High School should be able to read independently at home.

(iii) Many an Afrikaans-speaking pupil proceeds to an institution for higher education less proficient in spoken English, because he was deprived of the benefit of oral reading in the High School.

Topic No.17. The Oral Reading Lesson (Std.s.VI to VIII only).

Q. What is your method of conducting an oral reading lesson?

(a) The introduction of the lesson.

1. Do you think that the reading lesson needs an introduction?

ii. If you use some form of introduction, please indicate its nature.

(i) Drill in pronunciation: If "Yes", please state what form this drill takes:

(1) Repetition by the class, or individuals, of difficult words appearing in the passage to be read, the teacher supplying the correct models for imitation by the pupils.

(2) Drill in the sounds of English, generally.

(ii) The teacher tells the children only the main facts contained in the passage to be read.

(iii) The teacher tells the class the full contents of the passage to be read.

1) Cf. Fourie: "Engels as Tweede Taal", in: Coetzee & Bingle: "Beginnels en Metodes van die Middelbare Onderwys" 111.

- (iv) The teacher makes some introductory remarks, meant to facilitate the understanding of the passage, without actually telling the class the contents.
- (v) The teacher makes the necessary preliminary remarks in Afrikaans.
- (vi) If you use any other method of introducing the material to be read aloud, please give a brief account of it.

(b) The actual reading.

How does the actual reading take place?

- i. The teacher at one stage of the lesson or another, reads a number of lines to the class as a model.
- ii. The pupils read in turn.
- iii. Do you let the reading proceed uninterrupted till the end of the lesson?
 - (i) If you do not interrupt the reading, please give your reasons for letting the pupils read uninterrupted.
 - (ii) If you do interrupt the reading, please state the purpose of the interruptions:
 - (1) You let the reading lesson serve as a comprehension lesson, and ask each pupil to tell what he has just read.
 - (2) You wish to explain or otherwise make clear the meanings of words.
 - (3) You correct the pupils' errors in pronunciation.
 - (4) You let the reading lesson serve also as a grammar or language lesson.

(1) Nature of Oral Reading Lessons.a. TABLE XVII - PROCEDURES IN ORAL READING.

Procedures		Std.VI	Std.VII	Std.VIII
An introduction deemed necessary:-	Yes	95%	95%	95%
	No	5%	5%	5%
Its form: Drill in pronunciation of words.	Yes	30%	30%	20%
	No	70%	70%	80%
Drill in pronunciation of English sounds.	Yes	20%	20%	20%
	No	80%	80%	80%
Teacher tells class main facts contained in passage.	Yes	55%	55%	55%
	No	45%	45%	45%
Teacher tells class the full contents.	Yes	45%	45%	45%
	No	55%	55%	55%
Teacher makes a few remarks meant to facilitate understanding, without telling contents.	Yes	50%	50%	50%
	No	50%	50%	50%
Teacher makes the necessary remarks in Afrikaans.	Yes	30%	25%	15%
	No	70%	75%	85%
The way the reading takes place:- Model reading by the teacher.	Yes	85%	85%	85%
	No	15%	15%	15%
Pupils read in turn.	Yes	80%	80%	80%
	No	20%	20%	20%
Reading proceeds uninterrupted.		75%	75%	75%
Reading interrupted by teacher:		25%	25%	25%
To test comprehension.	Yes	40%	40%	40%
	No	60%	60%	60%
To explain words.	Yes	100%	100%	100%
To correct errors in pronunciation.	Yes	100%	100%	100%
To explain points of grammar.	Yes	10%	10%	10%
	No	90%	90%	90%

b. In Table XVII is indicated the nature of the oral reading in Stds.VI, VII and VIII, in the Afrikaans-medium High Schools. In the Table is given the percentage of schools (Standards) in which it is thought essential that the oral reading lesson should have a

suitable introduction, i.e., that the class should not be started on the actual reading straightway, but that they should first receive some guidance from the teacher in charge, in order that possible difficulties, especially in pronunciation, may be prevented, interest aroused, the contents made meaningful, and the course of the reading lesson generally smoothed.

(c) Except where unavoidable, no Standards are mentioned in the full exposition given below of the data of Table XVII. These data concern Stds.VI, VII, and VIII, only, and not Stds. IX and X. (See Table XVII.)

An introduction to the oral reading lesson is thought essential in 95% of the Afrikaans-medium High Schools. Drill in the pronunciation of words precedes the reading in 30% of these schools in Stds.VI and VII, and in 20% of them in Std.VIII. Drill in the pronunciation of the sounds of English precedes the reading in 20% of the schools. Before the passage is read, the main facts contained in it are imparted to the pupils, in 55% of the schools. Before the reading starts, the class is told the full contents of the passage to be read, in 45% of the schools. In 50% of the schools, the teacher makes a few introductory remarks that are meant to help the pupils to understand the contents, without actually telling them the latter. In 30%, 25% and 15% of the schools, the teacher makes the necessary introductory remarks in Afrikaans, in Std.VI, Std.VII, and Std.VIII, respectively. In 85% of the schools, the teacher reads a portion of the subject-matter to the class as a model. In 80% of the schools the pupils read in turn. In 75% of the schools the teacher allows the reading to proceed without interruption till the end of the lesson, but in 25% of the schools the teacher interrupts the reading. In 40% of the schools where the oral

reading is interrupted the pupils' comprehension of the contents is tested in the course of the lesson; in all these schools the meanings of words are explained and the errors in the pupils' pronunciation corrected in the course of the lesson; in 10% of these schools points of grammar are cleared up in the course of the lesson.

(2) Reasons why Oral Reading is not interrupted.

In reply to Section (b)iii(i) in which respondents who do not interrupt the reading of their pupils were asked to state their reasons for letting the oral reading proceed uninterrupted till the end of the lesson, the following answers were received:-

i. If the reading is interrupted, the pupils lose the thread of the thought contained in the passage, so that they lose interest, and may even become confused.

ii. One of the main problems of the teacher of the second language is to give the pupil the necessary self-confidence. Continual interruption of the pupil while reading undermines such self-confidence as he may have, or merely aggravates his natural diffidence.

iii. Where the pupils read matter that has been thoroughly prepared, at home or in school, they read tolerably well, so that it is not necessary for the teacher to interrupt the reading.

(3) Inferences.

i. Oral reading lessons are conducted on sound lines in the majority of those Afrikaans-medium High Schools in which the pupils are required to do this type of reading.

ii. In an appreciable minority of these schools the methods of conducting the oral reading are most undesirable, because they are not in accordance with

established educational procedures and principles:-

(i) Exercises in pronunciation should precede each reading lesson. These exercises should take the form of drill in the pronunciation of individual words occurring in the passage to be read, and drill in the sounds of English that occur in those words, for, contrary to the popular belief, very few people learning a second language pick up the correct pronunciation of words by imitation.¹⁾

(ii) The passage to be read should be suitably introduced, with a view to preparing the pupils to receive the new material that they will have to interpret and assimilate. An apperceptive basis has to be provided, as laid down in the first of Herbart's five formal steps of teaching.²⁾ The Herbartian general method is still a valuable method of teaching, even in the most progressive schools.³⁾ Morrison pleads for the retention of the concept of "apperception" in education. "All learning is clearly the piecing of new learning to the old," he writes, and adds that this process is "apperception".⁴⁾ At the beginning of each oral reading lesson the teacher should thus prepare his pupils, mentally, for the new matter, so that proper assimilation and "apperception" may take place. The Law of Readiness has to be observed in education: "When a learner is confronted with a stimulus to which a new response is to be made, the connection between that stimulus and the response will be established most quickly if the learner is ready to act."⁵⁾ By "readiness" is meant "a state or condition

1) Ripman: English Phonetics and Specimens of English, 1.
Also: Wyld: The Teaching of Reading in Training Colleges, 3.

2) Stormzand: Progressive Methods of Teaching, 73.

3) Loc. cit., 71.

4) Morrison: The Practice of Teaching in the Secondary School, 172.

5) Douglas and Holland: Fundamentals of Educational Psychology, 180.

within the learner which urges or prompts him to act." 1)

(iii) There ought to be some model reading by the teacher, as the Afrikaans-speaking pupil in an Afrikaans-speaking area seldom, if ever, hears English read or spoken as it should be, outside the school.

(iv) The material for the reading lesson should be prepared by the pupils. In the 25% of schools in which the teacher interrupts the pupils' reading, the passages to be read are obviously not prepared by the pupils beforehand. This is a mistake (see (2) iii, p.320). The traditional method of letting the pupils read in turn, unprepared, is "the staple and standard form of reading lesson in our less progressive schools,"²⁾ writes Ballard. In standards where all the pupils are not advanced in English, the traditional method of hearing the pupils' oral reading is thus undesirable, as it makes the lesson an ordeal to the backward readers, who are aware of their own limitations and of the fact that they are boring the rest of the class. The traditional oral reading lesson is thus disliked by the bad and the good readers, and by the teacher too.

Prepared oral reading is another matter, however. Having rehearsed the passage, the pupils are able to read with confidence and zest, and, very often, even with charm.³⁾ Reading of this high standard may awaken in the pupil a love of English literature.

1) Douglas and Holland: Fundamentals of Educational Psychology, 180.

2) Ballard: Teaching and Testing English, 35.

3) Cf. Ballard: Teaching and Testing English, Ch.IV (The Making of Readers), 29-49.

(v) Oral reading is vitiated in the 25% of Afrikaans-medium High Schools in which the teachers interrupt the pupils while the latter are reading. The practice of interrupting the pupils' oral reading is most undesirable, as it takes away their interest and self-confidence. Judicious preventive teaching¹⁾ should make interruption by the teacher largely unnecessary. It will tend to prevent the pupil from developing a wrong attitude to English literature.

iii. Due to defective methods of conducting oral reading lessons in the junior Standards of the Afrikaans-medium High Schools, many pupils are prevented from acquiring a love of English literature. And real progress in English is impossible unless the pupil has acquired a taste for English literature.

iv. As word-drill and sound-drill are not given in connection with the lessons in oral reading, the pupils in the junior Standards of at least 50% of the Afrikaans-medium High Schools are deprived of one of the most valuable means of acquiring correct English pronunciation.

Topic No.18. Control of Private Reading.

Q.18(a) Do you control the private reading of your pupils?

(b) If "Yes", please indicate briefly the essential points of the method by which you control their private reading.

(1) Methods of Control.

a. TABLE XVIII. - METHODS.

Control, in various degrees.	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
Private reading controlled.	100%	100%	100%	100%	100%
Degrees of control:- Pupils regularly supplied with books.	20%	20%	20%	20%	20%
The pupils questioned.	12%	12%	12%	12%	12%
Record of reading kept.	12%	12%	12%	12%	12%

1) Cf. West: Language in Education, 137.

Continued:

Control, in various degrees	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
Record of reading . Conversation .	28%	28%	28%	28%	28%
Oral and written summaries.	8%	8%	8%	8%	8%
Written summaries only.	16%	16%	16%	16%	16%
Reading controlled by school librarian.	4%	4%	4%	4%	4%

b. In Table XVIII is given the percentage of schools (Standards) in which a check is kept on the pupils' private reading. The degrees of control are also indicated. The percentage of schools in which a full-time librarian is employed is also shown.

c. The pupils' private reading is controlled in all the Afrikaans-medium High Schools of the Transvaal, in varying degrees. In 20% of the schools the teachers exercise control by making sure that the pupils borrow books and magazines from the library regularly. In 12% of the schools the pupils are questioned informally by the teacher on the books that they have read. In another 12% of schools a record of the pupils' private reading is kept. This record, consisting of lists of books, with their authors, is kept by individual pupils, or by the Reading Monitors, and are periodically inspected by the teacher. One respondent stated that he requires his pupils to write, in their reading-record books, five questions on each book read, e.g., "Why did Biggles fly?" This, he writes, is of "immense" value in teaching the pupils the form of the question in the junior Standards. In 28% of the schools, the books that appear in the pupils' reading record are discussed in class. The pupils have to give oral summaries of them in class, or have to speak about them in general. Sometimes marks are assigned for the speeches based on

the books read. In 8% of the schools both written and oral summaries are required. In 16% of the schools written summaries are the only means of testing the pupils' private reading. In some of these schools printed record-forms obtainable from publishers are used, one form having to be completed by the pupil for each book read.

In 4% of the schools the librarian of the school controls the pupils' private reading.

(2) Inferences.

i. In the majority of the Afrikaans-medium High Schools the pupils' private reading is suitably controlled by a variety of methods extensively used in this country and overseas.¹⁾

ii. In a strong minority of schools, however, the methods of controlling the pupils' private reading leave much room for improvement, or are not without certain dangers. Merely to supply a pupil with books, or to question him informally on the books he professes to have read, or even to insist that a reading-record should be kept, does not constitute sufficient control. On the other hand, elaborate control, to the extent of its becoming a burden to the pupil, is of course fatal, as it effectively prevents the pupil from acquiring a love of English literature.²⁾ Hence the danger of written summaries, of the wrong type. Written summaries should be brief, rather than lengthy and laborious. Nevertheless, they should provide individual pupils, who have the necessary literary bent, with sufficient opportunities for literary criticism. The pupils should

1) Cf. The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of English, 98 - 100.

2) Cf. Board of Education: Report of the Consultative Committee on Secondary Education, 175.

be provided with printed forms which they have to complete, after the fashion of the questionnaire, the purpose of these forms being to give them the necessary guidance, as they do not, as a rule, know exactly what is required in the writing of a summary. The oral summary may likewise have an adverse effect, in cases where the teacher injudiciously insists on the reproduction, by the pupil, of too much factual material.¹⁾ On the other hand, the oral summary, and the discussion of the books read, could be a real pleasure to teacher and pupils alike, as all adventures in literature ought to be. Moreover, it is obviously most essential that the Afrikaans-speaking pupil's private reading and his free conversation should be correlated.

It is not advisable to pass judgment on any particular method without objective data, as so much depends on the personality of the teacher. Even a poor method gives good results in the hands of a good teacher, and vice versa.²⁾ There is no doubt, however, that in a substantial minority of the Afrikaans-medium High Schools of the Transvaal the pupils' private reading is insufficiently controlled, while in those schools that control the private reading entirely by means of the summary, especially the written summary, there is danger that the joy may be taken out of reading, as far as the pupil is concerned. In any case, written summaries mean fewer books read by the pupils, as the teacher cannot cope with too many written exercises by his class.

1) Cf. DeBoer, Kaulfers and Miller: Teaching Secondary English, 209.

2) Cf. Board of Education: Report of the Consultative Committee on Secondary Education, 277.

iii. The pupils receive very little guidance in the selection of books for private reading. And proper guidance is an essential aspect of control. Only 8% of the respondents mentioned that they helped the pupils to pick suitable books. The weakness of the Afrikaans-speaking pupil, in English, makes this type of guidance essential. A pupil so weak in English, at the Junior High School stage, that the teacher is still concerned with teaching him the form of the question in English (see p.324) needs much help in the selection of books for private reading, not only to ensure that he is supplied with books that suit his temperament but also that he is capable of reading and understanding them. Fourie thinks that many pupils even in Std.VIII are incapable of reading the works of standard English authors, unless these works have been rewritten in simpler language.¹⁾

iv. Both the teacher and the pupils in the Afrikaans-medium High Schools are in need of book-lists, after the fashion of those by Terman and Lima,²⁾ and Washburne and Vogel,³⁾ and others. These lists should be compiled to meet the specific needs of the Afrikaans-speaking pupil.

v. Ineffective methods of controlling the Afrikaans-speaking pupils' private reading, and lack of books suited to his limited knowledge of English, as well as of the necessary book-lists, are yet further reasons why he cannot benefit from his private reading of English literature as he should.

1) Fourie: "Engels as Tweede Taal", in Coetzee and Bingle: *Beginnels en Metodes van die Middelbare Onderwys*, 115.

2) Terman and Lima: *Children's Reading*.

3) Washburne and Vogel: *What Children like to Read - the Winnetka Graded Book List*.

Topic No.19. Procedures in Reading a Prescribed Book in English (Stds.IX and X only).

Q.19. What method do you use in reading a prescribed book with your class?

(a) Do you let your class, reading both with you and independently, go through the book first, without stopping for explanations or exercises based on the book, before you start treating its parts in detail?

(b) Do you teach grammar too, while you are reading a prescribed book with your class?

(1) Procedures.

a. TABLE XIX. - METHODS.

Methods	Std.IX	Std.X
The "whole" method.	63.6%	63.6%
The "part" method.	36.4%	36.4%
Grammar taught -		
Often.	4.5%	4.5%
Occasionally.	23.8%	23.8%
Rarely or never.	71.7%	71.7%

b. In Table XIX is indicated the percentage of schools in the senior Standards of which the reading of the prescribed books takes place by the "whole" method or the "part" method, and in which grammar is taught while the reading of the books takes place in class.

c. The reading of the prescribed books is done by the "whole" method in 63.6% of the Afrikaans-medium High Schools, in the senior Standards, and by the "part" method in 36.4% of these schools, in these two Standards. Grammar is taught often in 4.5% of these schools, occasionally in 23.8% of them, and rarely or never in 71.7% of them, in the two Standards concerned, while prescribed books are being read in class.

(2) Inferences.

i. In the majority of the Afrikaans-medium High Schools of the Transvaal the psychologically correct

"whole" method is used. It is not necessary to go into the question of "whole" learning versus "part" learning, as this has already been done (see Part III, pp. 139-140). The "whole" method is superior to the "part" method, except where the material to be learned is very difficult (or very easy.¹⁾ The apparent disadvantage of the "whole" method, from the point of view of the teacher of English in the High School, is that it proves cumbersome and even wasteful,²⁾ when applied in the reading of long set books, like "David Copperfield." It is not necessary, however, for the teacher first to read orally in class a book of this type before proceeding to teach it in detail. "What we want is a grasp of the logical and organic connectedness of the material before us. To read the poem through but once, to go through a summary of the book is enough to set it up as a unit in our minds; and even though we concentrate on the constituent parts after this, they are no longer unrelated entities,"³⁾ writes Mursell.

ii. Those schools that use the "part" method are using a method that is not in accordance with psychological principles. There is no justification for the use of the "part" method, in the High School. It is readily granted that the "progressive-part method"⁴⁾ is very effective in learning prose. This method consists in learning the parts of a unit cumulatively. A part of the material is learned first, then a second part. The first part is now revised, and a third part learned, after which all three parts are revised, and so on. Though it undoubtedly makes for thorough learning, this method is obviously not suitable for the reading of long set books. The "part" method is thus out of place in reading English works of literature in the High School.

1) Northway: The Nature of "Difficulty", with Reference to a Study of "Whole-Part" Learning, The British Journal of Psychology, Vol. XXVII, 1936-1937, pp. 399-403.

2) Cf. Douglas and Holland: Fundamentals of Educational Psychology, 380.

3) Mursell: The Psychology of Secondary School Teaching, 238.

4) Loc. cit., 237.

iii. In an appreciable minority of Afrikaans-medium High Schools the reading of English prescribed books cannot answer to its purpose. The teaching of grammar while prescribed books are being read in class is wrong. What is more, the practice is symptomatic. It reveals that the teacher does not concentrate on the main purpose of the study of English prescribed books of a literary nature, viz., the cultivating in the pupil of a love for and a habit of reading English literature.

Topic No. 20. The Summarizing of Prescribed Books.

Question 20.

- (a) Are the prescribed books summarized, either by you or the pupils?
- (b) If "Yes", please state:-
- i. Whether you summarize the books for the class.
 - ii. Whether you let the pupils summarize the books.
 - iii. If you do, please indicate how you control their work.

(1) The Summaries.

(a) TABLE XX. - SUMMARIES MADE.

Procedures.	Std.IX.	Std.X.
Prescribed books summarized.	59.1%	59.1%
Prescribed books not summarized.	40.9%	40.9%
Origin of summaries (if used):-		
Summaries by Teacher.	7.7%	7.7%
Summaries by Teacher and pupils.	15.4%	15.4%
Summaries by pupils.	46.1%	46.1%
Summaries by outside bodies.	15.4%	15.4%
Origin not stated.	15.4%	15.4%

- (b) In Table XX is given the percentage of schools in the senior classes of which the English prescribed books are summarized. In the Table is also indicated the origin of the summaries, i.e., whether the books are summarized by

the teacher alone, by the teacher and by the pupils, by the pupils alone, or by bodies not connected with the school. The percentage of schools that did not reveal the origin of the summaries is also indicated.

(c) In 59.1% of the Afrikaans-medium High Schools the English prescribed books are summarized in Stds. IX and X. In 7.7% of these schools, i.e., those in which summaries are used, these summaries are made by the teacher; in 15.4% of these schools they are sometimes made by the teacher and sometimes by the pupils; in 46.1% of these schools they are made by the pupils; in 15.4% of these schools they are procured from sources outside the school; and in another 15.4% of these schools their source was not disclosed.

(2) Control of Summaries made by the Pupils.

In reply to Section (b) iii, in which respondents were asked to state how they controlled the work of the pupils, if the latter are required to write their own summaries, the following types of procedures were mentioned:-

i. All possible examination questions are worked out by the pupils. The best work produced by them is roneoed by the teacher and distributed among the class, to be used thereafter for revision tests.

ii. The summaries are written by the pupils in class, while the teacher moves about, assisting where necessary, and scanning parts of the pupils' scripts.

iii. All the pupils write summaries. A few of these are read out in class, and discussed and criticized. In some schools each summary task is first discussed in class, and a scheme is supplied by the teacher, before the summary is written by the pupils. In some cases only two summaries are read out for discussion and criticism. During the discussion the rest of the pupils are asked to mark one another's summaries. The accent is thus placed on the factual content of the summaries.

(3) Further Information.

Some respondents were kind enough to offer unsolicited information from which the following points emerge clearly :-

i. In those schools where no summaries, as such, are made of the contents of the English prescribed books, the teachers set essays on portions of the books. These essays are marked by the teacher. The latter also sets five to ten short questions on each chapter of every book. These questions are answered by the pupils orally and in writing. The pupils' essays and short, written answers serve later for revision and tests.

ii. In 15.4% of those schools in which summaries of the English prescribed books are used, these summaries are procured from bodies not connected with the schools concerned.

(4) Inferences.

i. Wise procedures are followed in the 40.9% of Afrikaans-medium High Schools in which no summaries, as such, are used in connection with the teaching of English literature, the pupils concentrating on the set books. Whatever notes they may use are their own written exercises, based upon the books studied, and corrected by the teacher.

ii. Policies that are expedient, and probably very successful from the examination point of view, are followed in those schools where the teachers supply the pupils with summaries of the prescribed books. This practice defeats the very purpose of the prescribed works of English literature, as it causes the pupils to concentrate on ready-made notes, instead of studying the set books themselves. The latter are simply by-passed. The

practice of obtaining summaries from bodies outside the school is reprehensible for a similar reason.

iii. In those schools where the pupils learn their own summaries, they are merely learning their own necessarily inferior literary productions instead of the works of masters of English. The factual content of their summaries will doubtless be of high value, due to the criticism of their work during the class discussions (see (2)iii of this Question), but the language will in all probability be faulty, as the summaries are not corrected by the teacher. Certain errors are not revealed by oral reading, nor are the pupils able to correct one another's grammar and other mistakes, except in a superficial way. The pupils are thus the poorer in culture and the less proficient in English generally for learning their own summaries instead of the books themselves.

iv. In ever so many Afrikaans-medium High Schools the pupils will be prevented from acquiring a love of English literature by the way in which they are prepared for the examinations. The form of study of the English prescribed books must inevitably cause them to dislike English literature, instead of causing them to take to the reading of it. "We believe that prescribed books do more to injure the growth of a budding sentiment for literature than to encourage it, and therefore recommend that books should no longer be prescribed for the School Certificate Examination,"¹⁾ reported the Consultative Committee. This Committee, however, had no doubt about the value of detailed study of English classics, under the

1) Board of Education: Report of the Consultative Committee on Secondary Education, 1938, 175.

guidance of suitable teachers. By "detailed" study" they meant "first and foremost a real knowledge of the text, considerable parts of which (especially in the case of plays and poems) should be learnt by heart."¹⁾ They also believed "that there is much value in the right kind of discussion and commentary."²⁾ The teacher should be free to comment and explain. His aim should not be "the ultimate satisfying of examiners."³⁾

v. Many an Afrikaans-speaking pupil will thus proceed to an institution for higher education without having acquired either a love for English literature, or the habit of reading it. His knowledge of, and proficiency in, the English language will thus be meagre, and most likely doomed to remain so.

- 1) Board of Education: Report of the Consultative Committee on Secondary Education, 1938, 224.
- 2) Loc. cit. 175.
- 3) Loc. cit.

B. POETRY AND ITS APPRECIATION

Topic No.21. Time devoted to the Study of English Poetry.

Q.21. How many periods, per week, do you devote to the reading and the study of poetry?

(1) Number of Periods Provided.

a. TABLE XXI - TIME DEVOTED TO STUDY OF ENGLISH POETRY.

Periods - length of periods	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
English poetry not taught.	-	-	-	10%	15%
1 period, per week.	80%	80%	80%	75%	70%
2 periods, per week.	5%	5%	5%	-	-
1 period, per fortnight.	10%	10%	10%	10%	10%
1 period, per week, for one semester.	5%	5%	5%	5%	5%
Maximum and minimum length in minutes.	30-40	30-40	30-40	30-40	30-40

b. In Table XXI is indicated the number of periods that are devoted to the reading and the study of English poetry in the Afrikaans-medium High Schools of the Transvaal.

c. English poetry is not read or studied in 10% and 15% of the Afrikaans-medium High Schools in Stds.IX and X respectively. One period per week is devoted to the reading and study of English poetry in 80%, 75% and 70% of these High Schools in Stds.VI to VIII, Std.IX, and Std.X, respectively. Two periods per week are devoted to English poetry in Stds.VI to VIII in 5% of these schools. In 10% of these schools one period per fortnight is devoted to the reading and study of English poetry. In 5% of these schools one period per week is devoted to English poetry for one semester only. The length of the periods varies from 30 to 40 minutes.

(2) Inferences.

i. In the majority of the Afrikaans-medium High Schools of the Transvaal a fair amount of time is devoted to the study of English poetry.

ii. In a minority of schools, i.e., those that cannot spare even one period, or one full period, for English poetry, the study of this form of English literature is obviously neglected, largely or wholly.

iii. In this minority of Afrikaans-medium High Schools (15%, and more) the pupils are deprived of the moral teaching that is inherent in the study of English poetry. "Poets", writes Shelley, "are the unacknowledged legislators of the world."¹⁾ The Schools in which the study of English poetry is greatly reduced if not completely eliminated are thus impoverishing their pupils not only as regards language but also spiritually. The study of poetry is still a vital element of that "Music" that Plato thought essential for refining and ennobling the soul.²⁾

Topic No. 22.The Methods of Treating a Poem with a Class.

Question 22. What is your method of treating a poem with a class?

(a) Do you find it necessary to make a few introductory remarks before reading a poem?

If you do, please indicate the nature of the introduction :-

i. Do you tell the class the contents of the poem to be read?

ii. Do you tell the class the main facts about the contents?

1) Shelly: Defense of Poetry, 46.

2) Bosanquet: The Education of the Young in the Republic of Plato, 6 - 7; 125; 149.

- iii. Do you touch upon the 'theme, i.e., the central thought, the problem, etc., of the poem, and thus make it meaningful to the class, without telling them the contents?
 - iv. Do you make your introductory remarks in Afrikaans?
 - v. Do you explain the difficult words in the poem as part of the introduction, or do you explain them later?
 As part of the introduction.
 As they occur during the reading.
 After the reading of the poem the first time.
- (b) Please indicate which of the following procedures are adopted in the actual reading and treatment of the poem:-
- i. The teacher reads the whole poem aloud to the class before he discusses it or comments upon it.
 - ii. The teacher asks a pupil to read the whole poem aloud to the class before he comments upon it or discusses it.
 - iii. The teacher asks the class to read through the poem silently before he comments upon it or discusses it.
 - iv. The teacher reads the poem, stopping, whenever necessary, for comment or explanation, without having read through the poem as a whole first.
 - v. Is the poem, as a rule, read through aloud again in class, after it has been fully commented upon by the teacher?
- (c) If your method of reading a poem with your class differs appreciably from the above, please explain the method you use.

(1) Introducing, Reading and Treating a Poem.(a) TABLE XXII. - METHODS AND PROCEDURES.

Methods and procedures.	Std.VI	Std.VII	Std.VIII	Std.IX	Std.X
<u>An introduction thought necessary:-</u>					
Always.	80%	80%	80%	75%	70%
Generally.	20%	20%	20%	15%	15%
Seldom or never.	-	-	-	-	-
(Poetry not taught)	-	-	-	10%	15%
<u>The nature of the introduction:-</u>					
Contents told.	45%	45%	40%	40%	25%
Main facts about contents told.	55%	55%	55%	55%	35%
Theme touched upon but contents not told.	25%	25%	25%	30%	30%
Introduction in Afrikaans.	5%	5%	5%	5%	5%
Difficult words explained: As part of introduction.	30%	30%	30%	30%	25%
During the reading.	10%	10%	10%	10%	10%
After first reading.	60%	60%	60%	60%	50%
(Poetry not taught)	-	-	-	-	15%
<u>The actual reading:</u>					
Teacher reads poem aloud before discussion.	90%	90%	90%	80%	75%
Pupil reads poem aloud before discussion.	-	-	-	-	-
Poem read silently by class, before discussion.	-	-	-	-	-
Reading interrupted for explanations etc.	10%	10%	10%	10%	10%
(Poetry not taught)	-	-	-	10%	15%
Poem read through again, finally.	100%	100%	100%	100%	100%

b. In Table XXII is given the percentage of schools

(Standards) in which a poem is treated in the following ways:-

- i. It is always introduced by the teacher to the class before the reading of it is begun.
 - ii. It is generally, but not always, introduced by him, before the reading of it commences.
 - iii. The introduction of the poem consists in the contents of the poem being told to the class by the teacher, or in the main points of the contents being told, or in the theme of the poem being touched upon by the teacher without actually telling the pupils the contents.
 - iv. The poem is always read aloud, as a whole, by the teacher or by a pupil or is read silently by the class, before it is discussed or commented upon.
 - v. The poem is not read through as a whole but the reading of it is interrupted for the sake of explanations and comments.
 - vi. The poem is finally read aloud in class again, as a whole, for its full effect.
- c. In the great majority (e.g., 70%, in Std.X) of the Afrikaans-medium High Schools a suitable introduction of the poem is always thought essential. In a substantial minority of these schools (e.g., 15%, in Std.X) the introduction of the poem is sometimes dispensed with, the teacher at times proceeding with the reading of the poem without any introductory remarks meant to make the contents more meaningful to the class. The two rudimentary forms of introduction, viz. telling the class its contents fully or otherwise, are used more extensively than the advanced form of introduction which consists in the teacher merely touching upon the theme of the poem, without actually telling the class the contents. In 5% of the schools the introductory

remarks are made by the teacher in Afrikaans. In by far the great majority of schools the explanation of words and expressions is done before the commencement of the actual reading of the poem or after the first oral reading of it, in class. In only 10% of the schools are the words explained in the course of the oral reading. In the great majority of the Afrikaans-medium High Schools the poem is always read aloud by the teacher, in class, before it is discussed or commented upon. Individual pupils are never asked to do this initial oral reading of the poem, neither are the class asked to read the latter silently instead. In 10% of the schools the reading of the poem is interrupted by the teacher for the sake of explaining the contents, etc. In all the schools each poem is read again, for its full effect, after it has been fully treated. Poetry is not taught in 10% and 15% of the Afrikaans-medium High Schools, in Stds. IX and X, respectively, so that the procedures outlined above are not applicable in their case. Some of the procedures are clearly not used to the exclusion of others.

(2) Additional Information.

In answer to Section (c) in which respondents were invited to explain their procedures in treating poems with their classes, in case they did not follow the procedure broadly outlined in Question 22, the following types of replies were received:-

- i. The teacher reads a few poems aloud to the class, at a time. The class have to select one of these poems for their Anthologies. The poem selected is then discussed in class by the teacher.
- ii. As the time is limited, the pupils, especially in Stds. IX and X, collect the poems for their

Anthologies themselves. Only a few of these poems can be treated in class by the teacher. The poetry lesson is in reality but a lesson in elocution.

iii. The procedure by which the pupils compile their own Anthologies of verse and prose has been abandoned. The Anthologies by the pupils have been replaced by a graded and annotated Anthology compiled by the English teachers of the school. Copies of this Anthology are distributed among the pupils. The new procedure has proved a great saving of time and labour.

(3) Inferences.

i. The general method of treating poems in the great majority of Afrikaans-medium High Schools is very satisfactory.

ii. In a small minority of schools the methods used are ineffective, and in some respects even harmful.

The pupils should not be made to begin reading or otherwise studying a poem before the latter has been properly introduced by the teacher by means of some remarks intended to make the contents, i.e., the central thought or theme of it, intelligible to the class. The procedure of not introducing a poem suitably is unpedagogical and unpsychological, and cannot but do much harm in teaching English poetry to pupils whose home language it is not. A poem should always be properly introduced to a pupil, so that he may have the necessary mind-set and readiness (see p.321 Q.17(3)11) to receive the ideas it contains.¹⁾ Where the teacher wishes to impart facts, he should not ignore Herbart's formal steps, particularly the first one, Preparation.²⁾

1) Cf. Douglas and Holland: Fundamentals of Educational Psychology, 180.

Also: Kilpatrick: Foundations of Method, 66f.

2) Cf. Blaisdell: Ways to Teach English, 274.

Stormzand: Progressive Methods of Teaching, 73.

There is no justification for using the "part"
¹⁾ method in presenting poems to pupils in the High School.
 The teachers in the 10% of schools in which the poems
 are not read through first as wholes before the mean-
 ings of words are explained, or general remarks are
 made, are using a method that is unpsychological
 (see Part III, pp.139-140). Poems should be studied
²⁾ as wholes, in the High School.

111. The general weakness in English of the pupils in
 the Afrikaans-medium High Schools is shown by the
 following facts:

- (i) In 5% of these schools the teachers make use of
 Afrikaans in introducing poems to their classes.
- (ii) The rudimentary form of introducing poems to a
 class, i.e., telling the pupils the contents, in
 detail or in broad outline, is used in the majority
 of the Afrikaans-medium High Schools, whereas the
 advanced form of introduction by the teacher, viz.
 touching upon the theme of the poem without telling
 the contents, is used in but 25% of these schools
 in Stds.VI to VIII, and in only 30% of them in
 Stds.IX and X.
- (iii) The fact that a pupil is never asked to do
 the initial oral reading of a poem to be treated in
 class is another proof of the weakness in English
 of the pupils in the Afrikaans-medium High Schools.

iv. In actual practice but little English poetry
 can be taught in the Afrikaans-medium High School.
 In the first place, the time devoted to the study of
 poetry in these schools is rather limited (see
 Table XXI p.335), considering that the pupils have
 to compile their own Anthologies.³⁾ The transcription

1) Cf. Mursell: The Psychology of Secondary School
 Teaching, 235 ff.

2) Loc. cit.

Cf. Judd: Psychology of Secondary Education, 496ff.

3) T.E.D. Transvaal Secondary School Certificate
 Handbook (1949), 21.

of the poems into the Anthology Books by the pupils must take up much time. Where these Anthology Books have to be illustrated by the pupils, even less time will be left for the study of poetry. In the second place, the material selected for the poetry lessons must, under the circumstances, be limited to short poems or fragments of poems. In the third place, a large part of the limited time set aside for poetry must be devoted to exercises in elocution by the pupils in class. The teaching of English poetry in the Afrikaans-medium High School must thus be of little depth and of limited extent. The inadequacy of the Afrikaans-speaking pupil's studies in English poetry becomes all the more apparent when we compare him in this respect with the pupil whose home language is English. The pupils leaving the High Schools of Great Britain are expected to "be able to open 'The Oxford Book of English Verse' at almost any page without finding the language unfamiliar."¹⁾ He should be ready to read long poems from every period. Even modern English poetry should not prove beyond him.²⁾

As regards his study and knowledge of English poetry, the Afrikaans-speaking pupil leaving the Afrikaans-medium High School is thus not fit to take a post-matriculation course in English at an institution for higher education.

1) The Incorporated Association of Assistant Masters in Secondary Schools: The Teaching of English, 29.

2) Loc. cit.

Topic No.23. Appreciation of English Poetry.

Q.23. By what further means, i.e., in addition to the efficient presentation of poems to the class (see Q.22), do you try to instil into the pupils an appreciation of poetry?

(1) Procedures.

In reply to this question the following means were suggested by the respondents:-

i. Much enthusiasm for English poetry has to be shown by the teacher. He should encourage the pupils to collect other poems than those they intend to memorize. He should give talks on poets, their work, and their lives. He should lay great stress on ("make a great fuss about", as one respondent wrote,) Anthologies, music and art.

ii. The pupil should be turned into a collector and researcher. For example, the teacher may read a certain type of poem and the pupils be asked to collect others like it.

iii. Poems that are suitable for the Afrikaans-speaking pupil should be selected.

iv. The pupils ought to be made familiar with the structure of English poetry. To this end, they should be encouraged to write verses themselves.

v. The pupils should be given some insight into literary devices and poetic effects, like sound-pictures and word-pictures (imagery).

vi. Little gems of poetry, say, of one or two lines each, should be entered by the pupils in a special section of the Anthology Books.

The above replies represent categories.

Fifty per cent of the respondents did not reply.

(2) Comment.

The above procedures speak for themselves. Comment need thus be made on only a few. In order

that a love of English poetry may be cultivated in the pupil, very much depends on the teacher. The latter should not only have the necessary enthusiasm, but also the necessary training, as well as the knack to teach.¹⁾ The child should be given the opportunity to work independently. Already at the High School stage the pupil could be imbued with the "spirit of research," which will stand him in good stead later in the Training College.²⁾ It is essential that poems should be selected that the Afrikaans-speaking pupil can appreciate and understand. The pupil should also be taught to appreciate poetry, and not merely be confronted with poems. Sampson's dictum that "in the ordinary sense of the words, literature cannot be taught,"³⁾ is only partly true. He is correct too in stating that one function of the teacher is to transmit⁴⁾ the beauties created by the poet, and there obviously are pupils so dead of soul⁵⁾ that the teacher cannot transmit to them any of these beauties. Yet the teacher is more than a transmitter, or a guide. He must also point out the poetic qualities of the poems he teaches.⁶⁾ "What we may perhaps call the 'Anthology lesson' will be a dull affair if some advance is not made, even from the start, in seeing beauty as well as in comprehending meaning."⁷⁾

(3) Inferences.

1. In 50% of the Afrikaans-medium High Schools of the Transvaal no special attempt is made to develop in the pupils an appreciation of English poetry. The poems are presented to the pupils as effectively as

1) Sampson: English for the English, 78f.

2) Truscot: Red Brick University, 49.

3) Sampson: Op. cit., 77.

4) Op. cit. 78.

5) Op. cit. 79.

6) Cf. Blaisdell: Ways to Teach English, 264.

7) Board of Education: Report of the Consultative Committee on Secondary Education, 224.

possible, but no active steps are taken to teach the pupils how to appreciate poetry.

11. In another 50% of the Afrikaans-medium High Schools the teachers endeavour to cultivate the pupils' powers of appreciation in a variety of ways.

111. It is doubtful, however, whether even the schools that consciously and actively strive to cultivate in their pupils an appreciation of English poetry do actually succeed in their attempts. The limited amount of poetry that can be studied, under the circumstances (see p.342Q.22(3)iv) will make this largely impossible. So will the weakness of the Afrikaans-speaking pupil in English, for the appreciation of English poetry depends first and foremost on the power to understand it. "Where there is no ability to understand, there is a lack of appropriate response; where the response is absent or inappropriate, the resultant emotion will be deficient or perverted,"¹⁾ writes Judd. The cultivation of literary appreciation is difficult in itself. Hence it is reserved for the senior classes even in English-medium High Schools. For instance, the Consultative Committee recommends that "the deliberate attempt to educate the powers of appreciation" should be left for the last year or two of the course.²⁾ This does not mean that it is impossible for the Afrikaans-speaking pupil to appreciate some of the beauty of English poetry, that is suitable. "Just as it is impossible to insist on clear expression of thought without encouraging clear thinking, so no good teacher can handle even the simplest piece of genuine

- 1) Judd: Psychology of Secondary Education, 219.
Cf. Also: The Progressive Education Association:
Language in General Education, 57.
Murcell: The Psychology of Secondary School
Teaching, 213.
- 2) Board of Education: Report of the Consultative
Committee on Secondary Education, 224.

literature without his pupils learning to enjoy as well as understand it," reported the Consultative Committee.¹⁾

The necessarily small amount of English poetry that the Afrikaans-speaking pupil can become acquainted with in the High School is so inadequate that it cannot affect him much as regards his attitude to English poetry or his proficiency in English.

C. SPELLING.

Topic No. 24. The Teaching of Spelling.

Question 24.

(a) In which of the following Standards do you teach spelling as such, i.e., not incidentally as, for instance, in the correcting of essays?

Please underline.

Std. VI, VII, VIII, IX, X.

(b) If you do teach spelling, as such, please indicate how you test the spelling learned:-

- i. By setting at definite times a number of words to be learned at home or at school, and
- ii. By letting the class write the words from dictation;
- iii. By letting the class spell the words to you;
- iv. By dividing the class into groups, each under a pupil as leader, all the leaders simultaneously hearing the spelling of their groups, or giving the latter practice in spelling.

(c) If you use any other method of teaching spelling directly, please give an account of it.

(d) If you teach spelling only indirectly, please indicate how you promote good spelling by your pupils.

1) Board of Education: Report of the Consultative Committee on Secondary Education, 224.

(1) The Teaching of Spelling.(a) TABLE XXIII. - PROCEDURES IN TEACHING SPELLING.

	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
Spelling taught as such.	80%	70%	60%	35%	30%
Words set to be learned at home or in school.	70%	60%	50%	25%	20%
Dictation exercises on words not learned.	10%	10%	10%	10%	10%
Spelling taught indirectly.	20%	30%	40%	65%	70%
Dictation exercises on words learned.	70%	60%	45%	30%	30%
Oral spelling tests.	55%	50%	35%	25%	25%
Spelling practised by pupils in groups.	-	-	-	-	-

(b) In Table XXIII/are indicated:

- i. The percentage of schools (Standards) in which spelling is taught as such.
- ii. The ways in which the spelling is taught, i.e., the percentage of schools in which words are set for the pupils to learn at home or in school, and the percentage of schools in which the pupils are taught spelling by writing from dictation words not previously learned.
- iii. The percentage of schools in which spelling is taught incidentally - in connection with written composition, for instance.
- iv. The percentage of schools in which the pupils have to write from dictation words previously learned.
- v. The percentage of schools in which the pupils are tested by having to spell to the teacher the words they have prepared.
- vi. The percentage of schools in which spelling is

practised by the pupils in groups, each under a pupil - leader who gives his group spelling practice, or tests their spelling, simultaneously with the other groups.

(2) Further Methods of Teaching Spelling Directly.

In answer to Section (c) of Question 24, in which respondents were asked to give an account of the procedures they followed in case they did not use any of the methods of teaching spelling directly that are mentioned in the Question, the following types of replies were received:-

- i. Spelling lists, drawn up for the whole school by the teachers concerned, are used in every class. At regular intervals the pupils are set a certain number of words to be learned for spelling. Their spelling is tested. In some schools the pupils have to keep, in addition, a list of the words they have misspelled.
- ii. Words in the English prescribed books are underlined, and the pupils are asked to learn the spelling of these words.
- iii. The pupils memorize a given sentence from their class reader every evening. This sentence they write and correct in class the following day.
- iv. The teacher selects a number of words which, in his opinion, the class should be able to spell. The latter write these words from dictation, without having previously learned to spell them. All spelling errors are written out twice. The words of every test recur in other tests, so that the pupils master their spelling by writing them again

and again throughout the year.

(3) Spelling taught incidentally.

In answer to Section (d) in which respondents were asked to indicate the procedures they used if they did not teach spelling directly, the following types of replies were received:-

- i. Spelling is taught in connection with the writing of English composition. Before a composition is written, the class are given a list of words that they are likely to use in the composition.
- ii. The pupils correct every spelling mistake made in every written exercise. In some schools, the pupils are punished if mistakes recur. In a small percentage of schools (5%) the teachers insist on correct spelling in each written exercise. The pupils have to look over every exercise carefully for spelling errors, and others, before handing it in.

(4) Comment on (2) and (3).

It is not necessary to go into all these procedures here, as the merits and demerits of most of their type have already been fully pointed out (see Part III, Spelling, 218-224). Comment is required on a few, however.

The practice of giving the pupils a sentence to learn every evening for a dictation exercise on the following day is a useful one, particularly in teaching punctuation. Moreover, it helps to give the pupil a concept of the sentence, which is indispensable, in the writing of composition, but not arrived at easily by the pupil.¹⁾ That the procedure will give the pupil spelling mastery of the necessary range of words is extremely doubtful, however.

1) Cf. Mursell: The Psychology of Secondary School Teaching, 158.

The practice of dictating to the class words not previously prepared by them is obviously wasteful, as it eliminates purposeful learning of spelling and causes unnecessary making and correcting of mistakes. "... it is only necessary to draw attention to the value of prepared dictation, since more is learnt from learning first and then writing correctly, than from writing a wrong form and then trying to learn the correct one."¹⁾ The principle of repetition contained in the procedure mentioned is of great value;²⁾ otherwise it is merely soft pedagogy.

To insist on correct spelling at all times is valuable, as the pupil should learn to find out for himself what he does not know. He should be a researcher, not a "chancer" who leaves it to the teacher to supply the correct spelling of words instead of using a dictionary himself. Punishment for recurrent errors is of very doubtful value. What the pupil probably needs is an effective method of study,³⁾ and perseverance by both the pupil and the teacher. "Bad spelling is now recognised as a disease which submits reluctantly to slow treatment..."⁴⁾

(4) Inferences.

1. The teachers in the Afrikaans-medium High Schools are in need of a scientifically constructed spelling list on the same lines as Thorndike's word list,⁵⁾ and suited to the needs of the Afrikaans-speaking pupil. The use of such a spelling list

1) Board of Education: Report of the Consultative Committee on Secondary Education, 220.

2) McKee: Language in the Elementary School, 407.

3) Op. cit., 397.

4) Board of Education: Report of the Consultative Committee on Secondary Education, 220.

5) Thorndike: The Teacher's Word Book.

would reduce the danger of wasteful learning which may result where the teacher has to select spelling material subjectively and haphazardly.¹⁾ The words in the list could be supplemented, where necessary, by words the spelling of which the pupil has to know for specific purposes; e.g., for answering questions on the English prescribed books.

ii. The proficiency in English of the Afrikaans-speaking pupil in the Afrikaans-medium High School is obviously very low, seeing that it is essential to teach him spelling directly and systematically in the majority of the Afrikaans-medium High Schools in the junior Standards and in a substantial minority of these schools in the two senior Standards. The same methods that are used in teaching spelling in the Primary School are in use in many High Schools too. The low standard of proficiency of the Afrikaans-speaking pupil in English spelling reflects his low standard of proficiency in the English language, generally.

iii. Seeing that the teachers in the majority of the Afrikaans-medium High Schools, in the junior Standards, and in a substantial minority of these schools, in the senior Standards, do actually teach their pupils spelling directly, it may be assumed that it is essential to teach English spelling systematically and directly in the Afrikaans-medium High School. Weak as the spelling is in those schools that teach it directly, it must be even weaker in those schools where it is taught purely incidentally.

1) Cf. McKee: *Language in the Elementary School*, 368.

353.

PART V.

SUMMARY - CONCLUSIONS - RECOMMENDATIONS.

PREFACE.

The Afrikaans-speaking students in the Training Colleges of the Transvaal must be seen against an ever-changing linguistic background, even though Afrikaans has been and still is their mother tongue. A little more than half a century ago English was the only official language of the Transvaal. The schools and Training Colleges of the latter were English-medium institutions, and the attainment of mother-tongue proficiency in English, by the Afrikaans-speaking student, was obviously essential in those days.

In the course of time, English came to be used less and less as a medium of instruction in the schools and the Training Colleges (see Chapter I, pp.1 - 12). Nowadays English is used as the medium in the English-medium schools only, and in only one Training College. In the Afrikaans-medium schools and Training Colleges it has the position of a mere subject. Not only has the use of English as a medium diminished phenomenally in the schools and the Training Colleges of the Transvaal, but the use of the English language itself has decreased correspondingly in this Province, as in the whole of South Africa.

The result is that English has become, in many areas, almost a foreign language. A further result of all these changes is that the standard of English in the schools of the Transvaal has inevitably declined (see Part I, pp.13-81). This lowered standard of English in the schools has obviously lowered the standard of English in the Afrikaans-medium Training Colleges, where selection is impossible, every student having to take English.

In order to reveal this new standard of English in the Training Colleges of the Transvaal, a careful examination was made of the English syllabuses, past and present, for the schools and Training Colleges of the Transvaal

(see Part I, pp. 13-44; 45-62). Only those modern syllabuses that are preparatory to a public examination were examined, as they afford some means, however imperfect, of determining the standard of attainment required of the candidates. Also supplementary historical data relating to the standard of English in the schools and the Training Colleges of the Transvaal, in those days, were collected and examined (see Part I, pp. 63-80). Moreover, the methods of teaching English in the Afrikaans-medium schools of today were subjected to careful analysis (see Part III, pp. 102-242; Part IV, 246-352), in order to indicate the standard of English in the Afrikaans-medium Training Colleges, for the Afrikaans-medium schools are actually the institutions where the Afrikaans-speaking student-teacher has been taught most of his English, as he has spent about eleven years there.

It but remains now to summarize and co-ordinate the facts revealed by the analysis of the syllabuses; of the supplementary historical data; and of the methods of teaching English in the Afrikaans-medium schools, in order to obtain as full a picture as possible of the Afrikaans-speaking student when he enters the Training College - a picture showing his proficiency in English, and the standard of English that has to be taught him, if the aim and the content of teaching is to be based on his present powers, inherited and acquired, as educators insist.¹⁾

1) Dewey: Democracy and Education, 126.
 Horne: The Democratic Philosophy of Education, 140.
 Coetzee: Inleiding tot die Algemene Teoretiese Opvoedkunde, 338.

CHAPTER XIII.SUMMARY - CONCLUSIONS - RECOMMENDATIONS.I. SUMMARY.A. SUMMARY OF THE FACTS REVEALED BY THE ANALYSIS OF THE SYLLABUSES.

All the English syllabuses of the past - those for the Primary Schools, the High Schools and the Training Colleges - present identical pictures of a declining standard of English (see Part I, pp. 13 - 62). In the case of all three institutions, the original standard of English required of the "Dutch" pupil and the "Dutch" student-teacher was mother-tongue proficiency in English, or something not too far removed from this level.

Whereas English was used originally as a medium of instruction in the Primary Schools, besides being taught in these schools as a mother-tongue, it has become but a subject in these schools. The forms and patterns of English are taught to-day by introducing them piecemeal, as in the teaching of a foreign language. Whereas the English language was used in the classroom in the first decade of the century, examples of a few patterns of it are repeated in class to-day, almost ad nauseam, in order to stamp them on the child's memory - on the future student-teacher's memory (see Part I, pp. 26 - 28). The child cannot really use his second language because, at every stage of his school career he is seriously hampered, in speaking and reading English, by the fact that many forms and patterns of the latter are still unfamiliar to him, pending their presentation to him in a higher Standard.

The standard of English of the Afrikaans-speaking pupil in the High School shows a similar decline in the last fifty odd years. Judging from the fact that he was taught English itself on the level of the mother-tongue, he must, in the past, have attained a standard of English equal to,

or very near to, mother-tongue proficiency. The full-blooded English Paper of the Matriculation Examination of 1909 (see Part I, pp.41-44 and Appendix B. pp.505ff) confirms this view. This high standard of English has, however, disappeared from the scene, as far as the Afrikaans-speaking pupil in the High School is concerned. Nowadays the Matriculation candidate is set a written examination consisting of a simple comprehension test; of an easy, and scanty, test in language; of a letter and an essay on everyday topics; and of easy prescribed questions on the factual content of the set books (see Part I, pp.41-44 and Appendix B. pp.505ff)⁴.

In the distant past, the standard of English in the Training Colleges of the Transvaal was obviously in keeping with the standard of English in the schools, after education in the Transvaal had recovered sufficiently from the ravages of the Anglo-Boer-War (see Part I, pp.2 - 3; 48). Soon, however, an alarming drop in the standard of English in the Training Colleges was apparent, after Hollands had become an official language of the Union of South Africa, and a medium of instruction in the schools and the Training Colleges of the Transvaal (see Part I, p. 5). After 1913, students who were taking English on the Lower Grade in the examination for the Professional part of the T.3 Examination had to read, recite, and write from dictation, passages not more difficult than those that are found in a Std.IV reader in an English-medium school (see Part I, p.54).

B. SUMMARY OF THE FACTS REVEALED BY THE ANALYSIS OF THE SUPPLEMENTARY HISTORICAL DATA.

An examination of the historical data (see Part I, pp.63 - 80) presents the same picture of the decline of English after the first decade of the present century. In 1913, for instance, the Director of Education expressed the view that a pupil in Std.V should be able to write, in English, an ordinary letter that is free from spelling

errors of grammar (p.64). In 1917 he thought that a Std.VIII pupil should be able to write an English essay that is free from errors of grammar. In 1923 he declared roundly that, after about fifteen years' experience of the working of the Smuts Act and the Rissik Ordinance, the majority of the Afrikaans-speaking and English-speaking children were falling far short of a working knowledge of the second language (p.65).

These pronouncements by the Director of Education were borne out by the reports of Inspectors of Education and examiners. One of these Inspectors, who later became a Director of Education himself, complained that even the better pupils had a limited English vocabulary and little power of expression in English. Another Inspector called English "the bugbear" of the country school (pp. 69 - 70). Towards the end of the fourth decade of this century, the English in the schools of the Transvaal was evidently no better than it was in 1921, when an Inspector reported that English, in the majority of Afrikaans-medium schools, was "miserable" (p.66). The work of the Afrikaans-speaking High School pupils in the second language was in keeping with that of the pupils in the Primary Schools, judging from the examiner's reports discussed in Part I, p.66).

The reports on the standard of English of the Afrikaans-speaking student-teachers corresponds to those on the standard of English of the pupils in the schools (see Part I, pp.74 - 80). The Director of Education found it impossible to award the higher endorsement for English to a considerable number of candidates who took the teachers' examinations in 1912 (pp.74-75). The tenor of all the examiners' reports was that the standard of English of the student-teachers in the public examinations was very low.

The reports of people and bodies outside the schools and the Training Colleges of the Transvaal fit into this general picture of the decline of the standard of English

in these institutions (see Part I, p, 80). Malherbe's finding that 26% of the senior students on the point of leaving the Afrikaans-medium Training Colleges of the Transvaal had not attained the proficiency in English of a Std.VII pupil in an English-medium school is very, very significant (p. 80). And so are the findings of the Government Commissions that reported on the standard of English in the Afrikaans-medium schools.

C. SUMMARY OF THE FACTS REVEALED BY THE ANALYSIS OF THE METHODS OF TEACHING ENGLISH IN THE
AFRIKAANS-MEDIUM SCHOOLS.

1. THE STANDARD OF ENGLISH IN THE AFRIKAANS-MEDIUM TRAINING COLLEGES AS REVEALED BY THE INEFFICIENCY OF THE METHODS USED IN THE TEACHING OF ENGLISH IN A SUBSTANTIAL MINORITY OF THE AFRIKAANS-MEDIUM
SCHOOLS.

a. AFRIKAANS-MEDIUM PRIMARY SCHOOLS.

i. Introductory.

The main branches of English taught in the Afrikaans-medium Primary School are controlled conversation, free conversation, poetry, reading, language and grammar, written composition, and spelling.

The standard of proficiency in English attained by the Primary School pupil will obviously depend, among other things, on the efficiency of the methods of teaching the above branches of English.

Once again it must be pointed out that English is a foreign language to the average Afrikaans-speaking pupil. He is wholly dependent on the teacher for his knowledge of English, at any rate in the earlier stages, i.e., before he is able to read English books for his delight. The teacher has to rely entirely on his methods and his language material as he receives no help from his environment in teaching the English language. Hence the efficiency of the methods used in teaching English in the Afrikaans-medium Primary School is of the utmost importance in determining

the standard of English in the Afrikaans-medium Training College. And there is plenty of evidence that patently inefficient methods of teaching English are used in many of these schools.

ii. Inefficiency of the Methods of teaching English in the Afrikaans-medium Primary Schools.

(a) Controlled Conversation.

(1) In a substantial minority of schools too little time is devoted to controlled conversation.

(2) In a considerable minority of schools the pupils are taught only the spoken form of English, and not the written. In a small minority of schools, again, only the written form of English is taught during controlled conversation lessons. Hence essential forms and patterns of English are not taught to the pupils. Both spoken and written English should be taught.

(3) Sound-drill is not a feature of the controlled conversation lesson, in a fairly substantial minority of schools. Many pupils will thus not acquire the correct pronunciation of the sounds of English, as the majority of people do not pick up the sounds of a foreign language correctly by mere imitation.

(4) The class readers are used too little for controlled conversation lessons. In the reader the teacher has a wealth of factual and verbal material that could profitably serve for controlled conversation exercises. There is every reason for the child to study parts of his reader intensively.

(5) In an appreciable minority of the schools the factor of interest is overlooked. Where there is no mind-set there will be neither good nor sustained learning.

(6) No use is made of the child's love of play in connection with the controlled conversation lessons in a fairly strong minority of schools. Drill in the form of language games finds no place in these schools.

(7) In 20% of the Primary Schools, Afrikaans is still used as a medium in teaching English. In this way bilingual consciousness is mistakenly fostered in the pupil instead of combated, and incidental learning, which is of the greatest importance, is prevented.

(b) Free Conversation.

(1) In this connection too not enough attention is paid to the factor of interest. The latter is the very life-blood of the free conversation lesson. Free conversation in which the pupil takes no interest is sheer drudgery, and distasteful to teacher and pupil alike.

(2) The fact that the pupils do not take a hand in the selections of the topics of conversation, in many schools, shows that they are not given the opportunity to display and develop initiative.

(3) In a considerable minority of the Afrikaans-medium Primary Schools the pupils derive but little benefit from the free conversation lessons as participation in the conversation is optional.

(4) In the majority of the schools the pupils are deprived of much of the value, and the pleasure, of free conversation, because they are not required to prepare small speeches at home.

(5) The principle of preventive teaching is not applied in giving free conversation lessons.

(6) The time available for each pupil to speak is very limited.

(7) Although a fair variety of procedures, involving a fair number of topics, are followed in the Afrikaans-medium Primary Schools as a whole, there are many schools in which the procedures followed in giving the pupils practice in conversation are limited and the number of topics restricted. This is fatal to the acquisition of proficiency in spoken English, and in English in general, as the very problem in the teaching of the second language

is that the pupil has little or no occasion to use English in spontaneous conversation.

(8) The free conversation lessons are further vitiated by the practice, in the majority of the schools, of interrupting the pupils' speeches in order to correct their mistakes. The purpose of the free conversation lesson is defeated if the young speakers cannot concentrate on their subject, and are continually kept on tenterhooks by their fear of making mistakes.

(9) Not enough use is made of corrective teaching, the errors of the pupils not being noted by the teacher, in many schools.

(c) Poetry and Appreciation.

(1) In 44% - 52% of the Afrikaans-medium Primary Schools, poetry is taught by the "part" method, which is indefensible on psychological or other grounds, except where the subject matter is very difficult (see Part III, pp. 139 - 140).

(2) Afrikaans is used in the majority of the Primary Schools to introduce the poems to be taught to the class, which gives rise to all the evils of translation.

(3) In more than half of the schools little is done to cultivate appreciation of English poetry.

(4) Too little time is set aside for the study of English poetry.

(d) Reading.

(1) Although initial reading is taught on very sound lines in the Afrikaans-medium Primary Schools of the Transvaal, not enough is done to encourage the pupils to read spontaneously, and thus eventually to take to reading English. Even the small child should be surrounded with reading matter, suited to his age, and making such irresistible appeal to his love of play, and to his curiosity, that he must needs read.

(2) The method of introducing the reading matter is often defective, as Afrikaans is used, even in Std.VI, or the teacher makes no introductory remarks meant to help the pupil to understand the language and the contents of the passage to be read. In the latter case the mind-set necessary to deal with the new material will be lacking in the pupil.

(3) The pupils get too little practice in oral reading, in a small minority of schools, because the procedure of allowing them to read in ability groups is not followed.

(4) In about half the schools the pupils' reading is interrupted by the teacher to correct their errors. This practice kills interest, detracts from the value of the reading lessons, and points to the neglect of preventive and corrective teaching in these schools.

(5) In an appreciable number of schools too little private reading is done by the pupils, and no control over this type of reading is exercised.

(6) Class plays are not produced in the majority of Afrikaans-medium Primary Schools.

(e) Grammar and Language.

(1) The position in regard to the teaching of grammar is most confused.

(2) Many schools teach grammar, as such, but many do not. Some forms and patterns of English are taught in some schools but not in others.

(3) In some schools, forms (of grammar) are taught that have little apparent value in increasing the child's power to use the English language, while forms and patterns that seem to have great value are not taught.

(4) Too little use is made of intelligent, purposeful, intensive memorization, by the pupil, of forms and patterns of English. Progress in English is thus hampered by "soft" pedagogy in the teaching of language

and grammar.

(f) Written Composition.

(1) As the classes in the Afrikaans-medium Primary Schools are large, and the majority of teachers are compelled by the weakness of their pupils in English to correct all the compositions, but little written composition can be done.

(2) Newer methods of correcting compositions, i.e., methods by which the pupils take part in the correction, and which do not constitute an attempt by the teacher to shirk his duties, are little used.

(3) Little use is made of incentives, such as keeping a Best Essays' Book.

(4) In a substantial minority of the schools, corrective teaching is not properly based on the teaching of composition, as a record of the pupils' errors is not kept. Corrective teaching based on each composition written by the pupils is, par excellence, the occasion for teaching practical grammar.

(g) Spelling.

(1) In the teaching of spelling, "soft" pedagogy is apparent in a considerable number of the schools, as the pupils are required to learn spelling at home in only 62% of these.

(2) English spelling is not tackled as vigorously as it ought to be, in many of the Afrikaans-medium Primary Schools.

(3) Modern, psychological methods of teaching English spelling are not used in a substantial number of schools.

(4) In many schools spelling is inadequately tested.

(5) The words to be taught are selected subjectively by the teacher, as there are no scientifically prepared spelling-lists available that are suited to the needs

of the Afrikaans-speaking pupil.

(6) Spelling-charts are used in but a few schools.

(h) General Method.

Only conventional methods are used in the Afrikaans-medium Primary Schools. The vitalizing effect of "new" methods is thus little felt, if felt at all, in the teaching of English in these schools.

Serious disabilities are thus imposed on the Afrikaans-speaking pupil by the inefficiency of the methods of teaching English in a substantial minority of the Afrikaans-medium Schools.

b. AFRIKAANS-MEDIUM HIGH SCHOOLS.

i. Introductory.

The branches of English taught in the High School are the same as those taught in the Primary School, but the order in which they appear below is different, and more in keeping with teaching in the High School. They are discussed here in the following order:- controlled conversation, free conversation, written composition, language and grammar, reading, poetry, and spelling.

It is hardly necessary to point out here that the standard of proficiency attained by the pupil in the High School in the above branches of English will depend in a large measure on the standard he reached in them in the Primary School. The standard of English attained in the High School will be the initial standard of the student's proficiency in English in the Training College, and will determine to a large extent his level of proficiency in English on leaving the College.

The standard of proficiency in English attained by the pupil in the Afrikaans-medium High School will also depend on the efficiency of the methods by which he is taught the various branches of English, and there is evidence that these methods are inefficient, in some of these schools.

ii. Inefficiency of the Methods of Teaching English in many Afrikaans-medium High Schools.

(a) Controlled Conversation.

The giving of controlled conversation lessons diminishes steadily from Std.VI, yet they retain their place in the majority of the Afrikaans-medium High Schools, even in Std.X.

(1) The omission of controlled conversation from the time-table is a serious error, at least so far as the junior Standards are concerned. Much repetition of essential forms and patterns is necessary in the teaching of a foreign language, and of a second language.

(2) The vocabulary for the controlled conversation lessons, where these are given, is selected subjectively by the teacher, as the latter has no scientifically composed vocabulary-list at his disposal.

(3) In some schools the pupils have to keep private vocabulary note books, and study the material noted in these. Such bleak methods cannot produce desirable attitudes towards English in the majority of the pupils.

(4) The factor of interest is lost sight of in most of the Afrikaans-medium High Schools.

(5) The sounds of English are not taught satisfactorily in many schools, probably owing to the fact that teachers are under the erroneous impression that the correct pronunciation of the sounds of a foreign language can be acquired by imitation alone.

(6) Language games, which are a valuable means of language drill, are little used.

(b) Free Conversation.

(1) In the majority of the Afrikaans-medium High Schools no definite provision is made for free conversation, the pupils being given practice in the latter only incidentally while engaged upon the work in connection with the study of English generally. Under the circumstances, free

conversation must be neglected in ever so many schools.

(2) Owing to their weakness in English, the pupils in a strong minority of the schools are not required to prepare speeches at home. Hence they are deprived of the benefits of this type of preparation.

(3) The free conversation lessons are often vitiated by the interruption of the pupils' speeches, by the teacher, in order to correct the errors made.

(4) In a small percentage of schools the errors of the pupils are not noted for corrective teaching.

(c) Written Composition.

(1) Too little time is set aside for written composition in the majority of the Afrikaans-medium High Schools.

(2) The traditional method whereby the teacher corrects all the pupils' compositions is used in the great majority of these schools. Owing to the teacher's heavy programme of work, the pupils can thus receive but little practice in written composition.

(3) Where newer methods of correcting essays or other forms of written composition are used, they are largely vitiated by the lack of some essential constituent procedure, even where they are in themselves pedagogically sound, and of great value.

(4) Grammar teaching based upon the specific needs of the pupils is not done in a considerable minority of the schools, the errors made by the pupils not being noted by the teacher for corrective teaching.

(5) In but few schools is use made of incentives, such as requiring the pupils to write articles for a standard magazine, or to write a book collectively. Spontaneity will thus be largely absent from the writing of composition in the Afrikaans-medium High Schools.

(d) Language and Grammar.

(1) In a very strong minority of the Afrikaans-medium High Schools, the pupils are seriously handicapped in their study of English because grammar is not taught in these schools.

(2) In a substantial number of schools in which English grammar is taught it is not properly applied in the actual use of the English language.

(3) In a small minority of schools, some of the grammar that is taught can hardly be regarded as possessing practical value.

(4) In very many of these schools, the pupils are deprived of the benefits of systematic memorization of classified language material.

(5) Very little time is devoted to the study of grammar in approximately one-third of the Afrikaans-medium High Schools.

(e) Reading.

(1) . Far too little oral reading is done in an appreciable minority of the Afrikaans-medium High Schools. Oral reading in the High School is essential, because objective tests have proved that even many university students cannot read properly; because the ability to read intelligently is of great value at school and in life; because oral reading is a help in literary appreciation; because it is of great diagnostic value; and because it is one of the few available means of giving the Afrikaans-speaking pupil oral practice in English.

(2) In an appreciable minority of these schools the procedure in conducting oral reading, where given, is of such a nature that the pupils cannot derive the maximum benefit from it, much less be placed on the road to reading English literature for the love of it - possibly the highest ideal in teaching English as a second language.

(3) In a strong minority of schools the pupils' private reading in English is hampered by too little control, in some cases, while in other cases the danger of burdensome control is a real one.

(4) The pupils are given very little guidance in the selection of books suited to their temperament, age, sex, and powers of understanding written English, because comprehensive reading lists containing comments on the books listed are not available.

(5) In a substantial minority of the Afrikaans-medium High Schools the methods of reading the prescribed books are psychologically incorrect. In a small percentage of schools grammar is taught during the reading of the set books.

(6) In over 46% of the schools the pupils are required to summarize the prescribed books. Where these summaries are made by the pupils they are in many cases not corrected by the teacher, whose programme of work is too heavy. In some cases summaries are bought from bodies not connected with the schools. The net result of the use of summaries is that study shifts from the set books, by masters of English, to inferior and often faulty abridged versions of the set books, or of parts of them.

(f) Poetry.

(1) In the minority of the Afrikaans-medium High Schools too little time is devoted to the teaching and the study of English poetry.

(2) In a small percentage of these schools poetry is not taught at all.

(3) Unpedagogical and unpsychological methods are used in treating the poems in class, in a small minority of the schools.

(4) In a small percentage of schools Afrikaans is still used by the teachers in making their introductory remarks in presenting poems to a class.

(5) In an appreciable number of High Schools the poetry period is no more than a period for elocution.

(6) In about one-half of these schools no attempt is made to teach appreciation of poetry, but in the remainder the pupils receive such guidance.

(7) The limited time devoted to the study of poetry, and the weakness of the average Afrikaans-speaking pupil in English, make it impossible for the teacher to teach thoroughly a sufficient amount of English poetry, let alone cultivate in the pupil a genuine appreciation of it.

(g) Spelling.

Even though spelling is taught directly and systematically in the majority of the Afrikaans-medium High Schools in Stds.VI, VII and VIII, and, in a substantial minority of these schools, even in Stds.IX and X, the teachers are handicapped by the lack of a scientifically prepared spelling-list suitable for use in the Afrikaans-medium High School. Such a list should comprize the main material to be learned for spelling, but should be supplemented by words that the pupil would need in specific writing situations; e.g., in examinations on the English prescribed books.

2. THE STANDARD OF ENGLISH IN THE AFRIKAANS-MEDIUM TRAINING COLLEGES AS REVEALED BY THE INADEQUACY OF THE METHODS USED IN THE TEACHING OF ENGLISH IN THE AFRIKAANS-MEDIUM SCHOOLS.

1. The analysis of the methods by which the Afrikaans-speaking student-teacher was taught English in the schools reveals not only the low standard in English imposed upon him by the inefficiency of the methods used in the teaching of English, in a variable percentage of the Afrikaans-medium schools, but also the standard in English attainable by these methods even at their best. This standard will indicate the initial standard of English in the Training College.

ii. The methods by which the Afrikaans-speaking pupil is taught spoken English are very limited. He is introduced to English, in the Grades, by means of controlled conversation. The forms and patterns of English, spread over the entire Primary School syllabuses (Grades to Std.VI), are presented to him bit by bit, by means of drill, from which interest is often lacking. He is also given practice in free conversation, so as to enable him to use in free speech the forms and patterns of English he has learned.

The limitations of this general method of teaching English, more particularly its spoken form, are obvious. They prevent the average pupil in the Primary School from using the English language freely. In trying to speak on any general topic, the pupil must inevitably break down on coming to gaps in his knowledge of the English language because many forms and patterns have not yet been taught him, as they appear only in a later section of the syllabus. The Afrikaans-speaking pupil is thus like someone walking on scaffolding covered only here and there with flooring. He has to move along certain parts only. Often he dare not move at all.

The Afrikaans-speaking High School pupil's ability to speak English is likewise commensurate with the methods by which he is taught English generally, and oral English in particular. Thus the Std.X pupils in 22.2% of the Afrikaans-medium High Schools are not regarded by their teachers as advanced enough in English to prepare speeches at home on topics that require creative composition and not merely reproduction composition, without making serious errors. Some respondents wrote that only their best pupils in Stds.IX and X are capable of preparing speeches so free from errors that they could be memorized for delivery without the speakers learning and perpetuating their own mistakes. It is clear that many

pupils in the senior Standards of the Afrikaans-medium High School are not capable of expressing their thoughts in English on a general topic with reasonable accuracy, even after preparation (see Part IV, pp. 267 - 272).

iii. The Afrikaans-speaking pupil is taught reading only in Std.I, after he has acquired, in the Grades, a necessarily limited experiential background of spoken English, by means of conversation, language drill, and nursery rhymes. He receives but little oral reading practice, owing to the size of the classes and the old methods of oral reading that are used in the majority of the schools. His weakness in English makes it impossible for him to read books by standard English authors, privately, while he is in the Primary School. But many Afrikaans-speaking pupils in the junior Standards of the High School are still prevented, by their weakness in English, from reading books by standard English authors (see Part IV, p. 327). Furthermore, the practice of letting the pupils in Std.IX and Std.X summarize their English prescribed books acts as a brake on extensive reading, as it takes up a great deal of the pupil's time, and does not arouse in him a love of English literature.

The Afrikaans-speaking pupil's experience in reading by the time he has completed the High School course and enters the Training College must be of a limited nature, for reading depends on appreciation, and the latter on understanding, i.e., the ability to understand the contents of the printed page (see Part IV, p. 346).

iv. Poetry is introduced in the Grades in the form of nursery rhymes which are repeated till memorized. In the junior Standards of the Primary School recitations are learned by the pupils. In the senior Standards of the Primary School and in the High School, with few exceptions, poems are presented to the pupils to be copied into their Anthology Books. A number of these poems are to be

memorized. Thus the poetry lesson is in reality but a recitation lesson. The student, on entering the Training College, has thus studied but little poetry, except the lines that he memorized down in the Standards. His power to appreciate English poetry is limited because he has but little acquaintance with it; he has received but superficial guidance, if any, in the appreciation of it; and he is largely prevented by his weakness in English from understanding and appreciating it.

v. English Grammar as such is taught in some Afrikaans-medium Schools but not in others. In most of the Afrikaans-medium Primary Schools and High Schools, the pupils are not required to learn classified language material, such as degrees of comparison of adjectives and adverbs, the main parts of verbs, etc., etc, by means of intensive and purposeful memorization.

The Afrikaans-speaking student, in ever so many cases, thus enters the Training College totally ignorant of a large number of forms and patterns the use of which he might have acquired if he had been taught grammar, or if he had been asked to put his shoulder to the wheel and memorize them. He is ignorant of the rules that underlie many related forms and patterns of English, and is without any means of testing the correctness of his own speech and writing.

vi. The limited extent of the Afrikaans-speaking pupil's power to do written composition in English is clearly shown by the type of training he receives in the writing of English composition.

In the lower Standards of the Primary School, the writing of English composition, in the majority of the schools, consists in the copying, by the pupil, of sentences written by the teacher on flash cards, or on the blackboard. This procedure decreases progressively, and is practically not used any more by the time Std.VI is

reached (see Part III, p.198). The second stage reached by the pupil in the writing of English composition, is the reproduction of sentences that have been thoroughly rehearsed (see Part III, p. 198 and Part IV, p. 280).

The teacher has to supply the pupils with the verbal content of the composition that he requires from them, and all they have to do is to rehearse the given material and to reproduce it. This procedure is followed in the majority of the Primary Schools even up to and including Std.VI. It is by no means uncommon in the High School, being followed in approximately 22% of the Afrikaans-medium High Schools even in Std.VIII (see Part IV, p. 280). The third stage reached by the Afrikaans-speaking pupil in the writing of English composition is where he is able to write a composition after its topic has first been treated as a conversation lesson - not a class discussion, be it noted. This procedure is followed in most schools in Std.VII and Std.VIII, and is found even in Stds.IX and X, in a minority of schools. It is only by the time Stds.IX and X are reached that the pupils in 66.6% of the Afrikaans-medium High Schools are always able to write on a topic without further aid than the usual introductory and explanatory remarks by the teacher. Approximately one-third of the pupils in Stds.IX and X are able to do reproduction composition without assistance from the teacher, but not creative composition.

• At least one-third of the students entering the Training College every year are thus still unable, or are barely able, to do written composition in English, unaided, on a general topic, with a fair degree of accuracy. The standard of the remainder of the students cannot be much higher, as the deterministic effect of the environment, and of the methods used in the schools, must needs make itself felt on them too.

This low standard in English composition also reveals the generally low standard of English attained by the Afrikaans-speaking student on entering the Training College.

vii. The weakness of the average Afrikaans-speaking High School pupil in English spelling is proved by the fact that he has to be taught spelling by the same methods as are used in the Primary School. The English spelling in those Afrikaans-medium High Schools where it is not taught directly, even in Stds. IX and X - and these schools are in the majority - must be even weaker. The average student entering the Afrikaans-medium Training College is thus weak in English spelling.

viii. The general weakness in English of the Afrikaans-speaking pupil in the High School is further shown by the fact that English is not invariably the medium of instruction in these schools. For instance, Afrikaans is used in introducing poems to the pupils in an appreciable minority of schools in Stds. VI, VII and VIII (see Part IV, p. 318).

It is thus doubtful whether the average, and especially the weaker, Afrikaans-speaking student, on entering the Training College, has reached the stage where he is able to follow lectures in English, if the topic is at all difficult.

II. CONCLUSIONS.

1. In the light of the facts revealed above, there cannot be the slightest doubt that the initial standard of English in the Afrikaans-medium Training Colleges of the Transvaal is very low indeed. The standard of English in these Colleges has to be adapted to the present powers of the in-coming student. And he is very weak in English, on the average. He is largely unable to do oral composition in English on a general topic, even after preparation.

His pronunciation of the sounds of English is faulty. His vocabulary is needs small. By and large, his power to do written composition in English is limited. He has read but few standard books of English literature, prose and verse. His power to read the works of standard English authors is limited, for his meagre knowledge of English makes it difficult for him to understand and appreciate what he reads; and what he cannot appreciate he will obviously not read. He knows very little or no English grammar, because the latter is either not taught in the Afrikaans-medium High Schools or is not properly applied in those High Schools where it is taught. His knowledge of essential forms and patterns of English is further limited because he has not been required, in the majority of cases, to memorize classified language material. His English spelling is weak, because English spelling is not taught in many Afrikaans-medium High Schools and, moreover, his vocabulary being limited, there must needs be many essential English words of the very existence of which he is yet ignorant, and the spelling of which he still has to learn, when he comes across the words themselves. Even where his general level of English is above the ordinary, his background in English is limited, so that the range and the depth of his English is but little.

2. The student-teacher in the Afrikaans-medium Training College is handicapped by his initial low standard of proficiency in English. His inability to do oral composition in English is a great stumbling-block, for a ready command of good English is essential in the practice-teaching lessons. Lack of proficiency in spoken English will obviously make the teaching of an English lesson a terrifying experience for him. Initially, at any rate, he has difficulty in following the lectures given through the medium of English. His limited acquaintance with English literature leaves him generally unripe for the

course in English at the Training College. His relatively limited power to interpret the contents of the printed page, and the consequent slow rate of his reading, prevent him from doing the necessary wide reading of English works of literature, both prose and verse. It further handicaps him in the numerous tasks in research, that he has to perform; e.g., reading up various methods of teaching English. It is a handicap to him in the answering of questions during tests. It prevents him from entering for the competitions in public speaking, in English, which are organized in the Training College. It may even deter him from acquiring a love of English literature, the main source upon which he can draw, in order to nourish and to stimulate to further and continuous growth whatever English he has acquired. His lack of knowledge of English grammar often makes it impossible for him to distinguish between correct and incorrect English usage. His weakness in English spelling completes his comparative helplessness in English.

3. The task of the Lecturer in English at the Training College is made extremely difficult by the weakness of the in-coming student. The lecturer is forced to appear in a dual role. As lecturer, he has to guide his students in their studies and research, so that they may become proficient in the use of the English language and become familiar with the best ways of teaching it. This knowledge they have to acquire under his direction, but by means of their own efforts. The low standard of attainment in English by the student-teacher entering the College compels the lecturer to be a schoolmaster as well. He has to teach his pupils spelling, grammar and language, and oral and written composition, etc., among all his other duties. He has to mark and correct numerous written compositions and other written exercises, and do preventive and corrective teaching.

4. The general standard of English in the Afrikaans-medium Training College is lowered by the weakness of the in-coming students in English. Instead of being able to initiate his students into the beauties, and the vast wealth of English literature, in general, the Lecturer has to descend to the teaching of the bare essentials of English. Even the method of teaching English Method in the Training College is lowered by the low standard of proficiency in English of the student entering the College, for much of the research on English Method that should be left to the student has per force to be abandoned.

5. The weakness of the average Afrikaans-speaking student, in English, creates a problem so serious that it is worthy of special mention: very weak students, who have to be taught the bare essentials of English, are grouped with some students who are so advanced that they are able to aim at a pass in English on the Higher Grade. It is extremely difficult to do justice to both these types of students.

6. The attainment, by the average Afrikaans-speaking student, of a satisfactory standard of English on the completion of his course of training is impossible. The standard of attainment outlined for teachers of a foreign language by the American "Committee of Twelve", as quoted by Purin, may serve as an example of an acceptable standard. The fact that it applies to teachers of a foreign language in American High Schools does not make it any the less applicable to the student destined to teach English in the Afrikaans-medium Primary Schools of the Transvaal, because the foreign language is introduced much later overseas than the second language in the European schools in the Union of South Africa.¹⁾

1) Mursell: The Psychology of Secondary-School Teaching, 138.

Purin: The Training of Teachers of the Modern Foreign Languages, 23.

Board of Education: Handbook of Suggestions, 145.

The Committee consider that the following qualifications are essential for a teacher of a modern foreign language:

(1) "A thorough practical command of the language to be taught".

(2) "A solid knowledge of its literature".

(3) "A first-hand acquaintance with the foreign life of which the literature is the reflection".

(4) So much experience in reading "the recent literature" of the foreign language as to enable the teacher to read this type of literature as easily as he would read similar matter in his mother tongue.

(5) Acquaintance with "the principal works of the great writers".

(6) Knowledge of "the general history of the literature".

(7) A thorough knowledge of the grammar "in its present form".

(8) Some knowledge of "the historical development of forms" that may be needed in teaching.

(9) The ability to "pronounce the language intelligently and with reasonable accuracy".

(10) The ability to write a letter or a short essay in the language "without making gross mistakes in grammar and idiom".

(11) The ability to carry on a conversation in the language "without a sense of painful embarrassment".¹⁾

The Committee stipulates residence abroad, which is obviously not necessary in the case of students in South Africa, as the English language and culture are native to this country, so that the Afrikaans-speaking student can associate with English-speaking people here, if he desires to do so.

1) The "Committee of Twelve", as quoted by Purin in "The Training of Teachers of the Modern Foreign Languages", 37.

The above, except the study of the history of the language (no. 8), are all minimum standards of proficiency in English that should be demanded from anyone before he can be allowed to take charge of the English in any Standard of the Afrikaans-medium school.

In view of the generally low standard of attainment in English by the Afrikaans-speaking student, on entering the Training College, this minimum standard in every branch of English teaching and learning is unattainable by the average student in the Afrikaans-medium Training College. There is no reason whatever to believe that the standard of English in the schools and the Training Colleges of the Transvaal has improved since the days when an Inspector of Education, who was but one of many voices crying out in protest against the low standard of English of Afrikaans-speaking pupils, wrote that English in the rural schools of the Transvaal was "miserable"; when an examiner, reporting on the English of candidates in a teachers' examination, mentioned that he felt "the serious responsibility of lightly letting loose upon the young pupils of this country a number of candidates whose own work is strongly characterized by the very vices and faults that it will be their ostensible business to chide and correct"; when Malherbe found that 47% of the student-teachers, on the point of leaving the Afrikaans-medium Training Colleges of the Transvaal, had not reached the average level of Std.VIII pupils in an English-medium school.

III. RECOMMENDATIONS.

(a) THE SCHOOLS.

1. Unpsychological and unpedagogical methods of teaching English should be eliminated from the minority of schools in which they occur.

2. The schools should be supplied with more aids, in the form of English language material to teach to the

pupils. The following are urgent needs:

(a) A scientifically prepared vocabulary-list and spelling-list, suited to the needs of the Afrikaans-speaking pupil.

(b) Charts containing the sounds of English, with representative words.

(c) English spelling-charts, containing groups of suitable words, related as far as their spelling goes.

(d) A plentiful supply of children's stories, like Aesop's Fables, legends, etc., all in simplified English. In these stories the vocabulary for each Standard should be embodied, in order to introduce the necessary factor of interest into the work in general and to eliminate as much of the soul-destroying drill as possible.

(e) A plentiful supply of simplified general reading matter, especially books by standard English authors, so that pupils not advanced enough to read the latter could be supplied with easier versions of them that they can understand and enjoy.

(f) Reading-lists, suited to the needs of the Afrikaans-speaking pupil, and containing short descriptions of each book listed, as a guide to the pupils in their private reading in English.

(g) Printed anthologies of English poetry for study in the more advanced Standards.

(h) Summary-books of the questionnaire type, as convenient records of the pupils' private reading in English.

(i) An English grammar on a functional basis, and suited to the needs of the Afrikaans-speaking pupil. If there is no such book available, one should be written and published.

3. Methods of teaching that appeal to the child's love of play, that enable him to be self-active and display initiative, and that arouse his interest, should be devised,

even if this entails further research.

4. An examination system should be devised whereby the practice of learning summaries of the English prescribed books, instead of the books themselves, may be effectively eliminated from the Afrikaans-medium High Schools.

(b) The Training Colleges.

1. The course in English at the Afrikaans-medium Training College should be intensified, so as to enable the student to make a deeper study of the English language (its forms, its patterns, and its literature, including children's literature), of the methods of teaching it, and of the principles that underlie those methods.

2. The Afrikaans-medium Training Colleges should be provided with more lecturers in English, since the low level of attainment in English, by the average Afrikaans-speaking student, places so heavy a burden on the lecturer that he finds it very difficult to meet the needs of his students. The appointment of more lecturers in English would solve the problem caused by grouping students weak in English with students that are advanced in English. The students of each year could then be divided into two ability groups, one taking English on the Lower Grade and the other taking it on the Higher Grade.

3. It is absolutely essential that the better students should be allowed to specialize in English, in view of the inevitably low standard of English in the Afrikaans-medium schools and the Afrikaans-medium Training Colleges. A student who has shown the necessary proficiency in English at the end of the second year of the course should be allowed to specialize in English during the third and final year. Only an intensified and extended course in English would enable the Afrikaans-medium Training Colleges to turn out a sufficient number of students who are properly qualified to teach English in the

Afrikaans-medium schools.

4. Students should be provided with incentives to take such a specializing course in English. The best incentive would be adequate recognition of the importance, in the schools and the Training Colleges, of English as a subject and an official language, and of the value of the teacher who has qualified himself in English above the ordinary. This recognition should be in tangible form, and as follows:-

(a) Only specialist teachers should be allowed to teach English in all but the Grades and the junior Standards of the Primary School.

(b) The standard of proficiency attained by the student, in English, at the end of the course in the Training College, should be indicated on the Diploma issued to him, in more ways than the big Capital E and the small Capital E. Those students who are not good enough for a big Capital E and are not weak enough to be given no endorsement in English at all, are provided with no incentive by the prospect of eventually being lumped together in one group, viz. the small Capital E.

(c) The teacher who has specialized in English, and who teaches in a school as an English specialist, should receive extra remuneration.

(d) A high standard of attainment in English, by the Afrikaans-speaking student-teacher, should be prerequisite to a pass in this subject. This high standard should be objectively determined, and should be the common standard for all the Afrikaans-medium Training Colleges. Objective tests in English should be constructed, so that the Lecturer may be enabled to arrive at the required objective estimate of the proficiency in English of the Afrikaans-speaking student, at the end of every year of his course.

5. An adequate course in English should be provided for those Afrikaans-speaking students who take the four-year teachers' course, i.e., that which leads to a degree and a teacher's diploma. A necessarily small number of these students take English as a major subject at the University, and receive an excellent training in this subject. Some of the students may take only a course or two in English at the University. The vast majority, however, do not take English at the University at all. These students can be given but little training in English, at the Training College, during their period of study at the University, and during their one-year Diploma course. Yet many of them enter the Primary Schools where they have to teach English.

Undergraduate teachers-in-training who do not take English as a major subject should be given a full course in English suited to their needs as future teachers of English. This course could be given at the University or at the Training College. One or two ancillary subjects for the B.A. degree could be dropped in order to make room for a special English course for teachers, either at the University or at the Training College.

BIBLIOGRAPHY.

1. Armstrong, L.E. : An English Phonetic Reader.
University of London Press, London. 1946.
2. Barzun, J. We Who Teach. Victor Gollancz, London.
1946.
3. Bagley, W.C. : The Educative Process. The Macmillan
Co., New York. 1922.
4. Bagley, W.C. and Macdonald, M.E. : Standard Practices
in Teaching. The Macmillan Co., New
York. 1933.
5. Ballard, P.B. : Teaching and Testing English. Uni-
versity of London Press, London. 1939.
6. Ballard, P.B. : Teaching the Mother Tongue. Hodder
and Stoughton, Ltd., London. 1921.
7. Betzner, J. and Lyman, R.L. : "The Development of
Reading Interests and Tastes," in The
Thirty-Sixth Yearbook of the National So-
ciety for the Study of Education, Part I.
"The Teaching of Reading" : A Second Re-
port. Public School Publishing Co.,
Bloomington, Illinois. 1937.
8. Blaisdell, T.C. : Ways to Teach English. Doubleday,
Doran & Co., Inc., New York. 1930.
9. Board of Education (London) : Handbook of Suggestions.
H.M.S.O., London. 1948.
10. Board of Education (London) : Report of the Consul-
tative Committee on Secondary Education

with Special Reference to Grammar Schools and Technical High Schools. H.M.S.O., London. 1938.

11. Board of Education (London) : The Teaching of English in England. H.M.S.O. 1921.
12. Bosanquet, B. : The Education of the Young in the Republic of Plato. University Press, Cambridge. 1917.
13. Breul, K. : The Teaching of Modern Foreign Languages and the Training of Teachers. University Press, Cambridge. 1913.
14. Charters, W.W. : Curriculum Construction. The Macmillan Co., New York. 1923.
15. Coleman, A. : The Teaching of Modern Foreign Languages in the United States. The Macmillan Co., New York. 1931.
16. Coetzee, J. Chris. : Inleiding tot die Algemene Praktiese Opvoedkunde. Pro Ecclesia-Drukkery, Bpk., Stellenbosch. 1948.
17. Coetzee, J. Chris. : Inleiding tot die Algemene Empiriese Opvoedkunde. Pro Ecclesia-Drukkery, Stellenbosch, 1942.
18. Coetzee, J. Chris. : Onderwys in Transvaal 1838-1937. J.L. van Schaik, Bpk., Pretoria. 1941.
19. Committees' Reports. (various).
20. Davies, R.E. : English as Second Language in the South African University. J.L. van Schaik, Ltd., Pretoria. N.d.

21. Davis, R.A. : Psychology of Learning. McGraw - Hill Brook Company, Inc., New York. 1935.
22. DeBoer, J.J., Kaulfers, W.V., Miller, H.R., : Teaching Secondary English. McGraw-Hill Brook Co., Inc., New York. 1951.
23. Descoeudres, A. : The Education of Mentally Defective Children. George G. Harrap & Co., Ltd., London. 1928.
24. Dewey, J. : Democracy and Education. The Macmillan Co., New York. 1920.
25. Douglas, O.B., and Holland, B.F. : Fundamentals of Educational Psychology. The Macmillan Co., New York. 1938.
26. Fourie, I.J. van H. : "Engels as Tweede Taal," in Coetzee & Bingle : Beginsels en Metodes van die Middelbare Onderwys. J.L. Van Schaik, Bpk., Pretoria. 1947.
27. Fowler, H.W. : A Dictionary of Modern English Usage. Clarendon Press, Oxford. 1950.
28. Fries, C.C. : Teaching and Learning English as a Foreign Language. University of Michigan Press, Ann Arbor. 1950.
29. Froebel, F. : The Education of Man. D. Appleton & Co., New York. 1887.
30. Gordon, I.A. : The Teaching of English. A study in Secondary Education, New Zealand Council for Educational Research. Whitcombe & Tombs Ltd., Christchurch. N.Z. 1947.

31. Gouin, F. : The Art of Teaching and Studying Languages. George Philip & Son, London. 1892.
32. Gray, W.S. : "The Nature and Organization of Basic Instruction in Reading," in The Thirty-Sixth Yearbook of the National Society for the Study of Education. Part I. "The Teaching of Reading." Public School Publishing Company, Bloomington, Illinois. 1937.
33. Gray, W.S. (Ed.) : Reading in General Education. An Exploratory Study. A Report of the Committee on Reading in General Education. American Council on Education, Washington. 1940.
34. Greig, J.Y.T. : Keep up the Fight for English. Witwatersrand University Press, Johannesburg. 1945.
35. Greig, J.Y.T. : Structure and Meaning. Witwatersrand University Press, Johannesburg. 1950.
36. Gullen, F.D. : Traditional Number Rhymes and Games. University of London Press, Ltd., London 1950.
37. Hamaide, A. : The Decroly Class. J.M. Dent & Sons, Ltd., London. 1925.
38. Hartog, P.J. : The Writing of English. Clarendon Press, Oxford. 1908.
39. Hartog, P.J. and Rhodes, E.C. : The Marks of Examiners. The Macmillan Co., London. 1936..
40. Horace : "The Epistle to the Pisos or Art of Poetry," Saintsbury, G. : Loci Critici. Ginn & Co., Boston. 1903.

41. Hopwood, D. : South African English Pronunciation.
Juta & Co., Ltd., Cape Town. N.d.
42. Horne, H.H. : The Democratic Philosophy of Education.
The Macmillan Co., New York. 1946.
43. Jagger, J.H. : The Sentence Method of Teaching
Reading. The Grant Educational Co., Ltd.,
London. 1929.
44. Jespersen, O. : How to Teach a Foreign Language.
George Allen & Unwin, Ltd., London. 1947.
45. Joad, C.E.M. : About Education. Faber & Faber,
London, 1945.
46. Jones, D. : An English Pronouncing Dictionary.
J.M. Dent & Sons, Ltd., London. 1940.
47. Judd, C.H. : Psychology of Secondary Education.
Ginn & Co., Boston. 1927.
48. Keyter, J. de W. : Opvoeding en Onderwys, Nasionale
Pers, Bpk., Bloemfontein. 1936.
49. Kilpatrick, W.H. : Foundations of Method. The
Macmillan Co., New York. 1926.
50. Koos, L.V. : The Questionnaire in Education. The
Macmillan Co., New York. 1928.
51. La Grange, A.J. : Die Decroly-Skool en n Proefneming
met sy Leermetode. J.L. van Schaik Bpk.,
Pretoria. 1934.
52. Lane, R.H. : The Teacher and the Modern Elementary
School. Houghton Mifflin Co., New York. 1941.

53. Langeveld, M.J. : Inleiding Tot De Studie Der
Paedagogische Psychologie van de Middelbare-
Schoolleeftijd. J.B. Wolters, Groningen. 1947.
54. Leerplan voor de Scholen voor Christelyk Nationale
Onderwys uitgegeven door de Commissie voor
C.N.O., 1903.
55. Lynch, A.J. : Individual Work and the Dalton Plan.
George Philip & Son, London. 1925.
56. Malherbe, E.G. : Education in South Africa, 1652-1922.
Juta & Co., Cape Town. 1925.
57. Malherbe, E.G. : The Bilingual School. The Bilingual
School Association, Johannesburg. 1943.
58. Mc Callister, J.M. : Remedial and Corrective Instruc-
tion in Reading. D. Appleton-Century Co.,
Inc., New York. 1936.
59. McKee, P. : Language in the Elementary School.
Houghton Mifflin, Boston. 1939.
60. McKerrow, R.B. : "English Grammar and Grammars," in
Essays and Studies by Members of the English
Association, Vol. VIII. Clarendon Press,
Oxford. 1922.
61. Meumann, E. : The Psychology of Learning. D. Apple-
ton-Century Co., Inc., New York. 1913.
62. Morrison, H.C. : The Practice of Teaching in the
Secondary School. University of Chicago
Press, Chicago. 1949.

63. Murcell, J.L. : Successful Teaching - Its Psychological Principles. McGraw-Hill Book Co., Inc., New York. 1946.
64. Murcell, J.L. : The Psychology of Secondary School Teaching. Norton & Co., Inc., New York. 1939.
65. Northway, M.L. : "The Nature of 'Difficulty'; with Reference to a Study of 'Whole-Part' Learning," in The British Journal of Psychology, Volume XXVII, 1936-1937, The University Press, Cambridge. 1937.
66. Nunn, Sir P. : Education, its Data and First Principles. Edward Arnold & Co., London. 1947.
67. Ordinances:-
 - (a) Ordinances of the Colony of Transvaal, 1902-1909.
 - (b) Ordinances of the Province of Transvaal, 1910-1949.
68. Palmer, H.E. : The Oral Method of Teaching Languages. W. Heffer & Sons Ltd., Cambridge. 1923.
69. Palmer, H.E. : The Scientific Study and Teaching of Languages. George G. Harrap & Co., Ltd., London, 1922.
70. Palmer, H.E., and Redman, H.V. : This Language-Learning Business. George G. Harrap & Co., Ltd., London. 1932.
71. Panton, J.H. : Modern Teaching Practice and Technique. Longmans, Green & Co., London. 1948.

72. Parkhurst, H. : Education on the Dalton Plan.
G. Bell & Sons, Ltd., London. 1924.
73. Patterson, S.W. : Teaching the Child to Read.
Doubleday, Doran & Co., Inc., New York. 1930.
74. Pinsent, A. : The Principles of Teaching-Method
with Special Reference to Post-Primary Education. George G. Harrap & Co., Ltd.,
London. 1941.
75. Progressive Education Association : Language in
General Education. A Report of the Committee
on the Function of English in General Education for the Commission on Secondary
School Curriculum. D. Appleton-Century Co.,
Inc., New York. 1940.
76. Purin, C.M. : The Training of Teachers of the Modern
Foreign Languages. The Macmillan Co., New
York. 1930.
77. Pyle, W.H., and Snyder, J.C. : The Most Economical
Unit for Committing to Memory, Journal of
Educational Psychology, II, (March, 1911).
Warwick & York, Inc., Baltimore, Maryland.
78. Reeves, C.E. : Standards for High School Teaching.
D. Appleton-Century Co., Inc., New York. 1932.
79. Ripman, W. : The Sounds of Spoken English. J.M. Dent
& Sons, Ltd., London. 1921.
80. Ripman, W. : English Phonetics and Specimens of
English. J.M. Dent & Sons, Ltd., London. N.d.
81. Ripman, W. : English Sounds - a Book for English Boys
and Girls. J.M. Dent & Sons Ltd., London. 1934.

82. Ruch, G.M. : The Improvement of the Written Examination. Scott, Foresman & Co., Chicago. 1924.
83. Ruch, G.M. : The Objective or New-Type Examination. Scott, Foresman & Co., Chicago. 1929.
84. Sampson, G. : English for the English. The University Press, Cambridge. 1921.
85. Sandiford, P. : Educational Psychology. Longmans, Green & Co., New York. 1941.
86. Sawdon, E.W. : "Should Children Learn Poems in 'Wholes' or in 'Parts?'" The Form of Education, Vol.V. Longmans, Green & Co., London.
87. Shelley, P.B. : Defense of Poetry. (Edited with Introduction and Notes by A.S. Cook). Ginn & Co., Boston. 1890.
88. Stormzand, M.J. : Progressive Methods of Teaching. Houghton Mifflin Co., Boston. 1927.
89. Terman, L.M., and Lima, M. : Children's Reading. D. Appleton and Company, New York. 1926.
90. The Incorporated Association of Assistant Masters in Secondary Schools : The Teaching of Modern Languages : University of London Press Ltd., London. 1949.
91. The Incorporated Association of Assistant Masters in Secondary Schools : The Teaching of English. University Press, Cambridge. 1952.

92. The Milner Papers, Vol. II.
93. The Selborne Minute, published in November, 1905.
94. Thorndike, E.L. : "Educational Psychology". Vol. II.
"The Psychology of Learning." Teachers
College, Columbia University, New York. 1913.
95. Thorndike, E.L. : The Teacher's Word Book. Bureau
of Publications, Teachers College, Columbia
University, New York. 1921.
96. Transvaal Education Department:-
 - (a) Handbooks.
 - (b) T.E.D. Monograph on the Curricula of
Schools for General Education, 1913.
 - (c) Pamphlets.
 - (d) Syllabuses.
 - (e) Yearbooks. (Director's Reports, etc.)
97. Truscot, B. : Red Brick University. Faber & Faber,
London. 1943.
98. V.V.O.O.Z.A. Gedenkboek 1893-1918. J.L. van
Schaik, Bpk., Pretoria.
99. Ward, C.H. : What is English? Scott, Foresman
& Co., Chicago. 1925.
100. Washburne, C. : Adjusting the School to the Child.
World Book Company, Yonkers-on-Hudson,
New York. 1932.
101. Washburne, C., and Vogel, M. : What Children Like
to Read - the Winnetka Graded Book List.
Rand McNally & Co., Chicago, Illinois. 1926.

102. West, M. : Language in Education. Longmans Green & Co., Ltd., 1932.
103. Westaway, F.W. : The Teaching of English Grammar. Blackie & Son, London. 1933.
104. Wrightstone, J.W. : Appraisal of Newer Practices in Selected Public Schools. Teachers College, Columbia University, New York. 1935.
105. Wrightstone, J.W. : Appraisal of Experimental High School Practices. Teachers College, Columbia University, New York. 1936.
106. Wylā, H.C. : The Teaching of Reading in Training Colleges. John Murray, Albemarle Street, W., London. 1909.

APPENDIX A.

ENGLISH SYLLABUSES - PRIMARY SCHOOLS -

SECONDARY SCHOOLS - TRAINING COLLEGES.

EDUCATION DEPARTEMENT,

TRANSVAAL.

October, 1903 - June, 1904.

PROVISIONAL CODE

of

REGULATIONS

for

ELEMENTARY SCHOOLS,

with Schedules.

ENGLISHSTANDARD I.

To read clearly and intelligently from a simple reading book. Easy exercises in oral description. To write short sentences in answer to simple questions. To repeat clearly and intelligently not less than 20 lines of simple verse.

STANDARD II.

To read clearly and intelligently from a simple reading book.

To repeat the substance of an easy passage read. Easy exercises in oral description. Easy dictation.

Use of full stops, notes of interrogation and exclamation. To write a sentence or sentences in answer to simple questions. To repeat clearly and intelligently not less than 30 lines of poetry.

STANDARD III.

To read clearly and intelligently from a simple reading book. To repeat the substance of an easy passage read. Exercises in oral description or narration. To write simple sentences in answer to simple written or pointed questions. The use of commas and of the marks signifying quotation and the possessive case. To repeat clearly and intelligently not less than 45 lines of poetry.

STANDARD IV.

To read clearly and intelligently from a simple reading book. To repeat or write the substance of an easy passage read by the scholar himself. To write down a complicated

statement in the form of simple sentences. Punctuation. To repeat clearly and intelligently not less than 60 lines from a standard poet. The Analysis of simple sentences and the grammatical names of words.

STANDARD V.

To read clearly and intelligently from a continuous book, prose, or verse, of a standard author; or from a collection of extracts, prose, or verse, from standard authors; and, after perusal, any book of similar difficulty. Simple oral and written composition. To repeat clearly and intelligently not less than 80 lines from a standard poet. Analysis and simple parsing. Letter writing.

STANDARD VI.

To read clearly and intelligently from a continuous book, prose, or verse, of a standard author; or from a collection of extracts, prose, or verse from standard authors; and, after perusal, any book of similar difficulty. To repeat clearly and intelligently not less than 100 lines of Shakespeare or Milton or other classic, not necessarily a poet. To write simple themes on the subject matter of the book or books read. To write down in the form of notes the substance of a passage read or spoken, not more than twice. The Accidence generally. Letter writing.

STANDARD VII.

To read intelligently from a continuous book, &c. (as in Standard VI.) To repeat clearly and intelligently not less than 150 lines of Shakespeare or Milton or other classic, not necessarily a poet. Simple etymology, with special reference to the history of the language. To write simple themes on the subject matter of the book or books read. Precis writing, i.e., to write down in the form of notes the substance of a passage read or spoken not more than once. Business and official correspondence.

L E E R P L A N

Voor de

SCHOLEN

voor

CHRISTELIJK NATIONAAL ONDERWIJS

uitgegeven

DOOR DE COMMISSIE VOOR C.N.O.

te

PRETORIA.

1903

E N G E L S C H.STANDAARD I.

De leerstof in Standaard I bepaalt zich tot Object-Lessons, Recitations en Spreekoefeningen.

Dagelijks mag een uur aan deze taal besteed worden.

STANDAARD II.

Leesoefeningen, Spelling-, Object-Lessons en Recitations, tafels van vermenigvuldiging.

Twee uur mag dagelijks in dezen Standaard aan het Engelsch worden besteed.

Leesboeken: Zie aanbevolen boeken onder Standaard VI.

STANDAARD III.

Maximum tijd $2\frac{1}{2}$ uur per dag.

Leerstof dezelfde als in Standaard II. Leesboek: Longman's II en III. Ook Taalkunde en Dictaat.

STANDAARD IV.

Maximum tijd $2\frac{1}{2}$ uur per dag.

De leerstof wordt vermeerderd met het geregeld weelijks maken van Engelsche opstellen of brieven en met Grammar. Dictaat en vertaling.

Grammar: Longman's Junior Schoolgrammar by David Salmon.

STANDAARD V.

Maximum tijd $2\frac{1}{2}$ uur per dag.

Lezen, Dictaat, Spelling, Recitatie, Opstel, Grammar, (parsing en analysis), Vertalingen Engelsch - Hollandsch en Hollandsch - Engelsch.

Grammar: Longman's Schoolgrammar of Mc Dougall's compl. Grammar.

STANDAARD VI.

Maximum tijd $2\frac{1}{2}$ uur per dag.

Leerstof dezelfde als in Standaard V. Grammar: Longman's Schoolgrammar of Mc Dougall's complete Grammar.

Aanbevolen boeken. Royal Crown Readers, Mc Dougall's Waverley Readers en Longman's New Readers.

Het Engelsch behoort zooveel mogelijk door medium van het Engelsch te worden onderwezen.

Het Aanschouwingsonderwijs in Standaard I en II, wordt zoowel in het Hollandsch als in het Engelsch gegeven.

THE T.E.D.SCHOOL COURSES

including the

PRINCIPAL SUBJECTS OF THE COMMON PRIMARY COURSE

and of the

GENERAL SECONDARY COURSE, TOGETHER WITH SPECIAL SECONDARY COURSES IN COMMERCIAL SUBJECTS AND DOMESTIC SCIENCE.

1917.L. GENERAL COURSES.A. ENGLISH.

1. The same course has been adopted for each of the official languages. There is but one slight variation: a historical outline of the development of the vocabulary of the language has been included in the case of English but omitted in the case of Dutch.

2. The principles underlying language study are given very fully in the red book and the green book and need not be repeated here; but the following summary may help to keep parts in perspective. The aims indicated can only be attained in the case of the average pupil in respect of the home language:-

- (a) The study of a living language falls into three main divisions, which the terms literature, grammar, and expression cover in a general way.
- (b) The study of literature should include -
 - (1) the development of the power of literary appreciation; the books read in each year should constitute a scale of literary values, constantly rising and culminating in classical works;
 - (2) reading on a liberal scale: there must be quantity as well as quality;
 - (3) an introduction, at least, to the grammar of literature, in the shape of figures of speech, metro, and scansion.
- (c) The study of grammar should include -
 - (1) a thorough and complete understanding and appreciation of the structure of the language;
 - (2) the functions, divisions, inflections, and relations of words, phrases, clauses, and sentences;
 - (3) in English an outline of the growth of the vocabulary.

- (d) Expression should, in a measure at least, reflect progress in the study of literature and grammar, and should cover -

- (1) Command of clear and correct speech. Phonetics and elocutionary exercises will contribute towards this end. Even more important, perhaps, is the need for insisting at all times, both in the school and on the playing-fields, on correct speech.
- (2) Development of the power of accurate, clear, forcible, and appropriate written composition. Here, again, the work done in literature and grammar will have an indirect effect. Direct training by means of exercises in the use of words, letters, essays, and paraphrases, is, however, essential.

3. A scheme for home reading in English and Dutch is added.

4. It will be possible for a pupil to take Higher English or Lower English, and Higher Dutch or Lower Dutch, at the departmental examinations held at the end of the sixth and ninth years, i.e. at the Primary and Secondary School Certificate Examinations. This choice is given at Matriculation also. At all intermediate stages also a lower range of attainment will be accepted in the language which is not spoken at the child's home.

It has been decided, however, that it is neither necessary nor altogether practicable to have two syllabuses, one higher and one lower for each language, save as regards the sub-standards.

Sub-standards.

HOME LANGUAGE.

Sub-Standards.

- (a) Oral construction of simple sentences, especially in connection with object lessons; observation and expression are complementary and must proceed together.
- (b) Collective and individual repetition of a few suitable verses learnt through the medium of the ear.
- (c) First steps in reading. The order in teaching should be recognition of (i) an object ; (ii) its name; (iii) the sound-values of letters as far as possible; and (iv) the names of letters.

With regard to (iii), the teacher will, of course, remember that many English words cannot be taught by means of the phonic method, and will make use of other devices.

The blackboard should be used at first in teaching reading. Only gradually should the reading sheet and reading book be introduced.

(d) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and suitable exercises in word-building.

SECOND LANGUAGE.

The pupils should gradually be made familiar with sounds by means of words of command, in connection with object lessons, and in such other incidental ways as the teacher may find useful. He must be content to introduce the sounds through simple words, phrases, and sentences; he should not burden the pupil with written or printed word.

First Year.

- (a) Clear, intelligent, and natural reading of suitable passages.
- (b) Oral description of object or picture. Statement to become gradually more continuous, connected, and orderly.
- (c) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and writing from dictation of passages from the reading book. Occasional writing from dictation of unprepared passages of less difficulty.
- (d) Clear and, so far as is natural, appreciative repetition of short passages of poetry suitable to the stage of mental development of the pupils.

Second Year.

- (a) Clear, intelligent, and natural reading of suitable passages.

As soon as possible the pupils should be left, from time to time, to read independently, the teacher taking care that they understand, broadly at least, the passages thus silently read.

(b) Oral description to be continued; the memory as well as the senses to supply the content; the habit of comparison to be developed in connection with the exercises. Writing of complete sentences in answer to oral questions on the subject described.

Oral reproduction of the substance of a short passage read by the teacher.

(c) Transcription and writing from dictation of suitable passages, prepared and unprepared. The use of the full stop, sign of interrogation, and sign of exclamation.

(d) Clear and, so far as is natural, appreciative repetition of prose or poetry suitable to the stage of mental development of the pupils.

Third Year.

(a) Clear, intelligent, and natural reading of suitable passages from at least two readers. Independent reading to be continued.

(b) Oral description of a scene, or oral narration of an event or story.

Oral and written reproduction of the substance of a short passage in the form of answers to a series of questions on the subject-matter.

Writing sentences in answer to written or printed questions.

Use of simple connectives as an introduction to continuous narrative.

(c) Writing from dictation as in the Second Year, but of more difficult passages from the reading book. The use of the comma, quotation sign, and the sign of possession.

(d) Clear and, so far as is natural, appreciative repetition of prose or poetry suitable to the stage of mental development of the pupils.

Fourth Year.

(a) Clear, intelligent, and natural reading of suitable

passages from at least two readers. Independent reading to be continued.

(b) The analysis of the simple sentence into subject and predicate and their simple sub-divisions. The names and functions of the parts of speech. (Parsing will not be required.)

(c) Oral and written description of a scene, or oral and written narration of an event or story. Oral and written reproduction of the substance of a short passage. Writing of a simple letter.

Transformation of a complicated statement to a series of simple statements.

(d) Writing from dictation: further precision in punctuation. Simple word-building.

(e) Clear and, so far as is natural, appreciative repetition of a passage or passages of prose or poetry from a suitable standard author.

Fifth Year.

(a) Clear, intelligent, and appreciative reading of prose passages from two suitable readers. Similar reading of passages of poetry.

Reading after perusal of similar passages from an unprepared work. The habit of independent reading should be further developed.

(b) Further exercises in the analysis of simple and easy complex sentences, with such inflections and relations of the parts of speech as are helpful to accurate and effective expression, oral or written. Full conjugation of the verb.

(c) Rendering a written account by direct description or by letter of what the pupil has read, has heard read, or has experienced. Various ordinary forms of correspondence.

(d) Occasional exercises in dictation as in previous standards, but of more difficult passages. The growth of words from the parent stem by the addition of prefixes and suffixes and by other modifications.

(e) Clear and, so far as is natural, appreciative repetition of a passage or passages from a suitable standard author.

Sixth Year.

(a) Reading in class of not less than two books, one of them being, if possible, a continuous prose work.

Reading of selected poems. Poems of action, as well as narrative and descriptive poems, are appropriate.

(b) Home reading of not less than three books in the year.

(c) Analysis and combination of simple and complex sentences. Names and functions of phrases and clauses.

The parts of speech, with special attention to functions, kinds, and inflections.

(d) Full and orderly written accounts by letter or otherwise of the pupil's experiences, thoughts, or imaginings. Simple correspondence on business matters.

(e) Occasional dictation. Continuation of word-building.

(f) Repetition of not less than 100 lines in the home language and 50 lines in the second language from selected passages of prose or poetry or both. Special attention to be given to purity of speech.

Seventh Year.

(a) Reading in class of at least one classical prose work, such as Treasure Island. The Talisman, Westward Ho! There is no reason why Julius Caesar or the Merchant of Venice should not be read. Ballads, narrative and national poetry, are appropriate.

(b) Home reading of at least one book a term.

(c) Analysis and synthesis of sentences: simple, complex, and compound. More detailed study of various kinds of phrases and clauses.

(d) The parts of speech, with special attention to syntax.

(e) Composition, mainly in the form of narrative and description. The reproduction of what has been taught, read, experienced, or imagined, should form the bulk of the exercises.

Paragraphing and marginal headings.

(f) Dictation and word-building. Further study of punctuation.

(g) Study of the sounds of the language and their pronunciation. Elocution. Repetition of passages of poetry and prose.

Eighth Year.

(a) Reading in class of at least one prose work and a liberal amount of poetry. An historical play of Shakespeare, an historical novel, e.g. The Tale of Two Cities, heroic and narrative poetry, e.g. Marmion, romantic poetry, e.g. The Idylls of the King; any selection from such works as these is appropriate.

(b) Home reading of at least one book a term.

(c) General or detailed analysis of sentences and transformation and combination of sentences.

Occasional parsing, especially with a view to function, classification, and inflection.

(d) Paraphrasing begun: the aim should be first to catch the content and then to express it intelligently.

Essays will, as a rule, take the form of the reproduction of what has been taught in class or read, or of some current topic. It should be possible to insist upon orderliness of arrangement and the avoidance of grammatical errors. The systematic use of the comma.

Exercises in the use of words and the correction of common errors.

(e) Exercises in the study of sounds and in elocution to be continued. Repetition of passages of poetry and prose.

Ninth Year - School Certificate Form.

(a) One work studied in detail. Detail is, of course, relative to the age and development of pupils and should never encumber appreciation of the whole. Reading over of a passage or a scene, as a whole, is as necessary after as before detailed study.

- (b) Two other works for general study. One such work in the case of pupils taking the lower course.
- (c) Not less than four works, one each term, for home reading. A smaller amount in the case of pupils taking the lower course.
- (d) Analysis, general and detailed, transformation and combination of sentences. Occasional exercises in parsing, especially with a view to syntax.
- (e) Paraphrase, varied so as to give exercise in condensation of diffuse passages, culminating occasionally in a bare précis: and exercises in the expansion of crowded and compact passages. Essays with special emphasis on the paragraph and its unity, and on the orderly sequence of paragraphs. Letters of a literary rather than of a business character dealing with some suggestive topic.
- (f) The correct use of marks of punctuation: ability to employ words or phrases appropriately in sentences or phrases. Outline of the history of the vocabulary of the English language.
- (g) Continuation of the study of the sounds of the language and their pronunciation. Repetition of passages of poetry and prose.

Tenth Year - Matriculation Form.

- (a) One work, in English usually a play of Shakespeare, will be studied in such detail as has appreciation rather than scholarship for its object.
- (b) Three other works for general study in class, chosen from a list of six, with the lives of their authors. Two such works in the case of pupils taking the lower course.
- (c) Not less than four other works for home reading. In selecting them it will be advisable to keep in mind examination requirements in literature and history at this stage. A smaller amount in the case of pupils taking the lower course.

- (d) Analysis, combination and transformation of sentences, and general grammatical questions.
- (e) The correction of errors of style and grammar.
- (f) Paraphrase, essay, and letter. The material of the essay should occasionally be acquired by private investigation or reading. Précis writing.
- (g) Word derivation and composition: the meanings and uses of words, including synonyms, illustrated in sentences.
- (h) Metrical forms, figures of speech, and rhetorical devices in prose should receive incidental treatment during the last four years and in the tenth year this should be applied to the works read.
- (i) Occasional exercises in elocution with reference to (a) and (b).

HOME READING PLAN.

as adopted at the Pretoria High School for Girls.

The class is divided into four sections - A, B, C, D - and each section is supplied with one of the books to be read in the term; and the A's are the first to report. At the first lesson the teacher reads or discusses literature with the class. At the second, the A's give an account of their work. At the fourth the B's, at the sixth the C's, and at the eighth the D's. Meanwhile the books are interchanged, so that by the end of the term all four books have been read by the whole class. During alternate lessons there will be further discussion at the discretion of the teacher or further reading and discussion of poetry. There will be no set homework, and the lesson will take the form of free discussion, children being encouraged to give their own views and impressions as much as possible.

Special extracts from the chosen book will be read in class and parts of the story told by the pupils.

Though there is to be no compulsion to learn extra poems by heart, individual pupils may from time to time recite or read aloud a favourite poem or prose extract which pleases

them, and the class discuss these.

Short scenes may be learnt by volunteers and declaimed or acted.

There will be no set homework and no marks, but at the end of the year a prize will be given to the best read child in the form.

REGULATIONS AND COURSES OF INSTRUCTION

for

COUNTRY SCHOOLS1918.APPENDIX 1.

ENGLISH.

Group I (consisting of the Sub-Standards). - Two Years' Course.General Instructions.

The pupils must have regular exercise in hearing and speaking English. The aim will be to familiarize them with the pronunciation of English sounds, to furnish them with a vocabulary natural to the home and school life of a young child, and to accustom them to express themselves in complete sentences.

The lessons will be based upon a syllabus prepared in such detail as will provide for regular introduction of new matter as well as systematic recapitulation of old. The syllabus published in Departmental Circular No. 7ⁱ will serve as a model or may be adopted: ⁱⁱpartly or in its entirety. The course will provide for careful exercise in the points of grammar indicated below, but it must be remembered that the correct forms are to be taught through imitation only. Even the simplest rules of grammar will be avoided; for instance, such a rule as "when it is one, say 'sees,' when there are more than one, say 'see,'" is unsuitable for this group.

In schools with one teacher Group I may receive training in speech to a large extent along with Group II, who take such lessons mainly in connection with their reading. In such schools, therefore, the speech lessons of Group I will be based largely upon the subject-matter and pictures of the books used by Group II. When this is done various kinds of incidental language drill of the types suggested in Appendix III 3a should be adopted.

i Printed in Appendix III.

ii An asterisk denotes matter which will be submitted to the inspector for approval.

Above all, the teacher should take care that the pupil's mouth is properly open when drill in speech is being carried out.

Reading.

Reading will not be taught in schools where the medium in other subjects for all children in the group is Dutch.

Recitation.

Pupils in their second year should memorize not less than thirty-six lines of verse in the year. Pupils in their first year, though attending all the lessons, will memorize some, but not necessarily all verses. Where Groups I and II are in charge of the same teacher, pieces which are new to all the pupils must be selected. In such cases Group I will also attend the recitation lessons of Group II, but need not be required to memorize the selections of that group.

Grammar.

The speech lessons should be arranged so as to bear particularly upon the following points:-

1. Singular and plural of nouns and verbs.
2. Positive, negative, and interrogative forms of verbs.
3. Present and continuous present tense (e.g. Teacher: Stand! Pupil, obeying: I stand up. Now I am standing).
4. The words I, my, we, our, you, your, he, his, she, her, it, its, we, our, us, you, your, they, them, their, this, these, that, those, who, whose, which, what, a, an.
5. Cardinal numerals to thirty (e.g. one, two, thirty).
6. Prepositions; special attention should be paid to those prepositions which are of frequent occurrence in daily life, and which differ in their usage in the two languages. The number to be learnt should at this stage be limited to about ten.

Note. - It is essential to the value of speech lessons that the interest of the pupils should be maintained. Variety should not be sacrificed to an effort to secure a high standard of grammatical accuracy. Though it is required that special attention be paid to the present tenses it is not intended that the natural use of other tenses be avoided.

Sounds.

Particular attention must be paid to the following sounds:-

- a in man (e.g. had, not hed);
 e in get (e.g. head, not had; leg, not lag);
 i in hiss (e.g. nib, not nub; his not hees);

final d, b, g (e.g. had, not hat; nib, not nip; leg, not lek);
the soft s (e.g. eyes, not ice; his, not hiss;
v (e.g. have, not haf).

Group II (consisting of Standards I and II). - Two Years' Course.

General Instructions.

Pupils on joining this group will ordinarily have spent two years in Group I where their English lessons have been entirely oral. They should now be able to read a simple Dutch book without hesitation and without having to resolve the words into their component letters before recognizing them. In presenting matter for their first reading lessons in English the teacher will endeavour to secure that it is already familiar. The children should be able to pronounce a word and know its meaning before they attempt to read it. The meaning should be familiar and the pronunciation should be familiar so that the children have only to concentrate their attention on the written form. The lessons in passing from the written forms of words to their spoken forms will be followed immediately by lessons in the converse direction; the children will be exercised in passing from the spoken forms to the written; they will be practised in transcription, dictation, and writing from memory, as well as in using the words in exercises on the particular points of grammar to which their attention is being directed.

It follows from the above that the pupil who is studying English as a second language must in his third year, the first year in which he studies it as a written language, study a portion¹ of a reading book in great detail. There is no objection to his knowing this part of his book by heart, but in that case he should be able to write it correctly from memory as well as say it. Such memorizing, however, need not be made an end in itself. In addition to the reading matter thus studied in detail, the pupil should make a more cursory acquaintance with a larger quantity. This he will do in connection with the

¹ An asterisk denotes matter which will be submitted to the inspector for approval.

lessons given more particularly for the benefit of those who are spending their second year in the group. The matter dealt with in detail will be selected from infant readers and the matter read more cursorily will be provided partly by infant readers, mainly by supplementary readers. The phonic method is recommended for Dutch-speaking pupils. They have already learnt to read Dutch by means of the phonic method, so that they would continue under the same system. Although all pupils in the group will take the same reading lessons, the supplementary reader being used side by side with and not subsequently to the infant reader, some of the oral lessons will be designed more particularly for first-year pupils and others for those in their second year. The latter will study more¹ selected portions of the infant readers than the former, who, though they attend the same lessons, will not be expected to master such additional matter thoroughly. In the written exercises, on the other hand, it will be possible and necessary to differentiate between pupils in their first year and those in their second year in the group. Not only will a higher degree of accuracy be required of the latter, but they will sometimes be required to work for themselves written exercises which they have just worked orally, while the others merely copy what has been written on the blackboard during the oral lesson.

Reading.

The use of "primers" and reading sheets compiled for children learning to read English as their first language will be unnecessary. The reading will include the detailed study of ¹selected portions of four infant readers and the more cursory but intelligent reading of the remaining portions of these readers and of two or more supplementary readers, which latter will comprise about eighty pages in all. An "infant reader" should be understood to be the type of book published for use immediately before a Standard I reader. The ¹supplementary readers will

¹ An asterisk denotes matter which will be submitted to the inspector for approval.

usually be selected from those published for the use of Standard I or of Standards I and II combined, and will usually be continuous.

Oral Exercises.

These should be based mainly upon the selected portions of the infant readers and should include:-

1. Exercises of the following type: Mother is peeling potatoes. Who is peeling potatoes? What is mother peeling? What is mother doing to the potatoes?

The pupils will be taught to frame such questions as well as answer them.

2. The substitution of nouns for pronouns.
3. The reproduction of the subject-matter in the pupils' own words, with the assistance of questions.
4. Exercises designed to cover the grammar on which the group is concentrating attention.
5. Language drill of the types suggested in 3A and 3B of Appendix III or of such other types as may be found suitable.

Written Exercises.

These will be based upon the selected portions of the infant readers and will include:-

1. Transcription and writing from memory.
2. Dictation. Pupils in their first year will write as a rule prepared passages only. Unprepared passages may, however, sometimes be given to pupils in their second year.
3. Changing passages in the present tense in the singular into passages in the present tense in the plural, and vice versa. Pupils in their first year in the group will do this exercise as a transcription exercise after oral preparation, pupils in their second year will do it independently after oral preparation.
4. Other exercises designed to cover the grammar on which the group is concentrating attention. The procedure will be the same as in the last foregoing exercise.
5. Writing the days, months, and seasons.
6. The use of the full stop, mark of interrogation, sign of possession, and capital letters. All punctuation marks must be reproduced in the transcription exercises.

Recitation.

The group should memorize not less than thirty-six lines of poetry each year.ⁱ Poetry which has been taught in this group in the previous two years is to be avoided. The poetry must be taught orally and not learnt from books. Pupils should be made thoroughly familiar with the piece as a whole before

i An asterisk denotes matter which will be submitted to the inspector for approval.

they are set to memorize it verse by verse. Immediately before they are set to memorize it they should transcribe it. Where Group I and Group II are in charge of the same teacher, Group II will also memorize the verses taught to Group I. In such cases the amount taught specially to Group II may be reduced. Where Group II and Group III are in charge of the same teacher Group II will also attend the recitation lessons of Group III, but need not be required to memorize the selections of that group.

Grammar.

The teaching of grammar should be based mainly and may be based entirely upon the selected portions of the infant readers together with the incidental language drill. Grammar must not be taught as a subject in itself, nor should any attempt be made to base the teaching of language upon grammatical rules. The teaching of language will be based upon exercises in using sentences which are grammatically correct. The written grammar exercises of pupils in their first year will consist entirely, and of those in their second year mainly, of work that has just been done orally. The former pupils will usually merely transcribe the exercise from the blackboard. Grammatical technical terms, etc., are not as a rule to be taught, but such simple rules as can be framed without the use of such terms may be employed. The oral and written exercises should be so arranged as to bear particularly upon the following points:-

1. Oral and Written. - The positive, negative, and interrogative use of the present and continuous present tenses (e.g. Teacher: Stand! Pupil, obeying: I stand. Now I am standing), and of "there is," "there are."
2. Oral. - The past, continuous past, and present perfect tenses (e.g. "I stood," "I was standing," "I have stood").
3. Oral and Written. - Personal, reflexive, and demonstrative pronouns, and possessive adjectives.
4. Oral. - Who, whom, whose, which, what, much, many.
5. Oral and Written. - The cardinal and ordinal numerals, e.g. one, two, twenty; first, second, twentieth.
6. Oral. - The commonest uses of not less than twelve¹

1 An asterisk denotes matter which will be submitted to the inspector for approval.

prepositions, including "with" and "by," e.g. We are bringing out slates with us, not We are bringing our slates with.

7. Oral and Written. - Not less than tenⁱ verbs which double the last consonant, e.g. get, getting.
8. Oral and Written. - Not less than tenⁱ verbs which drop final e, e.g. raise, raising.
9. Oral and Written. - Not less than fiveⁱ verbs which change y to ie, e.g. cry, cries.
10. Oral. - The comparative and superlative forms of not less than tenⁱ regular and fiveⁱ irregular adjectives.

Sounds.

The group should be drilled at least a week in sounds. Use may be made of lists compiled for word building for this purpose. McDougall's "Word Building and Pronunciation, Part I," supplies useful lists.

GROUP III (CONSISTING OF STANDARDS III AND IV). - TWO YEARS' COURSE.

General Instructions.

The difficulty of the reading matter prescribed for the group constitutes a distinct advance on that of the group below. Although the whole group will take the same reading lessons, those who have lately entered it will for some months, at any rate, only be set to read aloud portions which have been selected for detailed study, and should, so far as possible, be made familiar with the contents before being required to read. As in the group below, the reading lesson will be followed by exercises designed to secure thorough mastery of the written forms, but the purely mechanical exercises of transcription, as such, will be discontinued. Many of the exercises set will, however, involve transcription, and absolute accuracy in the transcription portions of such exercises should be looked for. Oral preparation will be a preliminary to all written exercises of newcomers in the group when such exercises involve the grammar, which is in advance of that of the group below. The main differentiation between the work of those who have been a year or more in the group and that of the newcomers should

1. An asterisk denotes matter which will be submitted to the inspector for approval.

be that the written exercises of the former will generally deal with new matter, while the exercises of the latter will be based on matter recently dealt with.

The quantity of matter studied in detail in a single year may be the same for all. In other respects, except as regards the books prescribed, further guidance as to method will be found in the general instructions regarding Group II.

Reading.

The reading will include the detailed study of ¹selected portions of two Standard II readers, and the reading of the remaining portions of these readers and of two or more

supplementary readers, which latter will comprise about one hundred and twenty pages, and will usually be selected from continuous readers published for the use of Standard III or of Standards III and IV combined. Portions of the reading matter may be merely read silently and may form the basis of exercises in oral reproduction of the subject-matter. A summarized record of passages thus treated will be required for the information of the inspector.

Oral Exercises.

These should be based largely upon the selected portions of the Standard II readers, and should include:-

1. Exercise No. 1 prescribed for Group II, but including enlargements of the predicate.
2. The connected reproduction of the substance of portions of the reader read aloud or silently, with the assistance of skeletons prepared on the black-board or by the pupil. In schools where Groups II and III are taken by the same teacher the reproduction of stories read silently in the infant readers will be included.
3. Exercises designed to cover the grammar on which the group is concentrating attention.
4. Language drill of the types suggested in Appendix III 3c, d, e, 4c, or of such other types as may be found suitable.
5. Exercises in dividing sentences into subject and predicate. The predicate will be understood to include everything that is said about the subject. The subject will be understood to include all its enlargements.
6. Exercises in enlarging the subject or words in the subject with adjectives, adjectival clauses, phrases, or appositional words and in enlarging the predicate or particular words in the predicate with adjectives,

¹ An asterisk denotes matter which will be submitted to the inspector for approval.

adverbs, adjectival clauses, and adverbial clauses of place, time, and manner, and with phrases. Technical terms should be avoided as far as is consistent with accuracy and economy of teaching method.

7. Exercises in supplying synonyms for and opposites of words occurring in the readers.

Written Exercises.

These should be based largely upon the selected portions of the Standard II readers, and should include:-

1. Dictation generally selected from passages specially prepared.
2. Rendering positive sentences as negative or interrogative sentences, and vice versa.
3. Rendering sentences in the present tense as sentences in the past or future tense, and vice versa.
4. Other exercises designed to cover the grammar upon which the group is concentrating attention.
5. The addresses, beginnings, and endings of friendly and business letters.
6. A one-paragraph friendly or business letter, e.g. a letter to a storekeeper returning a spade sent on approval.
7. Written answers to written questions. The questions should be so arranged that the answers when read as a whole form a logically arranged description of an event or scene.

Recitation.

The group should memorize not less than thirty lines of poetryⁱ and twenty lines of proseⁱ each year. Selections which are new to all the pupils should be chosen. Where Groups II and III are in charge of the same teacher, Group III will also memorize the selections of Group II in addition to their own selections, which may be proportionately reduced. The pieces should be made thoroughly familiar as wholes by means of oral lessons, and afterwards by means of reading and transcription lessons, before being memorized piecemeal.

Grammar.

The teaching of grammar should be based mainly, and may be based entirely, upon the portions of Standard II readers selected for special study.

The teaching of language will continue to be based upon exercise in using sentences which are grammatically correct,

ⁱ An asterisk denotes matter which will be submitted to the inspector for approval.

but the use of the simpler technical terms may now be sparingly introduced. Grammatical points should always be thoroughly dealt with orally in connection with the context in the reader before they are dealt with apart from the context. For instance, lists of the principal parts of verbs should not be used during the first six months of any year.

The oral and written exercises should be arranged so as to bear particularly upon the following points:-

1. Oral and Written. - The positive, negative, and interrogative use of the past, continuous past, present perfect, and future tenses.
2. Oral. - The positive, negative, and interrogative use of the remaining tenses.
3. Oral and Written. - Pronouns as in Groups I and II.
4. Oral and Written. - The commoner uses of not less than twelve prepositions¹ particularly in connection with verbs and adjectives, including "afraid of a lion," not "afraid for a lion"; "throw something at something," not "throw something with something."
5. Oral and Written. - The principal parts of not less than thirty¹ weak verbs of which the spelling is difficult, e.g. "I spend, I do not spend, I am spending, I shall spend, I spent, I did not spend, I was spending, I have spent."
6. Oral and Written. - The principal parts of not less than thirty¹ strong verbs, e.g. "I sing, I do not sing, I am singing, I shall sing, I sang, I did not sing, I was singing, I have sung."
7. The use of the comma and inverted commas.

GROUP IV (CONSISTING OF STANDARDS V AND VI).

General Instructions.

The detailed study of selected portions of comparatively easy reading matter is again prescribed for this group, as it was for the two groups below. The main object there was to secure by constant repetition and by a variety of exercises the grammatical use of the verb and of the nouns and pronouns more immediately connected with it. By these means the pupils' instinct for language should have been so far developed that they now feel instinctively that, for instance, a plural subject requires a plural verb, or that a past participle after "did" is impossible. In this group, though such concords will

1 An asterisk denotes matter which will be submitted to the inspector for approval.

be constantly receiving incidental notice, the tendency will be to focus attention upon other essentials of idiomatic expression. The detailed study of the selected portions will consist largely in the examination of words, phrases, and idioms in their comparison with cognate words, phrases, and idioms, and in exercises in using them in the pupils' own compositions. The necessity for training pupils to arrange their thoughts and to express them in a sensible sequence will now become one of the first considerations in the composition lessons.

Reading.

The reading will comprise the detailed study of ⁱselected portions of two Standard IV readers and the reading of the remaining portions of these readers and of two or more ⁱsupplementary readers, which latter will comprise about 200 pages. Some portions will be read silently, and form the subject of oral or easy written exercises. A record of passages thus treated should be kept for the information of the inspector. The supplementary readers will usually be selected from those published for the use of Standard V or of Standards V and VI combined. They may, if the inspector approves, take the form of historical and geographical readers.

Oral Exercises.

These should be based largely upon the selected portions of the Standard IV readers, and should include:

1. Exercises in the use of the interrogative forms of sentences.
2. The rendering of short passages of direct speech as passages of indirect speech, and vice versa.
3. The orderly and connected reproduction of the substance of a passage read aloud or silently, and of the substance of history, geography, or nature study lessons. Such reproduction will be given as far as possible without interruption and without the assistance of questions. The pupils should, however, have the assistance of a skeleton prepared on the blackboard or prepared by themselves on paper.
4. The substitution of single words or phrases for clauses and vice versa.
5. Other exercises designated to cover the grammar upon which the group is concentrating attention.

6. Language drill of the types indicated in Appendix III 5d, or of such other types as may be found suitable.

Written Exercises.

These should be based largely upon the selected portions of the Standard IV readers, and should include:

1. Dictation, prepared and unprepared.
2. Rendering a complicated statement as a series of simple statements.
3. Combining two or more simple statements into a complicated statement.
4. Exercises of the type of the last foregoing especially adapted to exercise in the use of
 - (a) the cases of the relative pronouns;
 - (b) that, where, when, introducing adjectival clauses;
 - (c) noun clauses as subject and as object;
 - (d) where, when, introducing adverbial clauses.
5. Other exercises designed to cover the grammar upon which the group is concentrating attention.
6. The summarizing in the form of notes of the contents of a passage read aloud or silently.
7. Business and friendly letters.
8. Description of an event or scene.
9. Narration of a story. Note. - Composition on subjects of an abstract nature will not be attempted.
10. The use of the paragraph.
11. The use of marginal headings.

Recitation.

The group should memorize each year not less than fifty lines of poetry¹ and twenty lines of prose¹ selected from the works of suitable classic authors. The pupils should be made thoroughly familiar with each poem as a whole before they begin to learn it piecemeal.

Grammar.

The portions of the readers selected for special study will form the main basis of the lessons in grammar. Though technical expressions may now be introduced freely, the study of grammar must not be taken up as an end in itself, but as a help to accurate and effective expression. The oral and written exercises should be arranged so as to bear particularly upon the following points:-

1 An asterisk denotes matter which will be submitted to the inspector for approval.

1. The definite tenses as compared with the continuous.
2. The positive, negative, and interrogative use of will, shall, want to, would, should, must, had to, ought, ought to have.
3. The conjugation of the verb. All the tenses of the indicative moodⁱ and the imperative mood of the verb.
4. The use of as, when, if.
5. The use of so as and similar combinations.
6. The uses of not less than twelveⁱ prepositions, more particularly in connection with adjectives or verbs, e.g. Travel with my father, not Travel with a train; Afraid for the child's life, not Afraid for a lion.
7. Not less than fiftyⁱ strong verbs or others which form their parts in an irregular way.
8. The use of not less than twenty difficult though common nouns.

Note. - The following are typical:-

Damage, damages, expense, expenses, scenery.

These will not necessarily be shown on the syllabus, but a summarized record should be kept for the information of the inspector.

9. Punctuation.

i An asterisk denotes matter which will be submitted to the inspector for approval.

THE T.E.D.

REGULATIONS

GOVERNING PRIMARY SCHOOLS

for

WHITE CHILDREN

(Town Schools)

including

THE CODE OR COURSES OF INSTRUCTION TO BE FOLLOWED THEREIN,
TOGETHER WITH INSTRUCTIONS AND SUGGESTIONS WITH REGARD TO THE
COURSES FOR INTERMEDIATE SCHOOLS.

1923.

ENGLISH

(1) Broadly speaking, the home language is the only medium of instruction up to and including the fourth standard. It used to be the case that in schools where Afrikaans was the first and main medium, English as a second and subsidiary medium was gradually introduced. This practice, which under the law depends on the choice of the parent, has survived in a minority of schools only, and the number is decreasing year by year. The pupils in primary schools will soon fall into two mutually exclusive classes, viz., those being educated through English only and those through Afrikaans only. This is very generally true also of schools where there are parallel classes. The pupils use and hear one medium only. While there is a very great deal to be said for this from the point of view of pedagogy, one inevitable result is that the second language, whether English or Afrikaans, is learnt as a foreign language. It is heard and spoken in the language lessons only. This always was the case in the English-medium schools. In the schools which now use the Afrikaans medium solely, English used to be a subsidiary medium. The result was that, while English pupils, generally speaking, never had a working acquaintance with Dutch, Dutch pupils did acquire a certain command over English. Unless a strenuous and continued effort is made, both will be

on the same level, i.e. neither will be bilingual in any real sense.

As was pointed out in the introductory note, the aim must be kept within modest limits. Though familiarity over a narrow area - that of ordinary intercourse - is practicable, a more ambitious aim is not. Even the narrow area must be worked over again and again; and if this is to be done, more time must be made available for the second language. It will be well, too, if in all primary schools a teacher, well qualified for the task, can be made responsible for the second language. This does not mean that class-teachers should not take their own pupils in the second language. On the contrary, they should do so whenever they are qualified. But one teacher should be specially charged with responsibility for the organization and supervision of the teaching.

It is idle to discuss in any abstract way the pros and cons of a second language at the primary stage. We have to live and work together, and it is the key to social and economic intercourse out of which alone national solidarity can emerge. At the same time, every effort must be made to keep the two languages pure. It is common knowledge that the danger is a real one and that each language is constantly being debased by words and constructions taken over from the other. On the other hand, it is doubtful whether a real effort has been made by the schools as a whole to face and surmount this difficulty. Without it we shall go from bad to worse; with it there is no reason in the nature of things why, at any rate, a certain measure of bilingualism should not be reached, while at the same time each native language is spoken and written with purity and exactness.

(2) In schools where Afrikaans is the home-language and therefore the first medium, but where English is gradually introduced as a second medium in accordance with the wishes of the parents, the following instructions are given for general guidance:-

(a) Sub-standards.

The pupils should gradually be made familiar with English sounds by means of words of command in connection with object lessons, and in such other incidental ways as the teacher may find useful. He must be content to introduce the sounds through simple words, phrases, and sentences; he should not burden the pupil with written or printed words.

Time: Half an hour a day.

(b) Standard I.

- (i) In connection with object-lessons, children should continue to acquire a vocabulary of common English terms and must be exercised in the construction of simple English sentences.
- (ii) Reading and recitation in English may be begun.
- (iii) If arithmetic is one of the subjects taken through the medium of English in standards above the fourth, the ground may be broken at this stage by occasionally giving questions in mental arithmetic in English.

Time: One hour a day.

(c) Standards II and III.

Exercises in reading, dictation, mental arithmetic, recitation, and object-lessons may be conducted in English as well as Afrikaans.

Time: One hour and a half to two hours a day.

(d) Standard IV.

In this standard the English medium may be used during about one-half of the school time, while Afrikaans should be used during the other half.

This may be done by taking lessons in subjects which it is proposed to take in English above Standard IV; for example, arithmetic and geography alternatively in English and Afrikaans. The English language lessons in reading, recitation, dictation, and composition will, of course, be continued in the English medium.

In Standard V and above, the parent may choose that English or Afrikaans or both may be the medium of instruction. In the last case the local education authority decides which

subjects are to be taught in English and which in Afrikaans, subject to the approval of the Department.

ENGLISH.

Sub-Standards.

- (a) Oral construction of simple sentences, especially in connection with object-lessons; observation and expression are complementary and must proceed together.
- (b) Collective and individual repetition of a few suitable verses learnt through the medium of the ear.
- (c) First steps in reading. The order in teaching should be recognition of (i) an object; (ii) its name; (iii) the sound-values of letters as far as possible; and (iv) the names of letters.

With regard to (iii), the teacher will, of course, remember that many English words cannot be taught by means of the phonetic method, and will make use of other devices.

The blackboard should be used at first in teaching reading. Only gradually should the reading-sheet and reading-book be introduced.

- (d) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and suitable exercises in word-building.

Standard I.

- (a) Clear, intelligent, and natural reading of suitable passages.
- (b) Oral description of object or picture. Statement to become gradually more continuous, connected, and orderly.
- (c) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and writing from dictation of passages from the reading-book. Occasional writing from dictation of unprepared passages of less difficulty.
- (d) Clear and, so far as is natural, appreciative repetition of short passages of poetry suitable to the stage of mental development of the pupils.

Standard II.

- (a) Clear, intelligent, and natural reading of suitable passages.

As soon as possible the pupils should be left, from time to time, to read independently, the teacher taking care that they understand, broadly at least, the passages thus silently read.

- (b) Oral description to be continued; the memory as well as the senses to supply the content; the habit of comparison to be developed in connection with the exercises. Writing of complete sentences in answer to oral questions on the subject described.

Oral reproduction of the substance of a short passage read by the teacher.

- (c) Transcription and writing from dictation of suitable passages, prepared and unprepared. The use of the full stop, sign of interrogation, and sign of exclamation.

- (d) Clear and, so far as is natural, appreciative repetition of prose or poetry suitable to the stage of mental development of the pupils.

Standard III.

- (a) Clear, intelligent, and natural reading of suitable passages from at least two readers. Independent reading to be continued.

- (b) Oral description of a scene, or oral narration of an event or story. Oral and written reproduction of the substance of a short passage in the form of answers to a series of questions on the subject-matter.

Writing sentences in answer to written or printed questions.

Use of simple connectives as an introduction to continuous narrative.

- (c) Writing from dictation as in Standard II, but of more difficult passages from the reading-book. The use of the comma, quotation sign, and the sign of possession.

(d) Clear and, so far as is natural, appreciative repetition of prose or poetry suitable to the stage of mental development of the pupils.

Standard IV.

(a) Clear, intelligent, and natural reading of suitable passages from at least two readers. Independent reading to be continued.

(b) The analysis of the simple sentence into subject and predicate and their simple sub-divisions. The names and functions of the parts of speech. (Parsing will not be required.)

(c) Oral and written description of a scene, or oral and written narration of an event or story. Oral and written reproduction of the substance of a short passage. Writing of a simple letter.

Transformation of a complicated statement to a series of simple statements.

(d) Writing from dictation: further precision in punctuation. Simple word-building.

(e) Clear and, so far as is natural, appreciative repetition of a passage or passages of prose or poetry from a suitable standard author.

Standard V.

(a) Clear, intelligent, and appreciative reading of prose passages from two suitable readers. Similar reading of passages of poetry.

Reading after perusal of similar passages from an unprepared work. The habit of independent reading should be further developed.

(b) Further exercises in the analysis of simple and easy complex sentences, with such inflections and relations of the parts of speech as are helpful to accurate and effective expression, oral or written. Full conjugation of the verb.

(c) Rendering a written account by direct description or by letter of what the pupil has read, has heard read, or has experienced. Various ordinary forms of correspondence.

(d) Occasional exercises in dictation as in previous standards, but of more difficult passages. The growth of words from the parent stem by the addition of prefixes and suffixes and by other modifications.

(e) Clear and, so far as is natural, appreciative repetition of a passage or passages from a suitable standard author.

Standard VI.

(a) Reading in class of not less than two books, one of them being, if possible, a continuous prose work.

Reading of selected poems. Poems of action, as well as narrative and descriptive poems, are appropriate.

(b) Home reading of not less than three books in the year.

(c) Analysis and combination of simple and complex sentences. Names and functions of phrases and clauses.

The parts of speech, with special attention to functions, kinds, and inflections.

(d) Full and orderly written accounts by letter or otherwise of the pupil's experiences, thoughts, or imaginings. Simple correspondence on business matters.

(e) Occasional dictation. Continuation of word-building.

(f) Repetition of not less than 100 lines in the home language and 50 lines in the second language from selected passages of prose or poetry or both. Special attention to be given to purity of speech.

T.E.D. Regulations With Regard to Primary Schools for White
Children and Suggested Courses of In-
struction. 1929.

ENGLISH AS SECOND LANGUAGE IN SCHOOLS OF MORE THAN THREE
TEACHERS.

Sub-Standards.

(a) Oral.

1. On no account should the pupil be burdened with the written or printed word at this stage.
2. Conversation should be based upon actions in order of natural sequence, and upon actual observations.
3. The verb should be the foundation upon which the sentence is gradually built up. The present tense only is to be used at this stage. (Both forms of the present tense to receive careful attention, the progressive form to be considered first.)
4. When pupils are allowed to speak in chorus the class may be divided into sections.
5. Conversation lessons should be introduced, based on pictures illustrating the reading matter which is to be introduced in Standard I.

(b) Collective and individual repetition of a few suitable verses learnt through the medium of the ear.

Standard 1.

(a) Oral.

1. Continuation of the work prescribed for the sub-standards.
2. Conversation based on actions represented either by pictures, or, preferably, by blackboard drawings and made more interesting by simple stories told by the teacher to ensure connected thought.
3. Conversation on any topic coming within the range of the child's experience. Imitation of social life (e.g., playing at shop, tea-party, etc.)
4. An interesting story to be read or related by the teacher, say, once a week, for the purpose of developing the power of listening intelligently and of acquiring the meaning of the words from the context. (It is to be understood that the reproduction of the story is not required in this phase of the work.)
5. The past and future tenses to be introduced.
6. Practice in the use of the interrogative and negative forms.
7. Exercises designed to give practice in the use of prepositions occurring in every-day speech.

(b) Clear and, so far as is natural, appreciative repetition

.....

of short passages of poetry suitable to the stage of mental development of the pupils.

(c) The blackboard should be used at first in teaching reading. Only gradually should the reading book be introduced. After the elements have been mastered the reading will include suitable passages from one or more Infant Readers. The use of "primers" and reading sheets compiled for children learning to read English as their first language will be unnecessary. Use of the full-stop, and sign of interrogation.

- (d) 1. Extension of the vocabulary,
2. Word building.
3. Transcription from the reading book.

Standard II.

(a) Oral.

Continuation of the work prescribed for Standard I., but in a more advanced form.

- (b) Clear and, so far as is natural, appreciative repetition of short passages of poetry suitable to the stage of mental development of the pupils.
- (c) Clear, intelligent, and natural reading of passages from at least two suitable books.
- (d) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and exercises in free composition. Writing from dictation occasionally as a test. Word building.
- (e) Use of full-stop, sign of interrogation, and sign of exclamation.

Standard III.

(a) Oral.

1. Continuation of previous work in a more extended form, but at this stage the child's imagination should be developed.
2. Conversations based upon descriptions of actions. These descriptions will usually be taken from the reading lessons, but may also be introduced from other sources.
3. Fluency in the use of simple expressions to be achieved by familiarising the pupils with basic sentence forms (standard phrases or expressions) taken from the reading lessons or from other sources.
4. Reproduction of a story read or related by the teacher. Dramatisation of suitable stories and incidents.
5. Further practice in the use of the positive, negative, and interrogative forms of the different tenses. (Special attention to be drawn to the past tenses in English and Afrikaans.)

6. Particular attention to be paid to the order of words.
7. Further practice in the correct use of prepositions. Practice in the use of adverbs.
8. Conversation in connection with experiences arising in every-day life, e.g. shopping, buying a railway ticket, going to school in the early morning, etc.

(b) Clear and, so far as is natural, appreciative repetition of prose or poetry suitable to the stage of mental development of the pupils.

(c) Clear, intelligent, and natural reading of passages from at least two suitable books.

(d) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of exercises in free composition. Occasional writing from dictation as a test. Word building. Use of full-stop, comma, sign of interrogation, and sign of exclamation.

(e) Written. Writing of complete sentences in answer to oral questions.

Standard IV.

(a) Oral.

Continuation of the work prescribed for Standard III, but in a more advanced form.

(b) Clear and, so far as is natural, appreciative repetition of prose or poetry suitable to the stage of mental development of the pupils.

(c) Clear, intelligent, and natural reading of passages from at least two suitable books. Independent reading.

(d) The vocabulary to be fixed and extended and the correct spelling of words to be taught. Writing from dictation occasionally as a test. Word-building.

(e) Written. Writing sentences in answer to written or printed questions. Use of simple connectives. The use of the comma, quotation sign, and the sign of possession.

Standard V.

(a) Oral.

1. Descriptions of personal experiences and of scenes witnessed, e.g., a journey, a picnic, a shooting party, games, etc.

2. Further practice in the use of the positive, negative, and interrogative forms. (Special attention is to be paid to the differences between the past indefinite, the past imperfect, and the various forms of the perfect tenses.)

3. Reproduction of the subject-matter read by the pupils. This affords an opportunity for taking advantage of "silent reading" periods.

4. Conversations on topical affairs from time to

time on matter to be taken from newspapers (foreign news, market reports, advertisements, etc.). Also conversations on matter which has been dealt with during instruction in other subjects.

5. Special exercises to emphasise the importance of the order of words and idiomatic forms.
6. Class debates and other exercises in original oral composition.
- (b) Clear and, so far as is natural, appreciative repetition of a passage or passages of prose or poetry from suitable standard authors.
- (c) Clear, intelligent, and natural reading of passages from at least two suitable books. Independent reading.
- (d) Vocabulary to be extended. Writing from dictation as a test. Word building.
- (e) The analysis of the simple sentence into subject and predicate and their simple sub-divisions. The functions of the noun, pronoun, verb, adjective, and adverb in a sentence.
- (f) Written. Description of a scene, or narration of an event or story. Reproduction of the substance of a short passage. Writing of a simple letter. Further precision in punctuation.

Standard VI.

- (a) Oral.
Continuation of the work prescribed for Standard V, but in a more advanced form.
- (b) Clear and, so far as is natural, appreciative repetition of a passage or passages of prose and poetry from suitable standard authors.
- (c) Clear, intelligent, and appreciative reading of prose passages from two suitable books. Similar reading of passages of poetry. Independent reading.
- (d) The vocabulary to be extended. Occasional exercises in dictation as in previous standards but of more difficult passages. The growth of words from the parent stem by the addition of prefixes and suffixes and by other modifications.
- (e) Easy exercises in synthesis and analysis of sentences (simple and complex). Combining two or more simple statements into one sentence. It is important that synthesis should precede analysis.
The functions of all the parts of speech in a sentence. Correct uses of the principal tenses of the verb, special attention being paid to the perfect and pluperfect, active and passive.
- (f) Written. Rendering a written account by direct description or by letter of what the pupil has read, has heard read, or has experienced.
Various ordinary forms of correspondence.

SUGGESTED SYLLABUSES

for

GRADES- STANDARD VIII1948.

ENGLISH (SECOND LANGUAGE).APPENDIX III.The Main Tenses.

Present continuous I am working.

Present indefinite I work.

Present perfect I have worked.

Past continuous I was working.

Past indefinite I worked.

Past perfect I had worked.

Future continuous I shall be working.

Future indefinite I shall work.

I am working (to-morrow).

I am going to work.

Future perfect I shall have worked.

SEQUENCE OF TENSES: The following appear in the Syllabus.Std. I.

Present indefinite with present continuous.

I brush my teeth every day, but I am not brushing them now.

Std. II.

(a) Past indefinite with present continuous.

It rained all day yesterday and it is still raining.

(b) Present indefinite with past indefinite.

I usually go to the bioscope on Saturdays, but I did not go last Saturday /but this week I went on Wednesday.

Std. III.

(a) Present continuous with future indefinite.

I am washing my dress now and I shall iron it to-morrow.

(b) Past indefinite with future indefinite.

We had geography yesterday and we will have history to-morrow.

- (c) Present indefinite with future indefinite.

We usually play tennis on Saturdays, but we shall not play this week/ are not playing this week.

Std. IV.

- (a) Present continuous with present perfect.

He is dirtying the floor which I have just cleaned.

- (b) Future indefinite with present continuous and present perfect.

I am going to mend the tap. I am mending it. I have mended it .

- (c) Present perfect with present indefinite.

After he has washed his hands, he milks the cow.

- (d) Present perfect with future indefinite.

After she has laid the table, she will ring the bell.

Std. V.

- (a) Past indefinite with past perfect.

He rode on after he had repaired the puncture.

- (b) Past continuous with past indefinite.

As he was coming down the hill, his brakes failed.

- (c) Present perfect with past indefinite.

I have never forgotten what you told me two years ago.

GRADE I.

Conversation.

- (a) Controlled. - The following patterns:-

- (i) Those using "is ", "are", "am" (verb "to be").
- (ii) Those used in the present continuous tense, including the negative.
- (iii) Those used in commands positive and negative.
- (iv) "I have".
- (v) "I like" together with the negative. In regard to "I have" and "I like" first person singular, present tense only.
- (vi) Those used with the auxiliary verb "can", together with the negative and emphatic.

437:
Vocabulary.

Words relating to parts of the body, personal property, the classroom, school, play-ground, home; food and animals.

All controlled conversation should begin with sound drill.

N.B. - See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and throughout she should encourage her pupils to join in.

Recitation and Dramatisation.

Jingles, Nursery Rhymes (spoken and sung), Number Rhymes, Finger Plays, Skipping and Ball Rhymes, Counting-out Games, Verses with refrains, Action songs, other songs.

Neither written work nor reading should be done in Grade I.

GRADE II.

Conversation.

(a) Controlled. - The following patterns:-

- (i) Revision of patterns taught in Grade I.
- (ii) Negative forms of (i) in Grade I.
- (iii) Those used in the present continuous tense including emphatic and interrogatives.
- (iv) Those used in the present indefinite, positive statement first person singular only.
- (v) Those used with "have" and "like"; all persons present tense together with the following interrogatives: who? what? do you?

Vocabulary.

Extend the vocabulary in regard to parts of the body, personal property, the classroom, school, playground, food, fruit, animals, colours.

All controlled conversation should begin with sound drill.

N.B. - See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and throughout she should encourage her pupils to join in.

Recitation and Dramatisation.

Jingles, Nursery Rhymes (spoken and sung), Number Rhymes, Finger Plays, Skipping and Ball Rhymes, Counting-out Games, Verses with refrains, Action songs, other songs.

Neither written work nor reading should be done in Grade II.

STANDARD I.Conversation.

(a) Controlled. - The following patterns:-

- (i) Those used with "is", "am", "are" - negative, interrogative and emphatic.
- (ii) Those used in the present continuous - revision of positive, negative, interrogative and emphatic.
- (iii) Those used in the present indefinite - statement with other time words and time phrases; positive, negative, interrogative and emphatic.
- (iv) Those used in commands, including "must".
- (v) Those used with "can", with extended vocabulary.

The main patterns in Standard I are those used in teaching the present indefinite.

Most of the time must be devoted to them.

Sequence of Tenses: present indefinite with present continuous.

Vocabulary.

Extend the vocabulary in regard to garden, vegetables, flowers, farming, crops, domestic animals, pets, town life, toys, vehicles, days of the week.

All controlled conversation should begin with sound drill.

N.B. - See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and throughout she should encourage her pupils to join in. She should make use of the material used for controlled conversation, adapting it for this purpose.

Recitation and Dramatisation.

Jingles, Nursery Rhymes (spoken and sung), Number Rhymes, Finger Plays, Skipping and Ball Rhymes, Counting-out Games, Verses with refrains, Action songs, other songs.

Reading.

Reading is to be introduced in this standard. The method should be global, i.e. a combination of the sentence, look-and-say and phonic methods.

- (i) Start with the sentence method.
- (ii) When the pupil can recognise a sufficient number of sentences, ~~apply~~ the look-and-say method.
- (iii) When the pupil is able to read a sufficient number of words, he is ripe for word analysis (phonic stage.)
- (iv) From this stage onwards the method is completely global, but the emphasis throughout must be on the sentence and look-and-say approaches.

Written.

Material for written work will be drawn from reading and controlled conversation lessons.

- (i) Transcribing the flashcards.
- (ii) Completing easy sentences.
- (iii) Writing some of the sentences which have been memorised from the flashcards. This should not be attempted before the third term.
- (iv) Spelling. - Words the pupil is likely to use in his written work. Use of vocabulary box.
- (v) Punctuation. - Capitals, full-stop.

N.B. - There should be a short flashcard period every day.

STANDARD II.Conversation.

- (a) Controlled. - The following patterns:-
 - (i) Revision of the patterns taught in Standard I.
 - (ii) Those used with "is", "am", "are", as they are used in tables of weights and measures.
 - (iii) Those used with "was", "were", positive, negative and interrogative.
 - (iv) Those used in the present (indefinite) "how to".

- (v) Those used in the past indefinite with suitable time-words and time-phrases; positive, negative, interrogative and emphatic.

The main patterns in Standard II are those used in teaching the past indefinite. Most of the time must be devoted to them.

Simple dialogues may now be introduced. They should be regarded as applications of, and not as a first approach to controlled conversation.

Sequence of Tenses. - Revise Standard I. Past Indefinite with present indefinite. Past indefinite with present continuous.

Vocabulary.

Extend the vocabulary of Standard I. Plurals, weights and measures.

All controlled conversation should begin with sound drill.

N.B. - See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and throughout she should encourage her pupils to join in. She should make use of the material used for controlled conversation. She should give her pupils the opportunity of describing their own experiences.

Recitation and Dramatisation.

Supplement the work for the Grades and Standard I with other verses with strong rhythms.

Stories in verse. - Poems of the seasons, flowers, gardens, birds and animals, fairies, the sea, etc.

Reading.

Improvement of basic reading skills, e.g. oral reading with correct phrasing and intonation; improvement of silent reading speeds. Comprehension tests. Use of supplementary readers. A record of the pupil's progress should be kept.

Written.

Material for written work will be drawn from reading and controlled conversation lessons.

- (i) Transcribing words, sentences or questions from the flashcards.
 - (ii) Completing easy sentences.
 - (iii) Writing from memory some of the sentences which have been flashed.
 - (iv) Writing from memory any of the sentences which have been flashed.
 - (v) Spelling. - Words the pupil is likely to use in his written work. Use of vocabulary box.
 - (vi) Punctuation. - Full-stop, question mark, capitals.
- N.B. - There should be a short flashcard period every day.

STANDARD III.Conversation.

- (a) Controlled. - The following patterns:-
 - (i) Revision of the following patterns: "is", "am", "are", present indefinite; present indefinite: "how to"; past indefinite.
 - (ii) Those used with "shall be"/"will be", with suitable time-words and time-phrases.
 - (iii) Those used in the future indefinite, with suitable time-words and time-phrases; positive, emphatic (first person only); interrogatives.
 - (iv) Those used in the future indefinite: - "We are going to play/We are playing" with time-words and time-phrases.
 - (v) Those used in commands, including the negative "mustn't".
 - (vi) Those used with "must be".
 - (vii) Those used with "may".
 - (viii) Those used with "want to".

Simple dialogues. They should be regarded as applications of, and not as a first approach to controlled conversation.

The main patterns in Standard III are those used in teaching the future indefinite. Most of the time must be devoted to them.

Sequence of tenses. - Revise Standard II. Future indefinite with past indefinite. Future indefinite with present indefinite. Future indefinite with present continuous.

Vocabulary.

Hygiene, Safety First, Etiquette, Geography, Nature Study, Art and Crafts.

All controlled conversation should begin with sound drill.

N.B.-See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and throughout she should encourage her pupils to join in. She should make use of the material used for controlled conversation. She should give her pupils the opportunity of describing their own experiences.

Recitation and Dramatisation.

Supplement the work for the Grades and Standard I with other verses with strong rhythms.

Stories in verse.

Poems of the seasons, flowers, gardens, birds and animals, fairies, the sea, etc. are appreciated by children of this age.

Avoid poems that have too pointed a moral or are unduly serious.

Reading.

Improvement of basic reading skills, e.g. oral reading with correct phrasing and intonation, improvement of silent reading speeds. Comprehension tests. Wider use of supplementary readers. Use of dramatic readers. A record of the pupil's progress should be kept.

Written.

Material for written work will be drawn from reading and controlled conversation lessons.

- (i) Completing of easy sentences.
- (ii) Writing from memory some of the sentences which have been flashed.
- (iii) Writing from memory any of the sentences of a controlled conversation lesson.
- (iv) Conversion of statement to interrogative form after the latter has been mastered orally.
- (v) Writing a paragraph.
- (vi) Spelling. - Words the pupil is likely to use or need in his written work. Use of vocabulary box.
- (vii) Punctuation. - Full-stop, question mark, exclamation mark, capitals.

N.B. - There should be a short flashcard period every day.

STANDARD IV.

Conversation.

- (a) Controlled. - The following patterns:-
 - (i) Revision: "is", "am", "are"; "will be"; future indefinite; commands with responses: "I will", "I won't".
 - (ii) Those used in mixed tense drills (present, past and future indefinite).
 - (iii) Those used in the present continuous with the present perfect.
 - (iv) Those used in the future indefinite in conjunction with the present continuous and present perfect.
- N.B. - (iii) and (iv) are to take the form of simple sentences.
- (v) Those used in the present perfect with the present indefinite (complex sentences).
 - (vi) Those used in the present perfect with the future indefinite.
 - (vii) Those used in the present perfect passive.
 - (viii) Those used with "have to".
 - (ix) Those used with "should".
 - (x) Those used with "ought to".
 - (xi) Those used with "going to be".

- (xii) Those used in indirect speech, primary sequence only.
- (xiii) Those used in indirect question, primary sequence only.
- (xiv) Those used with conjunctions - after, before, when, if, because, but.

N.B. - The main patterns in Standard IV are those used in teaching the present perfect. Most of the time should be devoted to them.

Complex sentences are taught for the first time in this Standard.

Dialogues may be used as applications of, but not as a first approach to the controlled conversation.

Sequence of Tenses. - Revise Standard III. See (a) (ii), (iii), (iv), (v), (vi) above.

In Standard IV the sequence of tenses may also be taught by means of a passage. The following is an example of the Primary sequence:-

Dr. Green is our local doctor. Every day he drives down town, parks his car and goes up to the hospital. After he has washed his hands, he visits his patients. To-morrow morning he will be at the hospital again.

Vocabulary.

Safety First, Hygiene, Etiquette, Geography, Nature Study, Art and Crafts, trades and occupations. Plurals, gender.

All controlled conversation should begin with sound drill.

N.B. - See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and should encourage the pupils to join in. The material used for controlled conversation may be employed for this purpose. Some attempt, however, should be made to find material outside the immediate family and home environment. Extempore dialogue. Occupations and trades may be cited as typical examples. Every opportunity should be given the

pupil of describing his experiences and observations. The treatment of this work should be as realistic as possible.

Recitation and Dramatisation.

A great variety of poems, including easy ballads or lyrics, narrative verse and simple prose extracts. Pupils' anthologies. Choral speech.

Reading.

Oral reading with correct phrasing and intonation. Improvement of silent reading speeds. Comprehension tests. Extensive use of supplementary readers. Use of dramatic readers.

Written.

Material for written work will be drawn from reading and controlled conversation lessons.

- (i) Completing sentences.
 - (ii) Writing from memory some of the sentences of the controlled conversations.
 - (iii) Converting statement to interrogative after the latter has been mastered orally.
 - (iv) Forming complex sentences.
 - (v) Writing a connected passage.
 - (vi) Writing a connected passage containing a few complex sentences. (Primary sequence of tenses).
 - (vii) Writing a connected passage containing two or three paragraphs.
 - (viii) Notes to friends.
 - (ix) Spelling. - Words the pupil is likely to use in his written work. Use of vocabulary box.
 - (x) Punctuation. - Full-stop, question mark, exclamation mark, capitals, the apostrophe.
- N.B. - (a) Indirect speech is not to be given as a written exercise.
- (b) Flashcards should still be used.

STANDARD V.Conversation.

(a) Controlled. - The following patterns:-

- (i) Revision: "is", "are", "was", "were", "shall be", "will be", present continuous, present indefinite; past indefinite; future indefinite; present perfect; indirect speech; indirect question.
- (ii) Those used in the past continuous.
- (iii) Those used in the past perfect (simple sentences).
- (iv) Those used in the past perfect (complex sentences).
- (v) Those used with conjunctions: after, when, before, because, if, while.
- (vi) Those used in indirect speech, historic sequence.
- (vii) Those used in indirect question, historic sequence.

Sequence of tenses. Revise work of previous classes. Past perfect with past indefinite. Past continuous with past indefinite. Past indefinite with present perfect.

In Standard V the sequence of tenses may also be taught by means of a passage. The following is an example of the historic sequence: - Yesterday morning Dr. Green drove down to the hospital, parked his car, and went inside. After he had washed his hands, he visited his patients. As he was leaving the 'phone rang. Etc.

N.B. - The main patterns in Standard V are those used in teaching the past perfect. Most of the time should be devoted to them.

Dialogues may be used as applications of and not as a first approach to controlled conversation.

Vocabulary.

Safety First, Hygiene, Etiquette, Geography, Nature Study, Art and Crafts, trades and occupations. Degrees of comparison.

All controlled conversation should begin with sound drill.

N.B. - See Departmental Circular "English Speech Exercises for Afrikaans Medium Schools, Grades to Standard V".

(b) Free. - The teacher should introduce incidental talk and should encourage the pupils to join in. The material used for controlled conversation may be employed for this purpose. Some attempt, however, should be made to find material outside the immediate family and home environment. Extempore dialogue. Occupations and trades may be cited as typical examples. Also add: anecdotes and jokes; dramatisations of a very simple nature; comments on newspaper cuttings; advertisements; auction sales; family relationships; common christian names and surnames. Every opportunity should be given the pupil of describing his experiences and observations. The treatment of this work should be as realistic as possible.

Recitation and Dramatisation.

A great variety of poems, including easy ballads or lyrics, narrative verse and simple prose extracts. Pupils' anthologies. Choral speech.

Reading.

Oral reading with correct phrasing and intonation. Improvement of silent reading speeds. Comprehension tests. Extensive use of supplementary readers. Use of dramatic readers. Use of dictionaries and works of reference. Play readings.

Written.

Material for written work will be drawn from controlled conversation lessons.

- (i) Completing sentences.
- (ii) Writing complex sentences.
- (iii) Converting statement to interrogative after the matter has been mastered orally.
- (iv) Writing a connected passage.
- (v) Writing a connected passage containing a few complex sentences - historic sequence of tenses.
- (vi) Writing a connected passage containing two or three paragraphs.

(vii) Notes to friends; friendly letters; orders; informal invitations; diaries.

(viii) Spelling. - Words the pupil is likely to use in his written work. Use of vocabulary box.

(ix) Punctuation. - Full-stop, question mark, exclamation mark, capitals, the apostrophe.

N.B. - (a) Indirect speech is not to be given as a written exercise.

(b) Flashcards should still be used.

ENGLISH (SECOND LANGUAGE).

INTRODUCTION TO THE WORK OF STANDARDS VI-VIII.

Reading.

The reading of not less than fifteen books a year should be aimed at. Most of this reading should be done at home. Books that appeal to pupils at this stage are: detective stories, school stories, travel, adventure, popular science and invention, romance. Schools should select such books carefully. The pupils should be urged to subscribe to magazines, which should be addressed to the pupils themselves.

The English classes should be conducted in an English Room, with its own library. The atmosphere of this room should be made as pleasant as possible by means of pictures and portraits of literary interest, busts and statuettes, a map of the world and other maps, etc. The room should be provided with a small reference library consisting of several and various dictionaries (including "Thorndike's Century Junior and M. West's 'New Method English Dictionary'"), an encyclopedia, a book on mythology, a biographical dictionary, dictionary of synonyms, a gazeteer, year books, a history of English literature, etc. The pupils should be set simple tasks involving consultation of these books. Attention should be paid to library matters and manners.

Silent Reading. - The final aim is intelligent and rapid silent reading. This will not be achieved unless the technique is mastered. See "Suggestions regarding Language Teaching, with special reference to the Second Language in Primary Schools".

Oral Reading. - Regarding the reading and production of plays it is suggested that the class occasionally be divided into groups and each group be given an opportunity of reading a play. Production may sometimes be left in the hands of the pupils. Every effort should be made to encourage pupils to enter for play festivals.

Reading should not be unduly interrupted to provide exercise in grammar, spelling and vocabulary expansion.

Poetry.

The anthology should be supplemented every year, the pupils being encouraged to make as wide a selection as possible. It is essential that the teacher read poems to the class with a brief introductory explanation of background and content. This should simplify the selection of poetry by the pupil. The illustration of anthologies should be encouraged. The use of gramophone records is strongly recommended; series such as "The Voice of Poetry" should be acquired by the school.

Grammar.

The teaching of formal grammar is not recommended.

Written Work.

The written work should be based largely on the Controlled and Free Conversation.

STANDARD VI.

Reading.

Extensive reading should be the main aim.

Oral. - Stories and plays, supplemented by articles from periodicals and newspapers. Special attention must be paid to correct phrasing and intonation. Eye grasp improvement. (See: Suggestions regarding Language Teaching, with special

reference to the Second Language in Primary Schools".)

Silent. - (a) Controlled reading for information and reproduction. Short passages and articles. Comprehension tests. Speed tests.

(b) Independent reading for enjoyment.

Prose and Poetry.

A variety of poems, some of which should be memorised. A book of verse should be introduced. Reading and production of plays. Passages from the Scriptures. Popular melodies.

The teacher should find time to read poems to the class.

Anthologies illustrated by the pupils.

Conversation.

(a) Controlled.

(i) Revision of the main patterns taught in all classes from Grade I to Standard V. The following tenses form the basis of these patterns:

The present continuous;
the present indefinite;
the past indefinite;
the future indefinite;
the present perfect;
the past perfect.

The auxiliary verbs "can", "may", "must", "should", "ought to", "have to", are also used.

The interrogative, negative and emphatic patterns should also be revised.

N.B.- Avoid using grammatical terms.

(ii) Present perfect continuous. He has been learning English for seven years.

How long have you been sitting here?

What have you been doing?

Have you been playing tennis lately?

Who has been using my pen?

(iii) The -ing forms as used in sentences such as: reading is a pleasant pastime; seeing is believing; asking

questions is easy, answering them is difficult; playing tennis with new balls is delightful; I like dancing; they enjoyed watching the rugby match; he was busy making a table; in the olden days harvesting was done by hand; sweeping the floor, he found a sixpence.

(iv) "Had to" and "Have to", as used in such patterns as:
We had to hand in our books for the teacher to mark. Who had to polish the ball? Did you have to call the doctor? What did you have to do?

(v) "Could" - as used in such patterns as: Oom Piet could lift a bag of mealies with one hand. He could get into the team if he practised. He couldn't come last night.

(vi) Direct and Indirect speech. Exclude universal and habitual statements, reported exclamation and wish.

(vii) Sequence of tenses. - Revise the following:-

Present continuous with : present indefinite; past indefinite; future indefinite; present perfect; and vice versa.

Present indefinite with : past indefinite; future indefinite; present perfect; and vice versa.

Past indefinite with: future indefinite; past continuous; past perfect; and vice versa.

Future indefinite with present perfect; and vice versa. Present perfect with past indefinite; and vice versa.

(viii) Active and Passive Voice. Only natural passive to be taught, e.g. Sugar is grown in Natal; the fire was caused by a short-circuit.

Vocabulary.

Words representing sounds and actions. Similar and opposites. Words instead of phrases or sentences. Everyday expressions. Idiomatic expressions and similes.

Word Formation.

The lists should be short. Avoid low frequency words. For the purposes of word formation pupils should be able to recognise nouns, verbs, adverbs and adjectives. There should be no parsing or teaching by definition.

The main patterns for Standard VI are those used in teaching the Active and Passive Voice, Direct and Indirect Speech, and those used in teaching the -ing forms.

N.B. - All controlled conversation should begin with sound drill.

(b) Free. - Games; charades; hobbies; description of persons well known to the pupils, e.g. classmates and celebrities; telephone conversations; adventures; autobiographies; reproduction of stories; dialogues, anecdotes; jokes; news items; auction sales; mock trials; mock broadcasting programmes; debates.

Written.

Material for written work will be drawn largely from conversation lessons; by this time the pupil should also be able to do some independent work.

- (i) Completing sentences.
- (ii) Combining sentences.
- (iii) Writing a connected passage.
- (iv) Writing a dialogue.
- (v) Writing a connected passage containing a few complex sentences in both primary and historic sequences in order to bring out the difference in the sequence of tenses.
- (vi) Composition.
- (vii) Letters.
- (viii) Telegrams, advertisements, programmes.
- (ix) Spelling. - Words the pupil is likely to use in his written work. Flashcards. Use of vocabulary box. Use of the dictionary.
- (x) Punctuation. - Full-stop, question mark, exclamation mark, comma, apostrophe, capitals.

Regulations in Regard to Government Secondary Schools,
with Schedules, 1903.

Lower Certificate.

ENGLISH.

1. Reading. - The reading aloud after perusal of passages of English prose and poetry not previously prepared.

The passages selected should be in modern spelling, and of not earlier date than the time of Shakespere.

2. Recitation. - The recitation of passages of English poetry selected from work previously prepared.

The total length of the work prepared should not exceed 1000 lines.

3. Composition. - The composition of a short essay on one of several simple concrete subjects.

4. Language and literature. - A first hand acquaintance with at least two standard works of English Literature (prose or poetry). Questions will be set on the language as well as on the subject matter of the books selected, but the books should be studied in the main rather from the literary than from the linguistic standpoint.

UNIVERSITY OF THE CAPE OF GOOD HOPE.
SYLLABUS IN ENGLISH OF THE MATRICULATION EXAMINATION.ⁱ

(Unless otherwise stated, three hours will be allowed for each Paper.)

The examination in English will test Spelling, Grammar (including Analysis, parsing and Derivation), Composition, and a knowledge of two prescribed works, or portions of works, one in prose and the other in verse.

This does not include Historical Accidence.

Two papers of two hours each will be set, the first dealing with Composition, Grammar, Spelling, and the second with Analysis and the prescribed works.

Composition will include exercises in Correcting Sentences, in Paraphrasing, and in Essay writing.

For the Essay, candidates will be required to select one of three given subjects. The essay should not occupy less than one, and not more than two, pages of the answer-book. The spelling Test will be a passage containing errors - the passage to be written out by the candidate with the necessary corrections.

ⁱ The Cape of Good Hope University Calendar, 1902 - 1903. 77.

UNIVERSITY OF THE CAPE OF GOOD HOPE.

SYLLABUS IN ENGLISH OF THE MATRICULATION EXAMINATION.¹⁾

First Paper.

An essay on one of three given subjects; the essay to occupy not less than two and not more than three pages of the answer book.

A letter, or two letters, one in reply to the other; one of three suggested subjects to be taken.

(Marks will be assigned to spelling and punctuation, as tested by the essay and letter).

Correction of sentences and of errors in a continuous prose passage.

The making of sentences illustrating the use of specified words, including synonyms.

Paraphrasing of two passages, the one in verse, and the other in prose.

Analysis.

Second Paper.

Questions on two prescribed works, or portions of works, one in prose, and the other in verse.

BEPALINGEN VOOR MIDDELBARE SCHOLEN, BEKEND ONDER DE
NAAM VAN HOGERE SCHOLEN, EN DE MIDDELBARE AFDELINGEN
VAN LAGERE SCHOLEN VOOR BLANKE KINDEREN. (1909).

ENGELS, HOLLANDS EN FRANS OF DUI TS.

(a) Lezen. - Het hardop lezen van geschikte gedeelten, die niet vooraf geprepareerd zijn.

(b) Recitatie. - Het opzeggen van geschikte literarische fragmenten.

Wat 't Engels en 't Hollands betreft, dient elk jaar een zekere hoeveelheid uit 't hoofd te worden geleerd, en het werk voor ieder jaar moet zorgvuldig worden gekozen in verband met de leeftijd en de graad van verstandelijke ontwikkeling der leerlingen. Tegen 't einde van de vierde klas, behoort de leerling grondig bekend te zijn met een redelijk aantal stukken van klassieke waarde. Een lijst van gedichten en uittreksels voor recitaties bestemd moet steeds voorhanden zijn. Wat de derde taal aangaat dienen eveneens zo vroeg mogelijk geschikte stukken uit 't hoofd geleerd te worden.

Tegen 't einde van de vierde klas behoort een leerling in staat te zijn 300 regels in 't Engels, 200 in 't Hollands, en 100 in de derde taal uit het hoofd op te zeggen.

(c) Het Spreken. - De leerling moet geoefend worden in de kunst van gemakkelijk en duidelijk spreken, zowel in gewone gesprek vorm als in verhaal vorm, zoals b.v. in 't beschrijven van een gebeurtenis of 't weergeven van 't gelezene.

(d) Het Opschrijven van Gedikteerd Werk.

1) The Cape of Good Hope University Calendar, 1908 - 1909.
87.

(e) Het Schrijven van Opstellen.

De leerling moet in staat zijn een kort opstel te schrijven in 't Engels en 't Hollands. Wat 't Frans en 't Duits aangaat moet hij korte samenhangende stukken in de vreemde taal kunnen overbrengen.

VOOR ENGELS EN HOLLANDS ALLEEN.

De volgende vereisten zijn verder verplichtend wat 't Engels betreft en optioneel voor zover het 't Hollands aangaat.

(f) Taal en Letterkunde. - De leerlingen moeten grondig bekend zijn met ten minste twee standaardwerken van de literatuur. Deze behoren meer uit een letterkundig dan uit een taalkundig oogpunt bestudeerd te worden. De leerling moet eveneens in hoofdtrekken bekend zijn met de ontwikkelingsgeschiedenis van de taal, met de woordafleiding van stamwoorden door middel van voor- en achtervoegsels en op andere wijzen. Hij dient ook bekend te zijn met de beginselen van de taalkundige ontleding.

N.B. - De leerstof uit de letterkundige werken mag niet gebruikt worden voor spraakkunsttoefeningen.

DEPARTEMENT VAN ONDERWIJS, TRANSVAAL.BEPALINGENVOOR LAGERE SCHOLEN EN MIDDELBARE SCHOLEN EN AFDELINGEN VOOR
BLANKE KINDEREN, BENEVENST HET VOORGESCHREVEN LEERPLAN OF DE
LEERGANG.1909.Schools and Classes where the medium of instruction is English.
Sub-Standards.

- (a) Oral construction of simple sentences, especially in connection with object lessons; observation and expression are complementary and must proceed together.
- (b) Collective and individual repetition of a few suitable verses learnt through the medium of the ear.
- (c) First steps in reading. The order in teaching should be recognition of (i) an object; (ii) its name; (iii) the sound-values of letters as far as possible; and (iv) the names of letters.
With regard to (iii) the teacher will, of course, remember that many English words cannot be taught by means of the phonic method, and will make use of other devices.
The blackboard should be used at first in teaching reading. Only gradually should the reading sheet and reading book be introduced.
- (d) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and suitable exercises in word-building.

Standard I.

- (a) Oral description of object or picture. Statement to become gradually more continuous, connected, and orderly.
- (b) Clear and, so far as is natural, appreciative repetition of short passages of poetry suitable to the stage of mental development of the pupils.
- (c) Clear, intelligent, and natural reading of suitable passages.
- (d) The vocabulary to be fixed and extended and the correct spelling of words to be taught by means of transcription and writing from dictation of prepared passages.
Occasional writing from dictation of unprepared passages of less difficulty.

Standard II.

- (a) Oral description to be continued; the memory as well as the senses to supply the content; the habit of com-

parison to be developed in connection with this exercise. Writing of complete sentences in answer to spoken questions on the subject described.

Oral reproduction of the substance of a short passage read by the teacher.

- (b) Clear and, so far as is natural, appreciative repetition of poetry suitable to the stage of mental development of the pupils.
- (c) Clear, intelligent, and natural reading of suitable passages.
As soon as possible the pupils should be left, from time to time, to read independently, the teacher taking care that they understand, broadly at least, the passages thus silently read.
- (d) Transcription and writing from dictation as in the preceding Standard, but of more difficult passages. Word-building. The use of the full-stop, sign of interrogation, and sign of exclamation.

Standard III.

- (a) Oral description of a scene or oral narration of an event or short story.
Oral reproduction of the substance of a short passage read by the teacher.
Writing sentences in answer to written or printed questions.
- (b) Clear and, so far as is natural, appreciative repetition of poetry suitable to the stage of mental development of the pupils.
- (c) Reading. Clear, intelligent, and natural reading of suitable passages. Independent reading to be continued.
- (d) Writing from dictation as in the preceding standard, but of more difficult passages. Word-building. The use of the comma, quotation sign, and the sign of possession.
- (e) Teachers who so desire may begin formal grammar in this standard, and take the work prescribed for Standard IV and V in three years. The proposed distribution must be submitted to the Inspector for approval.

Standard IV.

- (a) Oral and written description of a scene or oral and written narration of an event or story. Oral and written reproduction of the substance of a short passage read by the teacher.
Transformation of a complicated statement to a series of simple statements. Letter-writing.
- (b) Clear and, so far as is natural, appreciative repetition of a passage or passages from a suitable standard author.

- (c) Clear, intelligent, and natural reading of suitable passages. Independent reading to be continued.
- (d) Writing from dictation; further precision in punctuation.
- (e) The analysis of the simple sentence into subject and predicate and their simple sub-divisions. The names and functions of the parts of speech.

N.B. - The study of language must not be taken up as an end in itself, but as a help to accurate and effective expression, spoken or written.

Schools where the medium of instruction in the lower Standards is Dutch.

Sub-Standards.

- (a) The pupils should gradually be made familiar with English sounds by means of words of command, in connection with object lessons, and in such other incidental ways as the teacher may find useful. He must be content to introduce the sounds through simple words, phrases, and sentences; he should not burden the pupil with written or printed words.

Standard I.

- (a) Oral description of object or picture. Statement to become gradually more continuous, connected, and orderly.
- (b) Clear and, so far as is natural, appreciative repetition of short passages of poetry suitable to the stage of mental development of the pupils.
- (c) Reading as in the sub-standards in schools and classes where the medium of instruction is English, save that the teacher must proceed more rapidly so that a Standard I reader may be begun as soon as possible.

Standard II.

Exercises in speech, recitation, dictation, and transcription as in (a), (b), and (d) of schools and classes where the medium of instruction is English, but of a simpler character. In reading an effort should be made to complete the Standard I and half of the Standard II reader.

Standard III.

Exercises in speech, recitation, dictation, and transcription as in (a), (b), (d), and (e) of schools and classes where the medium of instruction is English, but of a simpler character.

In reading an effort should be made to complete the second half of the Standard II and the whole of the Standard III reader.

Standard IV.

As in (a), (b), (c), (d), and (e) of schools and class-where the medium of instruction is English, save that the exercises will be of a simpler character.

All Schools.

A lower standard of attainment will naturally be required in schools where English is not the native language of the majority of the pupils.

Standard V.

- (a) Rendering a written account by direct description or by letter of what the pupil has read, has heard read, or has experienced. Various ordinary forms of correspondence.
- (b) Clear, and, so far as is natural, appreciative repetition of a passage or passages from a suitable standard author.
- (c) Clear, intelligent, and appreciative reading of passages from a continuous work or works in prose by a standard author. Similar reading of passages of poetry.
 Reading after perusal of similar passages from an unprepared work.
 The habit of independent reading should be further developed.
- (d) Further exercises in the analysis of simple and easy complex sentences, with such inflections and relations of the parts of speech as are helpful to accurate and effective expression, oral or written. Full conjugation of the verb.
 N.B. - The study of language must not be taken up as an end in itself, but as a help to accurate and effective expression, spoken or written.
- (e) Occasional exercises in dictation as in previous standards but of more difficult passages. The growth of words from the parent stem by the addition of prefixes and suffixes and by other modifications.

Standard VI.

- (a) Full and orderly written accounts by letter or otherwise of the pupil's experiences, thoughts, or imaginings. Orderly résumé of a lesson. The use of marginal headings. Summarising in the form of notes the substance of a passage read or spoken. Business correspondence.

- (b) Appreciative and natural repetition of passages from a classic author or authors. Poetry or prose, or both may be prepared.
- (c) Continuation of exercises in reading the works of standard authors. The habit of independent reading to be further developed.
- (d) The analysis of the paragraph into its constituent sentences and the latter into its constituent clauses with the functions and relations of these. Practice in transformation from one form of grammatical expression to another.

Standard VII.

- (a) Composition as in Standard VI with more advanced subjects.
Written summary of given matter in the form of a précis.
Business correspondence.
- (b) Appreciative repetition of passages from a classic, poetry or prose.
- (c) Reading as in Standard VI.
- (d) Continuation of study of language as in Standard VI.

461.
EDUCATION DEPARTMENT, TRANSVAAL.

REGULATIONS

for

SECONDARY SCHOOLS

and

SECONDARY DEPARTMENTS OF PRIMARY
SCHOOLS FOR WHITE CHILDREN.

1912.

17. - LANGUAGES.

A. General Note on Modern Languages.

The study of all modern languages, whether native or foreign, should be essentially the same in aim and method, differences being merely differences of degree. There are two primary and fundamental aims. The first is the development of facility and accuracy in spoken and written intercourse; the second is the development of the power to interpret the medium with readiness and precision, so that the thoughts and truths which it conveys may be accessible. In other words, a child may be said to have studied a language with effect if he can speak, write, and read it, so as to understand and be understood. A third result, literary appreciation, is to a certain degree attainable within the limits of the school life, so far as the native language is concerned; but is scarcely to be expected with respect to a foreign language. The requirements set out below are based on these views.

.....
.....

So far as all three modern languages are concerned, ability to speak, write, and read will be required, and the course must, therefore, include exercises in reading, recitation, speech (conversational and continuous), writing from dictation, and written composition, the latter being tested either by translation into the language being studied or by composition in a given topic in that language. In English and in Dutch

further literary study and a study also of the grammatical structure of languages will be expected. The latter should be taken with care and discrimination. It too often happens that formal grammar, instead of being merely ancillary to correct writing and speaking, is made a barren distasteful exercise, with the result that the study of language is hindered rather than promoted.

B. Requirements in Modern Languages.

ENGLISH, DUTCH, AND FRENCH OR GERMAN.

(Note. - The modern languages to be studied are grouped together here, not merely for convenience, but to show that the method of study is essentially the same. A higher standard of attainment will be expected in the native language.)

- (a) Reading. - The reading aloud after perusal of suitable passages not previously prepared.
- (b) Recitation. - The recitation of suitable selections from literature.

As regards English and Dutch a certain amount should be learnt by heart in each of the years during which the language is studied, and the work for each year should be carefully selected, with a view to the age and stage of mental development of the pupils. By the time the course for the fourth form has been completed the pupil should have become intimately acquainted with a fair number of representative classical examples. A list of the poems and extracts to be prepared for recitation should be available.

As regards the third language, also, suitable passages should be learnt by heart from an early stage.

It should be possible for a pupil to recite 300 lines in his home language, 200 lines in the second language, and 100 lines in the third language by the time the course for the fourth form is completed.

(c) Speech. - The pupil should have been trained in the art of easy and lucid speech, both conversational and more continuous, as in the description of an event or the reproduction of matter read.

In regard to any language, native or foreign, progress in any of the other directions named will depend upon progress in this matter of speech. As regards the foreign language it must be both the point of departure and one of the chief ends of the teaching. As regards the native language it is not to be overlooked. The fact that the language is native by no means implies ease and accuracy of oral expression. Opportunities for the cultivation of this art are constantly occurring, but the reading and recitation of selected works and extracts are especially valuable for this purpose, calling, as they do, for frequent reproduction, explanation, and criticism of passages read or recited.

(d) Writing from dictation.

(e) Written composition.

In English and Dutch the pupil should be able to write a short essay. With regard to French and German he should be able to translate short continuous passages into the foreign language.

ENGLISH AND DUTCH ONLY.

The following additional requirement is compulsory as regards the home language and optional as regards the second language (whether English or Dutch):-

(f) Language and Literature. - The pupils should have an intimate acquaintance with at least¹⁾ two standard works of literature. They should be studied from a literary rather than a linguistic standpoint.

The pupil should also be familiar with the outlines of

1) In Dutch the number of works of literature prescribed will for the present be one, but this number may be increased to two, not less than one year's notice being given.

the history of the language, with the growth of words from the parent stem by means of prefixes, suffixes, and in other ways. He should also be familiar with the principles of grammatical analysis.

N.B. - The literary works studied should not supply the subject matter for grammatical exercises.

THE SYLLABUS IN ENGLISH (HOME-LANGUAGE) OF THE
UNIVERSITY OF THE CAPE OF GOOD HOPE, 1912.ⁱ⁾

First Paper.

Questions on two prescribed works, or portions of works, one in prose, and the other in verse.

Second Paper.

Section A. - An essay on one of four given subjects, two of which will have reference to prescribed books. The essay must occupy not less than two and not more than three pages of the answer book.

A letter, or two letters, one in reply to the other; one of three suggested subjects to be taken.

(Marks will be assigned to spelling and punctuation, as tested by the essay and letter.)

Section B. - Correction of sentences and of errors in a continuous prose passage.

The making of sentences illustrating the use of specified words, including synonyms.

Paraphrasing of two passages, the one in verse, and the other in prose.

Analysis.

Other questions testing the ability of the candidate to use the language correctly.

THE SYLLABUS IN ENGLISH AS A MODERN FOREIGN LANGUAGE, 1912.ⁱⁱ⁾

Section A. - Questions testing the ability of the candidate to use the language correctly.

Section B. - A letter on one of three given subjects.

Section C. - An essay on one of three given subjects.

Section D. - Questions on a prescribed work to test the candidate's acquaintance with its matter.

i) University of the Cape of Good Hope: Calendar 1911 - 1912.77f.

ii) University of the Cape of Good Hope: Calendar 1911 - 1912.78.

THE T.E.D.TRANSVAALSECONDARY SCHOOL CERTIFICATEHANDBOOK1921 - 1922ENGLISH.FIRST STAGE.B SCHEME (LOWER GRADE).Oral.

Reading aloud from a prepared book, or,	
after perusal, from an unprepared book	
of a simple character	
Recitation. (Prose 50 lines)	40
(Verse 150 lines)	
Speech. - Ability to carry on a conversation	
on topics connected with school or home	
life	

Written.

(a) A general knowledge of one prescribed work.....	50
(b) A story (some 15 or 16 lines in length),	
to be read out twice to the pupils in	
their mother tongue, and the substance	30
of it then reproduced by them in the B	
language	
(c) Passages for translation from the B	
language into the mother tongue	40
(d) Sentences and passages for translation	
from the mother tongue into the B	40
language	
(e) Questions of a general character on	
accidence or syntax, and the correct	40
use of words	

Total

200

467.

ENGLISH.

SECOND STAGE.

B SCHEME (LOWER GRADE).

The scheme and distribution of marks will be as follows:-

	<u>Marks.</u>
Accidence and Syntax	50
Translation from and into English	75
Essay (about one page, or thirty lines, in length)	75
Questions on a prescribed easy prose work	<u>100</u>
Total	<u>300</u>

(Of the total 150 of the School Record mark, 50 shall be assigned to capacity in oral work, reading, recitation, and speech; and the school value of each candidate in this respect shall be confirmed (or may be altered) by the Departmental examiner deputed to test the oral work of the First Stage.)

INSTRUCTIONS AND SUGGESTIONS WITH REGARD TO
THE COURSES FOR INTERMEDIATE SCHOOLS. (1923).

Seventh Year.

- (i) Careful reading in class of one prose and one poetical work. "Treasure Island", "The Talisman", "Julius Caesar," and "The Merchant of Venice" are of the type suitable.
- (ii) A course of home-reading should be an important feature of the scheme of work and should be conducted by means of a book-club such as is described on pages 12, 13 and 14 of School Courses. If possible, three books should be read every term. One period a week in school should be set aside which the teacher should use to get in touch with and direct the working of the scheme.
- (iii) Composition, mainly in the form of narrative and description. Correspondence of a business, or partly of a business character, such as the making of appointments, convening committees, asking individuals to take part in a corporate movement. The pupils should learn to be concise, exact, and definite, and at the same time to avoid any appearance of discourtesy. Punctuation.
- (iv) Spelling. This should take the form for the most part of word-building and the correction of errors in words which are in common use. Each pupil might well keep a list of the errors into which he most commonly falls and try to correct them by constant care and practice.
- (v) Study of the sounds of the language and their pronunciation. The incidence of the accent. This can be ascertained from a standard dictionary and is more easily corrected than the faulty pronunciation of vowel sounds, which is largely a matter of environment. Elocution. Repetition of passages of poetry and prose. Pupils should be encouraged to learn by heart their own selections from the set books, and also any suitable pieces that may strike their fancy from other books.

Eighth Year.

- (i) Careful reading in class of at least one prose work and a liberal amount of poetry. An historical play of Shakespeare, an historical novel, e.g. "The Tale of Two Cities," heroic and narrative poetry. e.g. "Marmion," romantic poetry, e.g. "The Idylls of the King."
- (ii) Home reading of at least three books a term as in the seventh year. Besides the regular routine of the book-club, the teacher should now aim at encouraging individual taste. Thus, if a pupil is fond of one book of Stevenson's, he should be advised as to what other books by the same author he would be likely to appreciate. Pupils should be advised to join a public library where this is practicable.
- (iii) Composition as in the seventh year and also of a more general and abstract nature. The expressing of original opinion on topics of current interest should be

encouraged. Correspondence as in the seventh year but of a more difficult type. Answers to letters which do not put a point clearly, or the making of a clear summary of messages received over a telephone, are the kind of exercise suggested. The object is to teach the pupil to avoid and clear up the difficulties which occur in real life through people not expressing themselves clearly and accurately.

Exercises in the use of words and the correction of common errors.

(iv) An outline of the history of the language. The meaning of common suffixes and prefixes. The derivation of words in general use.

(v) Exercises in correct pronunciation and elocution to be continued. Repetition of passages of poetry and prose.

470.

THE T.E.D.

TRANSVAAL

SECONDARY SCHOOL CERTIFICATE

HANDBOOK

1931 - 1933

WRITTEN EXAMINATION.

ENGLISH.

LOWER GRADE.

Written.

Marks.

(a) Questions on accidence and syntax; word formation	}	75
(b) Questions testing the ability of the candidate to use the language correctly; words requiring particular construction, idiomatic expressions, synonyms, etc. ...		
(c) An essay of about two pages to occupy about an hour	}	80
(d) Questions on two prescribed works: one for general reading (30 marks) and one for detailed study (55 marks)		
Total		<u>240</u>

ENGLISH.

ORAL EXAMINATION.

Marks.

Lower Grade Languages.

Reading aloud from a prepared book, or, after perusal, from an unprepared book of a similar character	}	45
<u>Recitation:</u> Prose (50 lines) Verse (150 lines)		
<u>Speech:</u> Ability to carry on a conversation on topics connected with school or home life ..	}	45

471.

THE T.E.D.

TRANSVAAL

SECONDARY SCHOOL CERTIFICATE

HANDBOOK

1934.

ENGLISH.

WRITTEN EXAMINATION.

LOWER GRADE.

Written.

Vide English, Written Examination, 1931 - 1933.

ENGLISH.

ORAL EXAMINATION.

Lower Grade Languages.

Reading aloud from a prepared book, or, after perusal, from an unprepared book of a similar character.	25	} 50 marks.
---	----	-------------

Recitation from Anthology.

Prose (50 lines)	} 25
Verse (100 lines)	

Speech. Ability to carry on a conversation
on topics connected with school or home
life 40 marks.

Explanatory Note:

- (1) (a) In the reading test for the first language, a candidate will be expected to read, after perusal, a reasonably difficult passage not previously read in school. Marks will be awarded for ability (1) to read with fluency and intelligence, (2) to discuss the content and language of the passage(s) read. In the second and third languages books already read in school should be used and the same system of marking followed.
- (b) Each candidate should be required to submit an anthology of prose and verse passages collected by himself(herself) and to memorize from these

passages about 50 lines of prose and 100 lines of poetry. Further, the candidate will be called upon to read aloud one or more passages from the anthology submitted and to show an appreciative understanding of the content.

N.B. This anthology must be specially compiled during a period covering not more than the two years preceding the written examination. Pupils should be encouraged to make their own selections for anthologies, but always under the supervision and guidance of the teacher.

- (c) Though the amount of recitation required for examination purposes is limited, as above, teachers should make every endeavour to develop a taste for good prose and poetry in their pupils and the latter should be encouraged to memorize more passages that appeal to them.
- (d) In awarding marks for speech, the examiner must take cognisance of the candidate's ability to converse intelligently on matters familiar, or, of special interest to the candidate. (Anything in the nature of memorized speeches will not be accepted.) The following points should be taken into consideration in judging speech:-
 - (i) fluency,
 - (ii) correctness,
 - (iii) vocabulary,
 - (iv) knowledge of idiom.

473.

THE T.E.D.

TRANSVAAL

SECONDARY SCHOOL CERTIFICATE

HANDBOOK

1935

SYLLABUS.

ENGLISH

WRITTEN EXAMINATION.

Lower Grade.

Vide English Lower Grade Syllabus, 1931 - 1933.

ORAL EXAMINATION.

Lower Grade Languages.

Vide syllabus in English, Lower Grade, 1934.

Explanatory Note:

Vide syllabus in English, Lower Grade, 1934..

THE T.E.D.CONDITIONS AND SYLLABUSESTRANSVAAL JUNIORCERTIFICATE EXAMINATION1938.ENGLISH.STANDARD VII / FORM II.Lower Grade.

1. Literature. - Reading of at least two works, of which one must be continuous prose.

Home Reading of at least three works.

2. Oral. - Committing to memory passages from the books read (prose and verse); conversation; class discussions.

3. Language and Composition. - Composition in the form of narrative and description.

Easy letter writing.

Word formation; sentence construction.

The treatment of grammar must be of a general nature and the practical use of language must be emphasised. The differences between the two official languages should be noticed.

STANDARD VIII / FORM III.Lower Grade.

1. Literature. - Reading of at least two works, of which one must be a continuous story.

Home Reading of at least three works.

2. Oral. Committing to memory passages from the books read (prose and verse); conversation; class discussions.

3. Language and Composition. - Composition and letter writing as in Standard VII (Form II) but on subjects of a more general and abstract nature.

Continued practice in word formation and sentence construction.

Reported speech.

Grammar to be treated as in Standard VII (Form II) (Lower Grade).

ORAL EXAMINATIONS

1. (a) In the reading test for the first language a candidate will be expected to read, after perusal, a reasonably difficult passage not previously read in school. Marks will be awarded for ability (1) to read with fluency and intelligence, (2) to discuss the content and language of the passage(s) read. In the second and third languages books already read in school should be used and the same system of marking followed.

(b) Each candidate should be required to submit an anthology of prose and verse passages collected by himself (herself) and to memorise from these passages about 50 lines of poetry and 20 lines of prose. Further the candidate will be called upon to read aloud one or more passages from the anthology submitted and to show an appreciative understanding of the content.

(c) This anthology must be specially compiled during a period covering not more than the two years preceding the written examination. Pupils should be encouraged to make their own selections for anthologies, but always under the supervision and guidance of the teacher.

(d) Though the amount of recitation required for examination purposes is limited, as above, teachers should make every endeavour to develop a taste for good prose and poetry in their pupils, and the latter should be encouraged to memorise more passages that appeal to them.

(e) In awarding marks for speech, the examiner must take cognisance of the candidate's ability to converse intelligently on matters familiar, or of special interest, to the candidate. (Anything in the nature of memorised speeches will not be accepted.) The following points should be taken into consideration in judging speech:-

- (i) Fluency.
- (ii) Correctness.
- (iii) Vocabulary.
- (iv) Knowledge of idiom.

(f) Scheme of marking:-

Higher: Speech 20, Recitation 15, Reading 15.

Lower: Speech 20, Recitation 10, Reading 10.

THE T.E.D.SUGGESTED SYLLABUSES FOR GRADES- STANDARD VIII.1948.

ENGLISH (SECOND LANGUAGE).INTRODUCTION TO THE WORK OF STANDARDS VI-VIII.READING.

The reading of not less than fifteen books a year should be aimed at. Met of this reading should be done at home. Books that appeal to pupils at this stage are: detective stories, school stories, travel, adventure, popular science and invention, romance. Schools should select such books carefully. The pupils should be urged to subscribe to magazines, which should be addressed to the pupils themselves.

The English classes should be conducted in an English Room, with its own library. The atmosphere of this room should be made as pleasant as possible by means of pictures and portraits of literary interest, busts and statuettes, a map of the world and other maps, etc. The room should be provided with a small reference library consisting of several and various dictionaries (including "Thorndike's Century Junior" and M. West's "New Method English Dictionary"), an encyclopedia, a book on mythology, a biographical dictionary, dictionary of synonyms, a gazeteer, year books, a history of English literature, etc. The pupils should be set simple tasks involving consultation of these books. Attention should be paid to library matters and manners.

Silent Reading.

The final aim is intelligent and rapid silent reading. This will not be achieved unless the technique is mastered. See "Suggestions regarding Language Teaching, with special reference to the Second Language in Primary Schools".

Oral Reading.

Regarding the reading and production of plays it is suggested that the class occasionally be divided into groups and

each group be given an opportunity of reading a play. Production may sometimes be left in the hands of the pupils. Every effort should be made to encourage pupils to enter for play festivals.

Reading should not be unduly interrupted to provide exercise in grammar, spelling and vocabulary expansion.

POETRY.

The anthology should be supplemented every year, the pupils being encouraged to make as wide a selection as possible. It is essential that the teacher read poems to the class with a brief introductory explanation of background and content. This should simplify the selection of poetry by the pupil. The illustration of anthologies should be encouraged. The use of gramophone records is strongly recommended; series such as "The Voice of Poetry" should be acquired by the school.

GRAMMAR.

The teaching of formal grammar is not recommended.

WRITTEN WORK.

The written work should be based largely on the Controlled and Free Conversation.

STANDARD VII.

READING.

Extensive reading should be the main aim.

Oral.

Stories and plays, supplemented by articles from periodicals and newspapers. Special attention must be paid to correct phrasing and intonation. Eye grasp improvement. See Departmental Circular on "Suggestions regarding Language Teaching, with special reference to the Second Language in Primary Schools".

Silent.

(a) Controlled reading for information and reproduction.

Short passages and articles. Comprehension tests. Speed tests.

(b) Independent reading for enjoyment.

PROSE AND POETRY.

A variety of poems, some of which should be memorised.
A book of verse. Reading and reproduction of plays. Passages from the Scriptures. Popular melodies to be sung. The teacher should find time to read to the class. Anthologies illustrated by the pupils.

CONVERSATION.(a) Controlled.

- (i) Revise and develop the work of Standard VI.
- (ii) "Might". E.g. He said he might come. I might see you to-night. You might remove your hat when you speak to her. He might not let you go. Might I borrow your umbrella. (your umbrella).
- (iii) "Should have"; "ought to have"; "could have"; "might have"; "would have". e.g. He should have handed in his work yesterday. I could never have done it the way you did it. What would you have done. Would you have forgiven him?

VOCABULARY.

Continuation of the work prescribed for Standard VI, but in a more advanced form. Include: Apt words and expressions. Words frequently misused and abused.

WORD FORMATION.

Continuation of the work prescribed for Standard VI, but in a more advanced form. Include: Prefixes and suffixes. (The lists should be short. Avoid low frequency words).

- (b) Free. Games, charades, hobbies, description of persons well known to the pupils; e.g. classmates and celebrities; telephone conversations; adventures; autobiographies, reproduction of stories.

WRITTEN.

Material for written work will be drawn largely from conversation lessons; by this time the pupil should also be able to do some independent work.

- (i) Completing sentences.
- (ii) Combining sentences.
- (iii) Writing a connected passage.
- (iv) Writing a dialogue.
- (v) Writing a connected passage containing a few complex sentences in both primary and historic sequences in order to bring out the difference in the sequence of tenses.
- (vi) Composition. - Where possible the co-operative writing of continuous stories and serials, the plot and treatment etc., being discussed by the whole class before the writing of the separate chapters is undertaken by groups.
- (vii) Letters. Diaries.
- (viii) Telegrams, advertisements, programmes.
- (ix) Spelling. - Words the pupil is likely to use or need in his written work. Flashcards. Use of vocabulary box. Use of the dictionary.
- (x) Punctuation. - Full-stop, question mark, exclamation mark, comma, apostrophe, capitals.

STANDARD VIII.

READING.

Extensive reading should be the main aim.

Oral.

Stories and plays, supplemented by articles from periodicals and newspapers. Special attention must be paid to correct phrasing and intonation. Eye grasp improvement. See Departmental Circular on "Suggestions regarding Language Teaching, with special reference to the Second Language in Primary Schools".

Silent.

- (a) Controlled reading for information and reproduction. Short passages and articles. Comprehension Tests. Speed Tests.
- (b) Independent reading for enjoyment.

PROSE AND POETRY.

A variety of poems, some of which should be memorised.

A book of verse.

Reading and reproduction of plays.

Passages from the Scriptures. Popular melodies to be sung. The teacher should find time to read to the class. Anthologies illustrated by the pupils.

CONVERSATION.

- (a) Controlled. - Revise and develop the work of Standards VI and VII.

VOCABULARY.

Work prescribed for Standards VI and VII continued, but in more advanced form. Include the more common proverbs.

WORD FORMATION.

Work prescribed for Standards VI and VII continued, but in more advanced form.

All controlled conversation should begin with sound drill.

- (b) Free. - Games, charades, hobbies, description of persons well known to the pupils, e.g. classmates and celebrities; telephone conversations; adventures; autobiographies; reproduction of stories.

WRITTEN.

Material for written work will be drawn largely from conversation lessons; by this time the pupil must be able to do independent work.

- (i) Completing sentences.
- (ii) Combining sentences.
- (iii) Writing a connected passage.
- (iv) Writing a dialogue.
- (v) Writing a connected passage containing a few complex sentences in both primary and historic sequences in order to bring out the difference in the sequence of tenses.
- (vi) Composition. - Where possible the co-operative writing of continuous stories and serials, the plot and treatment, etc., being discussed by the whole class before the writing of the separate chapters is undertaken by groups.
- (vii) Letters. Diaries.
- (viii) Telegrams, advertisements, programmes.
- (ix) Spelling. - Words the pupil is likely to use or need in his written work. Flasheards. Use of vocabulary box. Use of the dictionary.
- (x) Punctuation. - Full-stop, question mark, exclamation mark, comma, apostrophe, capitals.

TRANSVAAL SECONDARY SCHOOL CERTIFICATE.HANDBOOK1949ENGLISH LOWER GRADE.WRITTEN EXAMINATION.

The English Lower Grade written examination will comprise two papers:-

First Paper: Language and Prescribed Books - two hours
(140 marks).

Second Paper: Composition and Letter - two hours (100 marks).

FIRST PAPER (Language and Prescribed Books) - 140 Marks.

Section A. - Will consist of a Comprehension Test, based on one or two passages of prose (to count at least 35 marks). (Refer to the introductory note on Comprehension Test.) The passage chosen and the type of question asked will be simpler than those in the Higher Grade examination. Simple additional questions may be asked to test the candidate's ability to use the language.

Section B. - Will consist of questions on five prescribed works, of which candidates will choose three. The section will contain two parts:-

Part I. Will comprise a series of simple questions to test general acquaintance with the books chosen. Brief answers of a factual nature will be required.

14 marks will be assigned to each of the books chosen. (42 marks.)

Part II. - Will comprise five simple separate questions, one on each of the five books. The questions will be more or less of the essay type and may, but need not, include alternatives. Candidates will be required to answer two questions only.

24 marks will be assigned to each question.

(48 marks.)

SECOND PAPER (Composition and Letter) - 100 marks.

Section A. - Composition. - As a rule six choices will be offered on a variety of topics, one of which may give the candidate a chance to discuss books he has read (outside those prescribed). An opportunity may be given to treat a suitable topic as a speech, letter or other recognized form (to be defined by the examiner). One of the six options may consist of two or three subjects of which shorter accounts will be required in place of one longer composition. The length of the composition will be indicated by the examiner. (80 marks.)

Section B. - A letter on a choice of subjects of a general nature. The length of the letter will be indicated by the examiner.

(20 marks.)

N.B.-This paper is not intended to be a test under pressure, but a means of discovering a candidate's capacity to use English simply, clearly and correctly, while dealing adequately with an easy given subject.

ORAL EXAMINATION.A. Marking Scheme.Lower Grade Languages.

	<u>School Record.</u>	<u>Examination.</u>
(i) Reading aloud from a prepared book, or after perusal, from an unprepared book		16
(ii) Recitation - Prose (50 lines) verse (100 lines)	30	16
(iii) Speech - Ability to carry on a conversation on topics connected with school or home life		28

B. Instructions.

1. (a) Marks will be awarded for ability (1) to read with fluency and intelligence, (2) to discuss the content and language of the passage(s) read.

(b) Each candidate should be encouraged to submit an anthology of prose and verse passages collected by himself (herself) and memorize from these passages about 50 lines of prose and 100 lines of poetry. Further, the candidate will

be called upon to recite one or more passages from the anthology submitted and to show an appreciative understanding of the content.

(Note. - This anthology must be specially compiled during a period covering not more than two years preceding the written examination. Pupils should be encouraged to make their own selections for anthologies, but always under the supervision and guidance of the teacher.)

(c) Though the amount of recitation required for examination purposes is limited, as above, teachers should make every endeavour to develop a taste for good prose and poetry in their pupils, who should be encouraged to memorize more passages that appeal to them.

(d) In awarding marks for speech, the examiner must take cognisance of the candidate's ability to converse intelligently on matters familiar or of special interest to the candidate. (Anything in the nature of memorized speeches will not be accepted).

N.B. - The following points should be taken into consideration in judging speech:-

- (i) Fluency.
- (ii) Correctness.
- (iii) Vocabulary.
- (iv) Knowledge of idiom.

MARCH, 1905.

(a) EXAMINATION FOR THE THIRD CLASS TEACHERS' CERTIFICATE.

SYLLABUS IN ENGLISH.Part I.

(i) Reading.

The reading aloud after perusal of passages of English prose and poetry not previously prepared. The selected passages will be in modern spelling and of not earlier date than the time of Shakespere.

(ii) Recitation.

Two hundred lines of poetry and fifty lines of prose. The passages must be selected from standard English authors. It is recommended that the prose passage be taken from the writings of an historian or essayist. It should not be conversational.

(iii) Dictation.

The writing down from dictation, with insertion of punctuation marks, of a passage of English prose not previously prepared.

(iv) English Composition.

The test will be both oral and written. Candidates will be required:-

- (a) to give orally a concise and orderly summary of the contents of a passage read by the candidate, or of a passage read aloud twice by the examiner. This test will be given in connection with the reading.
- (b) to write an essay of not less than 30 lines on any one of a given number of subjects.

PART II.

English.

In addition to the reading, recitation, dictation, and composition taken in Part I., candidates will be examined in:-

- (a) The analysis of sentences. Minute details of formal grammar will not be required. Thus it will be sufficient if candidates can select from a given passage the co-ordinate principal sentences and describe in general terms the functions of subordinate clauses and phrases.
- (b) The construction and modification of single sentences. The test will consist mainly in the interchanging of words, phrases, and clauses of equivalent function.
- (c) The more common roots, prefixes and suffixes.
- (d) Simple parsing.
- (e) Two works of literature, one poetry and the other prose.

.....

(b) EXAMINATION FOR THE SECOND CLASS CERTIFICATE .Subjects of Examination.

The examination is wholly professional. It consists of two parts, a practical and a written examination.

(i) Examination in Practical Teaching.

This will take place during the three months preceding or the three months succeeding the written examination. An Inspector will make two visits to the school where the candidate is engaged, for the purpose of testing the practical work. He may make one or more additional visits, if he thinks it advisable. Each visit will, as far as possible, cover both the morning and afternoon sessions. The Inspector will investigate or examine in any way he may think desirable.

- (a) Pupils' note-books and class records;
- (b) The teacher's blackboard work, as regards writing, arrangement, illustration;
- (c) The disciplinary treatment employed;
- (d) The method of treating any lesson which falls within the teacher's ordinary work, a choice being given between a science subject and a foreign language subject.

(ii) Written Examination.

The subjects of the written examination are as follows.-

- (a) The scientific and philosophical bases of instruction and education, including psychology, logic and ethics.
- (b) Educational ends.
- (c) The curricula of primary and secondary schools in relation to educational ends.
- (d) The history of education.

A detailed syllabus of the examination, including a list of books recommended can be obtained from the Principal of the Normal College, Box 855, Pretoria.

T.E.D. REGULATIONS GOVERNING THE TRAINING OF TEACHERS
AND THE ISSUE OF TEACHERS' CERTIFICATES, 1909.

1 EXAMINATION FOR THE THIRD CLASS TEACHERS' CERTIFICATE.

SYLLABUS IN ENGLISH.

PART I -- GENERAL.

For reading, recitation, dictation, and composition, see Part II. An additional test will be given on the syllabus given below. Two papers will be set one requiring a higher standard of attainment than the other and the candidate may take either, provided that in the case of a student of an institution for the training of teachers such choice must be subject to the approval of the teacher of the subject; candidates who pass the higher test will be entitled to have their certificates endorsed to this effect.

The lower paper shall be based on the first four sections of the syllabus given below but will not include the works of literature. The higher paper will cover the five sections and the questions on the first four will be of a more advanced character.

- a) The analysis of sentences. Minute details of formal grammar will not be required. Thus it will be sufficient if candidates can select from a given passage the co-ordinate sentences and describe in general terms the functions of subordinate clauses and phrases.
- b) The construction and modification of single sentences. The test will consist mainly in the interchanging of words, phrases, and clauses of similar function.
- c) Simple parsing.
- d) The growth of words by the addition of prefixes and suffixes to the parent stem and otherwise.
- e) Selected works of literature.

PART II - PROFESSIONAL.

Reading, English and Dutch.

The reading aloud after perusal of modern English and Dutch prose and poetry or both not previously prepared.

Recitation, English and Dutch.

Fifty lines of poetry and fifty lines of prose in each language. The passages must be selected from standard authors. It is recommended that the prose passage be taken from the writings of a historian or essayist. It should not be conversational.

Dictation, English and Dutch.

The writing from dictation, with insertion of punctuation marks, of a passage of prose not previously prepared.

Composition - English and Dutch.

The test shall be both aral and written.. The candidate will be required

- (a) to take part in a conversation connected with the school and home life of children;
- (b) to give orally a concise and orderly summary of the contents of a passage read by himself. This test will be given in connection with the reading.
- (c) to write a short essay on any one of a given number of subjects.

2 EXAMINATION FOR THE SECOND CLASS TEACHERS' CERTIFICATE.

SYLLABUS IN ENGLISH.

PART I - GENERAL.

a) ENGLISH AS COMPULSORY SUBJECT.

The written examination will test composition, grammar and a knowledge of the History of the Language (general outline), and of two prescribed works, or portions of works, one in prose and the other in verse. Two papers will be set, the first one dealing mainly with composition and the History of the Language and the second mainly with prescribed works. The examination will also include oral tests in reading and speech.

b) ENGLISH AS OPTIONAL SUBJECT .

The written examination will consist of the first of the two papers set to candidates who take Dutch as a compulsory subject. The examination will also include oral tests in reading and speech.

PART II - PROFESSIONAL.

(This was an entirely professional course.)

T.E.D. REGULATIONS GOVERNING THE TRAINING OF TEACHERS AND
 THE ISSUE OF TEACHERS' CERTIFICATES.
1911 (Reprinted in 1913).

(a) EXAMINATION FOR THE TEACHERS' THIRD CLASS CERTIFICATE.

SYLLABUS IN ENGLISH.

PART I -GENERAL.

For reading, recitation, dictation, and composition, see Part II. An additional test will be given on the syllabus given below. Two papers will be set, one requiring a higher standard of attainment than the other, and the candidate may take either; provided that in the case of a student of an institution for the training of teachers such choice must be subject to the approval of the teacher of the subject; candidates who pass the higher test will be entitled to have their certificates endorsed to this effect.

The lower paper will be based on the first four sections of the syllabus given below, but will not include the works of literature. The higher paper will cover the five sections, and the questions on the first four will be of a more advanced character.

- (a) The analysis of sentences. Minute details of formal grammar will not be required. Thus it will be sufficient if candidates can select from a given passage the constituent sentences and describe in general terms the functions of subordinate clauses and phrases.
- (b) The construction and modification of single sentences. The test will consist mainly in the interchanging of words, phrases, and clauses of similar function.
- (c) Simple parsing.
- (d) The growth of words by the addition of prefixes and suffixes to the parent stem and otherwise.
- (e) Selected works of literature.

PART II - PROFESSIONAL.

- (a) Higher.
 The reading aloud, after perusal, of passages of modern prose or poetry, or both, not previously prepared.
- (b) Lower.
 The reading aloud, after perusal, of passages of prose or poetry, or both, not more difficult than those which are to be found in a standard IV reading-book, and not previously prepared.
 Recitation.
- (a) Higher.
 Fifty lines of poetry and fifty lines of prose in each language. The passages must be selected from standard authors. It is recommended that the prose passage be taken from the writings of an historian or essayist. It should not be conversational.
- (b) Lower.
 Thirty lines of poetry and thirty lines of prose in each language. The passages selected need not be more difficult than those which are to be found in a standard IV reading-book.

Dictation.

(a) Higher.

The writing from dictation, with insertion of punctuation marks, or a passage of prose not previously prepared.

(b) Lower.

The writing from dictation, with insertion of punctuation marks, of a passage of prose not previously prepared and not more difficult than the passages which are to be found in a standard IV reading-book.

Composition.

(a) Higher.

The test will be both oral and written.. The candidate will be required:-

- (i) To take part in a conversation connected with the school and home life of children;
- (ii) To give orally a concise and orderly summary of the contents of a passage read by himself. This test will be given in connection with the reading.
- (iii) To write a short essay on any one of a given number of subjects.

(b) Lower.

The test will be both oral and written.. The candidate will be required:-

- (i) to take part in an easy conversation about the school and home life of the children;
- (ii) to write a short essay on one of a given number of subjects.

(b) EXAMINATION FOR THE TEACHERS' SECOND CLASS CERTIFICATE.

SYLLABUS IN ENGLISH.

PART I - GENERAL.

1) ENGLISH AS COMPULSARY SUBJECT.

The written examination will test composition, grammar and a knowledge of the history of the language (general outline), and of two prescribed works, or portions of works, one in prose and the other in verse. Two papers will be set, the first one dealing mainly with composition and the history of the language and the second mainly with prescribed works. The examination will also include oral tests in reading and speech.

2) ENGLISH AS OPTIONAL SUBJECT.

The written examination will consist of the first of the two papers set to candidates who take English as a compulsory subject. The examination will also include oral tests in reading and speech.

PART II - PROFESSIONAL.

(This was an entirely professional course.)

.....

(a) T.E.D. B(ii). SYLLABUS FOR TEACHERS' THIRD CLASS
CERTIFICATE EXAMINATION - 1918, (1923)

1) SYLLABUS in ENGLISH AND DUTCH - HIGHER GRADE.

ORAL.

Reading and Recitation.

The reading aloud, after perusal, of passages of modern prose or poetry, or both, not previously prepared.

The recitation of at least one hundred lines of poetry and one hundred lines of prose, in each language. The selections should not be in the form of two continuous passages, but the candidates should prepare a varied series of pieces, by standard authors. The examiner will make selections from among the pieces offered.

Composition.

The candidate will be required to give orally a concise and orderly summary of the contents of a passage read, or of passages offered for recitation.

WRITTEN.

Composition and Spelling.

The candidate will be required to write an essay on one of a given number of subjects.

2) SYLLABUS IN ENGLISH AND DUTCH - LOWER GRADE.

ORAL.

Reading and Recitation.

The reading aloud after perusal of passages of modern prose or poetry, or both, not previously prepared.

The selections should not be in the form of two continuous passages, but the candidate should prepare a varied series of pieces, by standard authors. The examiner will make selections from among the pieces offered. The examiner will take the nature and difficulty of the passages selected into consideration when assigning marks.

Composition.

The candidate will be required to give orally a concise and orderly summary of the contents of a passage read, or of passages offered for recitation.

WRITTEN.

Composition and Spelling.

The candidate will be required to write an essay on one of a given number of subjects.

ADDITIONAL SUBJECTS PRESCRIBED IN REGULATION 10.

ENGLISH LITERATURE.

First Year.

(Note. The prescribed works for the first year scheme shall be selected from writers of the 17th and 18th centuries.)

The first year's course shall include:-

- (a) A study of the following forms of English poetry: Epic, lyric, dramatic, sonnet, masque, ballad.

.....

- (b) A study of one play of Shakespeare, and a selection from Milton (the selected pieces to be announced annually by the Education Department).

Second Year.

(Note - The prescribed works for the second year course shall be selected from writers subsequent to the 18th century).

- (a) Outline of the history of English literature in the 19th century. Rebirth of poetic inspiration. The political and social background of the times. The Romantic movement. The spirit of Revolt. The Lake poets. The main lyrical themes of the age. Romanticism and the novel. The Victorian and post-Victorian essayists and novelists.

- (b) For special study :-

- (i) A study of representative essayists.
 - (ii) A study of three representative novels.
 - (iii) A study of selections from poets.
- (The works selected in these sections, (i), (ii), (iii), shall be announced annually by the Education Department.

- (b) T.E.D. SYLLABUS FOR TEACHERS' SECOND CLASS CERTIFICATE EXAMINATION. 1918 (REPRINTED IN 1923).
-

PART I - ACADEMIC.

A. Compulsory Subjects.

English and Nederlands or Afrikaans.

The written examination will test composition, grammar, and a knowledge of works, one in prose and the other in verse. Two papers will be set, the first one (Paper I) dealing mainly with composition, grammar, and the history of the language, and the second (Paper II) mainly with prescribed works. The examination will also include oral tests in reading and speech.

The questions will be set in English or Nederlands or Afrikaans, as the case may be, and candidates will be required to use English or Nederlands or Afrikaans, as the case may be, as the medium in which they write their answers.

B. Optional Subjects.

English.

The written examination will consist of the first of the two papers (Paper I) set to candidates who take English under Section A. The examination will also include oral tests in reading and speech.

Candidates taking English under this section and not for the purpose of obtaining an endorsement may, if they wish, answer the English paper (Paper I) through the medium of Nederlands or Afrikaans.

PART II - PROFESSIONAL.

1. English and Nederlands or Afrikaans.
Higher.

ORAL.

Reading and Recitation.

The reading aloud, after perusal, of passages of modern prose or poetry, or both, not previously prepared.

The recitation of at least one hundred lines of poetry, and one hundred lines of prose, in each language. The selections should not be in the form of two continuous passages, but the candidates should prepare a varied series of pieces by standard authors. The examiner will make selections from among the pieces offered.

Composition.

The candidate will be required to give orally a concise and orderly summary of the contents of a passage read, or of passages offered for recitation.

WRITTEN.

Composition and Spelling.

The candidate will be required to write an essay on one of a given number of subjects.

2. English and Nederlands or Afrikaans -
Lower.

ORAL.

Reading and Recitation.

The reading aloud after perusal of passages of modern prose or poetry, or both, not previously prepared.

The recitation of sixty lines of poetry and sixty lines of prose, in each language. The selections should not be in the form of two continuous passages, but the candidate should prepare a varied series of pieces, by standard authors. The examiner will make selections from among the pieces offered. The examiner will take the nature and difficulty of the passages selected into consideration when assigning marks.

Composition.

The candidate will be required to give orally a concise and orderly summary of the contents of a passage read, or of passages offered for recitation.

WRITTEN..

Composition and Spelling.

The candidate will be required to write an essay on one of a given number of subjects.

A. THE CONTENT OF THE COURSE OFFERED AT THE
NORMAL COLLEGE, PRETORIA.

1. The Diploma Course.

a. First and Second Year.

1) Language and Literature.

Selections of Poetry, Prose and Drama. The amount of the reading to be covered is indicated by the following allocations:

a) First Year. One-Act Plays (3 or 4); readings from a volume of English verse; representative lyrics and sonnets; readings and discussions from a volume of essays or short stories; brief talks on authors - their lives and other works; e.g., Alpha of the Plough; A.A.Milne; etc. Shakespeare, Milton, Wordsworth and Coleridge; one essay or written treatise on the work in language and literature to be submitted during each semester.

b) Second Year. Readings from selections of poetry, prose and drama. These readings, taken from whatever text-books are obtainable and from "the Times Anthology", will be done both orally and silently. General discussion of the trend in and characteristics of modern drama and verse.

At least one set work per semester; a course in one particular period of literature (second semester).

2) Oral Work.

Every student will be required to do oral work, at least once during each semester. This work will be:-

- a) A prepared speech on a given subject.
- b) An oral account of his or her experiences and impressions, or problems met with during school practice; and
- c) participation in class debates. This programme is for First Year students only. That for the Second Year students is the same as the programme for the 2/4 and 3/4 Groups (see par. 2 below).

3) Method.

a) First Year.

- i. Hints on and discussions of teaching practice: (problems, aims, requirements).
- ii. Common errors in the pronunciation of English sounds.
- iii. Discussion of the T.E.D.Syllabus (second language).
- iv. Notes on the method and technique of
 - (a) Teaching the tenses.
 - (b) Teaching speech.
 - (c) Teaching of reading in the early stages

b) Second Year.

- i. Completion of the work of the first year.

- ii. Speech training (including recitation and reading).
- iii. How to conduct both oral and silent reading lessons.
- iv. Extension of pupils' vocabulary (with reference to Ogden and Thorndike's Experiment).
- v. Spelling.
- vi. Speech in upper classes, composition and written work.

A composition on some given subject to be submitted in first semester.

4) Miscellaneous.

- a) An elementary course in phonetics.
- b) Compilation of school anthologies (verse and prose).
- c) Guidance in library usage.

5) Written Work.

Essays or treatises to be handed in from time to time as suggested above.

b. Third Year (3/3). (Specializing Groups)

Arts and Crafts; Domestic Science; Junior Work.

One period per week is devoted to instruction in English.

The courses for these students, specializing in their respective subjects after a general course of two years' duration, may be treated under two headings:

- 1) Arts and Crafts, and Domestic Science, owing to the similarity of these courses, and
- 2) Junior Work.

The former two courses are mainly technical, requiring in consequence less language work, while the latter, being highly specialized, again requires intensive and wide preparation in the teaching of language and literature at the level of the small child.

1) Arts and Crafts and Domestic Science.

This course comprises:-

- a) Oral Work on lines similar to that of the 1/3 and 2/3 Groups. From the Domestic Science Group is required, in addition, a prepared speech of the lecturette type, on the student's own particular hobbies and interests; an occasional demonstration lesson and discussions based on set work.
- b) English literature is included in both course. This takes the form of two prescribed books of English literature; the study of children's poetry: how to interpret and teach it (practical work): and the making of anthologies. The foregoing is for the Arts and Crafts Group. For the Domestic Science Group, one book of English literature is prescribed, while the study of the history of the development of the novel is also required.

.....

c) Special technical terminology for use in domestic science courses is a subject of study prescribed for the Domestic Science Group.

2) Junior Work.

The time allotted to instruction is one period per week.

a) Literature.

A knowledge of the life and works of certain authors, e.g., Lewis Carrol, A.A.Milne, Rudyard Kipling, Charles Kingsley, Enid Blyton, and others.

A knowledge of the fables, legends and fairy tales usually translated into English. The student should know how to adapt certain stories to the development and environment of her class.

A study of a standard work in children's literature, e.g., the Wind in the Willows, etc.

b) Poetry.

Readings from an anthology of verse, rhymes and jingles suitable for use in the Grades and Std. I.

c) Method.

Talks on, and some knowledge of, the work done by two of the following in connection with the introduction of the second language to the junior classes - Palmer, Adams, Ballard, Bennett. Special attention to the Playway of learning a language.

d) Reading.

The New Beacon Method.

The Sentence Method.

Students recommended to compile material for their own readers and to make suitable apparatus for the teaching of reading in the second language.

e) Oral Work.

i. Recital of poems, rhymes and jingles.

ii. Adapting and dramatizing a story.

iii. Formal and informal conversation lessons.

iv. Stories, songs and action songs.

f) Discussions of the T.E.D. schemes of work for Grades I and II, and Std. I (including reading).

N.B. The lecturer will attempt to cover the whole course as far as the very limited time at his disposal allows - one lecture per week.

2. The Degree plus Diploma Course

(2/4, 3/4 and 4/4)

a. Groups 2/4 and 3/4 (Second Year and Third Year Students.

The Normal College requirements of these two groups are confined to:

.....

1) Oral Work.

It is suggested that the oral work be done in the form of:

- a) Prepared speeches on given subjects.
- b) Class debates on current topics and problems of general and educational interest.
- c) Inter-Group discussions and conversations with lecturer or class-mates.
- d) Oral reading (reading aloud) from newspapers, books, plays, etc.
- e) Dialogues with lecturer alone.

Every student will be examined in oral, and his/her command of the second language will be tested at least once every semester.

Students will also be required to read English books extensively and an account of the books read will be given orally from time to time.

2) Language and Literature.

Readings (oral and silent) from:

- a) A set work.
- b) An anthology of poetry. (This includes discussion of different forms of poetry.)

3) Method.

The following divisions of Method will be dealt with during a period of two years. (The sequence of themes is left to the judgment of the lecturer responsible for each Group):-

- a) Reading (oral and silent).
- b) Poetry.
- c) Speech training.
- d) Grammar.
- e) Composition and letter writing.
- f) Elementary phonetics (including the principles of correct intonation.)

4) Miscellaneous.

- a) At least one essay, of a literary or general nature, per semester.
- b) Compilation of school anthologies (prose and verse).
- c) Guidance in library usage.

b. Group 4/4 (Fourth Year Students).1. English Language and Literature.

Readings (oral and silent) from:-

- a) A volume of essays or short stories.
- b) A volume of plays.

- c) From some anthology of modern verse (10 poems to be done).
- d) A modern anthology of prose selections, e.g., "Times Anthology".
- e) A book on semantics.
- f) A set work [presumably of literary nature].
- g) A course in a literary period, to serve as a background to the set work(s).
- h) Discussion of forms of poetry.

2) Oral Work.

In addition to reading, discussion, reproduction and criticism of essays, plays, poems and short stories mentioned above, the following types of work are suggested :-

- a) Readings and discussions (oral reproduction) of interesting articles in newspapers, periodicals (e.g., The New Statesman and Nation).
- b) Talks about experiences and impressions during teaching practice.
- c) Practice in application of knowledge gained under (4) above.
- d) Students must be familiarized with words and phrases and idiomatic expressions commonly used in daily life, social formalities and vocabulary of the home, as well as technical and professional terms of travel, radio, banking, art, science, etc.

3) Method.

Fundamental principles of language teaching.

- a) Direct, Classical and Natural Methods.
- b) Speech in upper classes.
- c) Discussion of T.E.D. "Suggested Syllabus" for English (second language).
- d) Oral and silent reading in lower and upper classes. Children's reading interests. Series of class readers.
- e) Teaching written composition.
- f) Spelling.

4) Written.

At least one essay, of a literary or general nature, will be written each semester.

B. THE CONTENT OF THE COURSE OFFERED BY THE TEACHERS' COLLEGE, HEIDELBERG.

It must be borne in mind that, unlike other Colleges, this College has no university connection. Its exceptional position is thus reflected in its syllabus. A fair amount of the work is purely academic, as a result of the endeavour, on the part of this College, to give the student at least something of what he misses by not attending a University.

a. Material offered:

- 1) An outline course of 2 years' duration in Literature,

to include a brief history of the language, some practical criticism and a study of verse-forms, but mainly concerned with modern developments in the Commonwealth and the U.S.A.

- 2) Training in reading, (including play-reading), recitation, the telling of stories.
 - 3) Method.
 - 4) Technical vocabularies.
 - 5) Training in the arts of writing and public speaking.
 - 6) A study of semantics and the analysis of language at work.
 - 7) The use of reference works.
 - 8) The use of a library.
 - 9) Etiquette in language: correct social usage in English.
 - 10) A two-year course in phonetics.
 - 11) Production of plays.
- b. Skills to be acquired by the student. (In Oral English and Method).
- 1) To recite, read and speak before an audience, either of children or of adults. (Material from nursery rhymes to lyrics and sonnets).
 - 2) Play-reading, coupled with
 - 3) The use of correct intonations and slurs.
 - 4) To debate, argue and reason publicly against opposition.
 - 5) To speak straightforward, idiomatic, conversational English with or without preparation.
 - 6) To teach conversation-lessons to any class from Grade I to Standard V.
 - 7) To teach various verse-forms.
 - 8) To teach reading.
 - 9) The selection and/or provision of apparatus suitable to the lesson and class.
 - 10) The writing of dialogues to illustrate lessons for children of the various classes. The telling of stories appropriate to various ages; and the telling of jokes. Impersonations.
 - 11) Phonetic transcription and analysis.
- c. Programme of Work.

1) The Academic Part of the Course.

i. First Year.

- a) The historical development of the English Language, to illustrate its mixed character.
- b) In outline, the period 1400-1600.
- c) Shakespeare and Milton.
- d) Pepys, Defoe, Boswell; individual authors and books of special interest from 1700.
- e) The romantics.
- f) The Victorian period.
- g) Practical criticism, passim, of specimens of verse and prose from the periods studied, and of representative works.

h) Modern English and American Literature.

11. Second Year.

- a) The Sociological Novel and Drama.
- b) Special forms, i.e., the Detective Novel.
- c) Practical criticism, especially of Modern Verse.
- d) Biography, History, Journalism.

The remaining six months will be taken up with debates and play-reading, the playing of records giving scenes from plays, and recitations.

2) Professional Part of the Course.

a) Reading. Recitation. Semantics.

Throughout the two years, one period per week once every fortnight or three weeks, for voice-production and instruction in how language is put to work. The nuances of usage and expression.

b) Method.

One period per week, for two years for all groups.

Apparatus.

Selection of material.

The teaching of Reading, Recitation, Composition, Controlled and Free Conversation in the various classes. (These are to be treated as skills; and the student must be able to demonstrate any portion of the Method syllabus).

Technical vocabularies.

Passim. High frequency words from other subjects:- History, Geography, Arithmetic, Arts and Crafts. Technical language met with in everyday life. The keeping of common books.

c) Written.

Written exercises, essays, and newspaper reports, etc., about once every 3 or 4 weeks.

d) Use of Library.

A part of one period per week per Group throughout the two years.

e) Oral.

Twenty to thirty minutes of supervised and prepared conversation per student per week for two years; and daily informal conversation in the students' own time, checked by record book.

Reference Works.

Note: Semantics, the analysis of language at work, and the etiquette of language, cannot be compartmented off, but must be applied incidentally and in passing to speech, writing, recitation, (use of voice, emotive aspects of verse, deportment, etc.) throughout the course.

C. THE CONTENT OF THE COURSE OFFERED BY
THE TEACHERS' COLLEGE,
POTCHEFSTROOM.

a. GENERAL.

1. Oral Work and Extensive Reading.

a) Discussions of and addresses on a variety of topics, e.g., newspapers and magazine articles, current events, books and popular literature.

Lessons to be given by all students, with suitable apparatus.

b) Story-telling.

c) Practice in correct pronunciation and clear enunciation. Common pronunciation mistakes. Elements of speech production.

d) Committing to memory 150 or 200 lines of poetry and prose. Selections from the writing of old and modern authors and from children's prose and poetry. Recitation.

e) Expressive oral reading.

f) Reading of plays and dramatic performances. Dialogues.

g) Extensive reading.

2. Written Work.

Written exercises consisting of paragraph-writing, essay-writing, the writing of dialogues, original stories and plays suitable for various classes and verse-composition.

Scraps-books.

An anthology of verse and prose for the Primary School suitably illustrated.

3. Method.

a) The speaking of English.

- 1) English as a second language generally and in school. Problems.
- 2) The aims of oral composition.
- 3) Correct pronunciation and clear enunciation. Phonetic notation. Common mistakes, Remedial exercises.
- 4) Speech training methods suitable for the Primary School.
- 5) The Direct Method.
- 6) Methods, suggestions and lessons.
- 7) The Speech syllabus for Primary and Junior High Schools.
- 8) The Thorndike list of most common words in English.
- 9) Reference books and useful classroom books.

b) Poetry in the classroom.

1. The value of poetry and the meaning of appreciation.
By what means appreciation may be aroused.

- 2) Nursery rhymes and poetry for junior pupils. Methods. Poetry and prose for more advanced pupils. Methods.
 - 3) Poetry and prose for more advanced pupils. Methods.
 - 4) Poems and prose passages suitable for various classes.
 - 5) Useful anthologies.
- c) The Writing of English.
- 1) The role of written exercises in school.
 - 2) Suggestions and procedures.
 - 3) Types of exercises suitable for various classes. Letter-writing.
 - 4) Reference books.
- d) The Reading of English.
- 1) The importance and aims of reading.
 - 2) Oral and silent reading.
 - 3) How to promote rapid and effective silent reading.
 - 4) Beginning reading methods. Respective merits.
 - 5) Suggestions on how to conduct reading lessons.
 - 6) The reading interests of children at various ages.
 - 7) The library. Lists of suitable books.
 - 8) Reference books.
- e) Grammar.
- 1) Parts of speech.
 - 2) Words often confused.
 - 3) Errors due to the influence of Afrikaans.
 - 4) Miscellaneous mistakes.
 - 5) Some common abbreviations.
 - 6) How words are formed.
 - 7) Punctuation.
 - 8) English grammar in the Afrikaans-medium school.
 - 9) Reference books.
- f) Story-telling.
- 1) The value of story-telling.
 - 2) The aims of story-telling. Favourite stories.
 - 3) The story interests of children.
 - 4) Selecting and adapting stories.
 - 5) Some suggestions on how to tell stories.
 - 6) Reference books.
- g) Spelling.
- 1) Importance of spelling.
 - 2) General laws of spelling.
 - 3) A suitable method, The Winnetka Method.
 - 4) Words often spelt incorrectly.

h) The English time-table.

1) Extensive Reading.

a) The reading of at least 24 library books, mostly novels, in two years, i.e., at least 12 per year. During the year in which he applies himself to any special subject the student will be required to read at least 6 selected library books; altogether at least 30 selected books in three years.

b) Reading of and reference to a number of library books for specific purposes, such as the compilation of anthologies, selection of stories to tell in the classroom, selection and reading of books suitable for children and of plays to be produced in school and college, etc.

One or more of the following books may be prescribed, if procurable :-

Stories to tell to Children. S. Bryant.

The Book of Stories for the Story-teller. F. Coe.

The Fables of Aesop. Macmillan.

This work extends over a period of three years.

2) Intensive Reading.

The reading and study of suitable representative English Literature, mainly modern.

a) Novels.

Four novels to be prescribed for intensive study over a period of two years, i.e., two per year for two years, and one novel in the third year; altogether 5 novels.

Writers: Scott, Thackeray, Dickens, Dumas, Hardy, Galsworthy, Wren, Hay, Buchan, Wells, Keyes, du Maurier, Douglas, Llewellyn, etc.

b) Poetry.

Detailed study of poems selected from two to four prescribed books from the following list :-

An Anthology of Modern Verse.

Palgrave's Golden Treasury of Verse.

The Centenary Book of South African Verse, F.C. Slater.

Oxford Garlands Sonnets. Sel. by R.M. Leonard.

For your Delight. E. Fowler.

Songs of Childhood. W. De la Mare.

A Child's Garden of Verse. R.L. Stevenson.

Types of Children's Literature. Ed. W. Barnes.

The Land of Poetry. Bks. I, II, III, IV and Transition, Ed. Hill and Wood.

The work extends over the period of three years.

c) Drama.

Two plays are prescribed for detailed study.

Authors: Sheridan, Goldsmith, Shaw, Pinero, Galsworthy, Bennett, Drinkwater, Barrie, Milne.

In addition to these plays students will have to read and know some children's plays. If procurable, the following useful series will be subscribed :-

The London Dramatic Books; First, Second and Third Series by R.Bennet;

alternately,

one or both of the following:-

Plays for Little Players. Polkinghorne.

Eight Easy Plays for Infants. Polkinghorne.

Plays or scenes from plays will be staged from time to time. This work extends over a period of three years.

3. Language.

a) Grammar. A course in grammar, particular attention being paid to tense, concord, pronouns, prepositions, spelling, punctuation, extension of vocabulary, sentence construction, errors due to the influence of Afrikaans, the writing of dialogues, letters and compositions.

Prescribed: Maskew Miller's Practical Course in English. v.d.Horst and van Heyningen.

The work extends over a period of three years.

b) Practical Phonetics.

English phonetic notation, transcription and oral exercises. Common enunciation and pronunciation mistakes. Voice-production.

This work extends over a period of one year.

APPENDIX B.

REPRESENTATIVE PORTIONS OF THE ENGLISH
PAPERS OF THE MATRICULATION EXAMINATION
OF 1909 AND OF THE SENIOR CERTIFI-
CATE EXAMINATION OF 1950.

MATRICULATION EXAMINATION.

1909.

First Paper. (Part I). / Three Hours.

- I. Take one of the three following subjects, and write the letter and reply according to the instructions given. Each letter must begin on a separate page. Each letter must be in correct form with heading and conclusion in full.

Either

- (a) You believe that the Capital of the United South Africa should be in your Colony. Write to a friend in another Colony stating this fact and giving your reasons. Write also your friend's reply.

Or

- (b) The secretary of a neighbouring football or hockey club writes to you as secretary of your club inviting your team to play a match with them on their ground, giving details as to the best means of reaching their village and stating the plans made for your entertainment. After the match is played, you, as secretary, write a note of thanks for the courtesies received, commenting on the game.

Or

- (c) Your uncle writes to offer you either a year of travel or a year of study. You reply, expressing your gratitude, stating your choice and giving your reasons, trying to persuade him that your plan is the wiser one. Write both letters.

2. Rewrite the following sentences in correct English and give an explanation of the correction made in (a):

(a) You can never do that without I help you.

(b) Hurrying along the street, the shop-windows

presented a very attractive aspect.

(c) The Prince had determined, the moment he should have entered upon his office, to have changed the administration.

(d) I never read that kind of book.

3. Give: (a) Sentences to bring out the difference in meaning in the following pairs of words, one sentence for each word.

practical, practicable; affect, effect; recourse, resource.

(b) Two synonyms for each of the following words, using each new word in a separate sentence. The sentences should bring out the different shades of meaning in the synonyms.

Genuine.

Anxiety.

4. Expand the words in italics in each of the following sentences into a clause, stating in each case the kind of clause thus obtained.

(a) This done, they set out.

(b) She wondered at their coming.

(c) The crew sacrificed themselves to save the passengers.

5. Analyse into clauses only:

A man who had become the president of a great manufacturing industry once laid down this principle: the secret of success in life is to do whatever you are set to do a little better than the people about you are doing it.

PART II.

6. Take one of the three following subjects and write

an essay upon it. The essay should not exceed three pages in length.

(a) The value of reading poetry. (b) Mountains.

(c) The place of sport in education.

7.

Rewrite the following passage in correct and readable English, recasting the sentence where necessary:

"Mr. Jones than whom no one has so great a knowledge of the native dialects was unfortunately prevented to join the party. Setting out therefore on 31st, Fort Peter was reached on the 3rd August, having made as good or better progress than was expected. They applied to the officer in command for guides in view of which they brought letters from the capital and which they were much in need of."

8. Express as accurately as you can in your own words the exact meaning of the following passage:

"Much is there which the sea
Conceals from man, who cannot plumb its depths.
Air to his unwinged form denies a way,
And keeps its liquid solitudes unscaled.
Even earth, whereon he treads,
So feeble is his march, so slow,
Holds countless tracts untrod.
But more than all unplumb'd,
Unscaled, untrodden, is the heart of man." (M. Arnold)

9. Paraphrase the following passage so as to show that you appreciate the sense of each phrase:

"I cannot conceive how any man can have brought himself to that pitch of presumption, to consider his country as nothing but a sheet of paper, upon which he may scribble

whatever he pleases. A man full of warm, speculative benevolence may wish his society otherwise constituted than he finds it; but a good patriot, and a true politician, always considers how he shall make the most of the existing materials of his country. A disposition to preserve, and an ability to improve, taken together, would be my standard of a statesman. Everything else is vulgar in the conception, perilous in the execution."

(E. Burke)

Second Paper. (Part II).THREE HOURS.Part I. Shakespeare - Richard II.

- I. (a) Richard II has been compared to a "boy of fine temperament, who has weak muscles and a distaste for school games."

Do you think that this was Shakespeare's idea of the character, and that he meant us to sympathise with the King? Give reasons for your answer.

Or

- (b) Explain from the play the causes of Bolingbroke's rapid success.

2. Explain the allusions in five of the following passages:

- (a) Gaunt. God's is the quarrel; for God's substitute,
His deputy anointed in His sight,
Hath caused his death; the which if wrongfully,
let heaven revenge.
- (b) Bolingbroke. Must I not serve a long apprenticeship
To foreign passages; and in the end,
Having my freedom, boast of nothing else,
But that I was a journeyman to grief?
- (c) K. Richard. Can sick men play so nicely with
their names?
Gaunt. No, misery makes sport to mock itself.

Four more quotations follow.

3. Contrast the patriotism of Gaunt and York, quoting short illustrative passages.

511.

Or

Give examples from the play of Shakespeare's use of figures taken from 1) law, 2) sport, 3) music, 4) feudalism.

4. Explain five of the following:

(a) Pelting farm. (b) To sue his livery. (c) Breath of parle. (d) Razed out my imprese

Three more quotations follow.

5. Give in your own words the meaning of two of the following:

(a) Aumerle. "Farewell:"
And, for my heart disdained that my tongue
Should so profane the word, that taught me craft
To counterfeit oppression of such grief
That words seemed buried in my sorrow's grave.

(b) K. Richard. My care is loss of care, my old
care done; Your care is gain of care, by new
care won.

One more quotation follows.

Part II. Blackwood's English Prose, Part II:
Selections.

6. What are the qualities of a good narrative style?
Which of the passages you have read in the Selections
pleases you best as narrative?

Or

"Carlyle's favourite rhetorical figures are apostrophe and sarcasm." What is meant by this? Give instances of both these figures; and explain why Carlyle is not a good

model for a young writer.

Or

7. Transfer Rip van Winkle to South Africa. Imagine that he fell asleep here, and not by the Hudson, and describe his waking to-day.

Or

On the 9th, Nelson sent Collingwood what he called, in his diary, "the Nelson touch." What was this? Continue the narrative from this point down to the moment of Nelson's last signal.

Or

"He had light-blue eyes, extra-ordinarily bright, and a face perfectly regular and handsome, like a tinted statue." Of whom is this said, and in what circumstances are you introduced to him? Continue the narrative from this point.

8. (a) What are the reasons Tyndall gives for considering physical science a valuable part of education?

Or

(b) Explain and illustrate his sentence : "The circle of human nature is not complete without the arc of the emotions."

Or

(c) What do you know of the novel in which Tom Pinch is a character?

9. Tell what you know of the life of Dickens, or of Thackeray, or Washington Irving, or Southey.

10. Write short notes on the following: Lafayette, Villeneuve, Mirabeau, Locke, Agamemnon, Childeric, Lord Halifax, Hendrick Hudson, Kant.

A question on quotations and what they allude to completes the paper.

Note: Not more than five questions of the Second Paper, Part II, had to be attempted. The candidate was evidently expected to answer every question on Shakespeare.

T.E.D. SECONDARY SCHOOL CERTIFICATE EXAMINATION, 1950.

ENGLISH LOWER GRADE. FIRST PAPER.

LANGUAGE & PRESCRIBED BOOKS.

SECTION A.

(1) Read this little story and then answer the questions that follow:-

An old farmer was sitting on the stoep of a dorp store when two strangers drove up. "Hey, there," one of them called out, "how long has this town been dead?"

The farmer stared at them and then spat reflectively. "Well, not for very long. You're the first vultures I've seen."

(a) In a short paragraph write down the thoughts that probably flashed through the old farmer's mind before he gave his reply. (6)

Why does he give the strangers the name of "vultures" rather than that of any other bird? (2)

(ii) Read the passage below carefully and then answer the questions that follow; or carry out the instructions. What is wanted from you is accurate information conveyed clearly by means of the right words correctly spelt in sentences or phrases properly composed and punctuated.

Recently a motorist stopped at a service station to have his car greased. While it was on the hydraulic hoist, a mechanic called his attention to a nail in one of the tyres. "Want it changed?" he asked. "Let's have your pliers a moment", the motorist countered. He pulled out a long nail. The mechanic waited for the air to hiss out. It didn't.

This was the new tubeless automobile tyre, punc-

puncture-sealing and highly resistant to blow-outs, that has been developed at Akron, Ohio, home of America's big rubber companies. The makers expect that the new casing will eventually change all tyre manufacture.

For the benefit of a newsreel photographer, one of the new tyres was run fifty times over a board that had six big nails sticking out of it. That would have meant a multitude of punctures for any ordinary tyre, yet the new tyre lost no air.

In a car equipped with tubeless tyres a policeman was on a chase, throttle to the floor, when a loud clack-clack-clack began against the pavement. Instead of slowing up or stopping he kept on and got his man. Then he investigated. A heavy bolt had driven into the front tyre. He simply pulled it out and drove back to headquarters.

The tubeless casings can be wrecked, but not very easily. Half a broken beer bottle, cutting a two-inch hole, might ruin them. ^{went} One/flat when a piece of brass tubing pierced it, making a half-inch metal vent. But in general, the risk of sudden blow-outs is eliminated.

- (a) Summarize the passage in not more than fifty words. (8)
- (b) Explain: Hydraulic hoist. Pliers. (4)
- (c) What is the difference between a puncture and a blow-out? (4)

- (d) Give, in your own words or by means of quotation from the text, an example of an official test of the capabilities of the new tyre, and an example of an unofficial test of its capabilities. (4)
- (e) Tell of two ways in which it is possible to cause the new tyre to lose air. (4)
- (f) Find a word of similar meaning to take the place of each of the following:-
automobile, countered, casing, vent. (4)
- (g) What is required when one uses ordinary tyres that is not required when one uses tyres of the new type? (2)
- (h) Why is "can" (in last paragraph) underlined? (2)

2. Complete the following sentences by adding something of your own. The completed sentence should be grammatically correct, should read well and should have meaning:-

- (a) If the children are to be kept happy
- (b) He was keen not only on sport
- (c) It was easier to try for your own sakes than..
- (d) Let me advise you
- (e) Work hard while you are young lest(10)

SECTION B.

PART I.

KING LEAR.

Brief factual answers in complete sentences are required.

3. (a) Who said this:

Unhappy that I am, I cannot heave
my heart into my mouth.

- (b) What did Lear reserve for himself when he divided his kingdom between Regan and Goneril?
- (c) When Goneril tells Cordelia that the King of France has received her "at fortune's alms," what does she mean?

Four more questions of this type follow. (14)

Questions 4, 5, 6, 7 and 8, each on a different prescribed book, contain similar questions requiring brief answers of a factual nature.

PART II.

KING LEAR.

10. (a) Contrast the characters of the two brothers-in-law, Cornwall and Albany.

OR

- (b) Tell the story of the ending of the play, from the capture of Lear and Cordelia to the death of Lear. (24)

The above is typical of the questions of the essay type on the books set.

Five questions had to be answered from the prescribed books, three from Part one and two from Part II.

518.

T.E.D. SECONDARY SCHOOL CERTIFICATE EXAMINATION, 1950.

ENGLISH LOWER GRADE. SECOND PAPER.

COMPOSITION AND LETTER.

I. Write an essay of approximately 300 words on ONE of the following:-

(a) Fences.

(b) How I taught a small child to play a game.

(Any game)

(c) Changes in the means of travel.

(d) Myself - as I see myself.

(e) Our last school magazine. (80)

2. Write a letter to a friend, telling him or her all about your cold. The letter need not be serious.

OR

Write a letter to a friend in another town, describing the new house into which your family has moved. (20)

519.

APPENDIX C.

THE QUESTIONNAIRES.

1. THE QUESTIONNAIRE TO AFRIKAANS-MEDIUM PRIMARY SCHOOLSINSTRUCTIONS.

1. Please indicate the procedure that you actually follow, and not the ideal one which you think should be followed.
2. All the information received will be treated as confidential. Names of persons and schools will not be mentioned.
3. The questions apply to the usual classes only, i.e. not to special classes of retarded children.
4. Where it is impossible, though ideal, for every teacher to include his (her) methods, please indicate, in reply to each question, a method or procedure that is typical of the way you do things in your school.
5. Kindly return all forms within one month after the receipt of the questionnaire.

SECTION A.

(Oral).

(a) Controlled Conversation.

Please underline the answer that you select and fill in the blanks.

For example:

No. Yes. Gr.../Std...
(When filled in by you) No. Yes Gr.../Std. 1,2,3.

1. How much time do you devote to controlled conversation in each class?

(a)	...periods	of...	minutes	each	per	week	in	Grades	1&2
(b)	...	"	"	...	"	"	"	"	Std. 1.
(c)	...	"	"	...	"	"	"	"	2.
(d)	...	"	"	...	"	"	"	"	3.
(e)	...	"	"	...	"	"	"	"	4.
(f)	...	"	"	...	"	"	"	"	5.
(g)	...	"	"	...	"	"	"	"	6.
2. Do you teach your pupils the spoken form of English, the written form, or both? For example "I've come" or "I have come"?

(a)	The spoken form only.	No.	Yes.	Grade.../Std...
(b)	The written form only.	No.	Yes.	Grade.../Std...
(c)	Both forms.	No.	Yes.	Grade.../Std...
3. (a) Do you give sound-drill before each controlled conversation lesson? No. Yes. Grade.../Std...

(b) If "Yes", please indicate briefly the nature of the sound-drill:

 - i Repetition after the teacher of some of the more difficult words to be taught in the particular lesson. No. Yes. Grade.../Std...
 - ii Drill in sounds similar to those contained in the words you intend to teach. No. Yes. Grade.../Std...
If "Yes" please give an example of the material used.....
.....

4. Do you base the controlled conversation on the class reader? No. Yes. Std.... If "Yes" please explain the procedure you follow.....
- 5.(a) What methods do you use to arouse the children's interest in the controlled conversation lessons?
- i' Do you include the words or the sentences to be taught in a story made up by yourself? No. Yes. Grade.../Std....
- ii) Do you base the controlled conversation on well-known stories, such as "The Three Bears" and others? No. Yes. Grade.../Std....
- iii Do you make use of language games? No. Yes Grade.../Std.... If "Yes" please describe briefly three language games used;.....
-
-
-
-
-
-
-
-
-
-
- (b) Please describe any other method or device which you use to obtain the interest of the pupils in the controlled conversation lessons.
-
-
-
- Grade.../Std.....
6. What medium do you use during controlled conversation lessons?
- (a) Entirely English. No. Yes. Grade.../Std....
- (b) Mostly English. No. Yes. Grade.../Std....

(b) Free Conversation:

- 7.(a) What is the subject matter of the free conversation lessons in your class? Please underline the answer you select from the alternative replies offered below and fill in the blanks:
- i' Topics selected by the pupils. No. Yes. Gr.../Std..
- ii Topics selected by the teacher.No. Yes. Gr.../Std..
- (b) For what length of time is each pupil expected to speak?
- i ...minutes every free conversation period in Grade.../Std....
- ii: ...minutes per week in Grade.../Std....
- (c) Is participation in the conversation optional? No. Yes. Grade.../Std.....

(d) i Do you ask pupils to prepare speeches at home? No. Yes. Grade..../Std....

ii If "yes" please explain any method you may use to minimize their making mistakes in their preparation and then learning and perpetuating those mistakes.....
.....
.....

(e) The topics for free conversation lessons.

i A paragraph is read and the pupils are then questioned on the contents. No. Yes. Grade..../Std....

ii Pictures. No. Yes. Grade..../Std.... If "Yes", are these pictures drawn by the teacher? No. Yes. Grade..../Std.... Are they bought ready-made? No. Yes. Gr.../Std...

iii Riddles made up by the teacher. No. Yes. Gr.../Std..

iv Riddles made up by the pupils. No. Yes. Gr.../Std..

v Objects brought to school by individual pupils who ask the rest questions about these objects. No. Yes. Grade..../Std....

vi Individual pupils are allowed to ask the rest of the class any question in English; e.g. "Who is South Africa's rugby captain? No. Yes. Grade..../Std....

vii The free conversation is based on the class reader. No. Yes. Std.....

viii. A story. No. Yes. Grade..../Std....

(f) If you conduct your free conversation lessons in other ways, please mention and explain these..

.....
.....
.....
Grade..../Std....

8. How do you correct the errors made by the pupils?

(a) As soon as made? No. Yes. Grade..../Std....

(b) At the end of the lesson. No. Yes. Grade..../Std....

(c) Are the pupils' errors noted for corrective teaching later? No. Yes. Grade..../Std....

9. How much time do you devote to free conversation per week?

Grades 1 & 2.....periods of....minutes each.

Std. 1.	.....	....
2.	.....	....
3.	.....	....
4.	.....	....
5.	.....	....
6.	.....	....

SECTION B.

(POETRY AND APPRECIATION.)

Please underline the answer that you select from the alternative replies offered, and fill in the blanks.

10. Which of the following methods do you use when you require your pupils to memorize a poem?
- (a) The "whole" method. No. Yes. Grade..../Std....
- (b) The "part" method. No. Yes. Grade..../Std....
If "Yes" do the pupils
- i learn the poem line by line, or one line and part of another, according to the sense?
Never. Sometimes. Always (Please underline).
- ii Do they learn the poem verse by verse, if the verses are short? Never. Sometimes. Always.
- (c) The "mixed" method (reading the whole poem first and then learning it one part after another).
Never. Sometimes. Always. Grade..../Std....
11. Do you let the pupils say the poem in chorus while they are memorizing it in class?
Never. Sometimes. Always. Grade..../Std....
12. What method do you use in presenting a poem to the class?
- (a) Do you tell the class the story or the contents of the poem?. No. Yes. Grade..../Std....
- (b) Do you touch upon the central thought or problem of the poem and thus make it meaningful to the children without telling them the contents?
No. Yes. Grade..../Std....
- (c) Do you explain the contents in Afrikaans. No. Yes. Grade..../Std....
13. By what means do you try to cultivate in your pupils an appreciation of poetry?
.....
.....
.....
.....
.....
.....
Grade..../Std....
14. How many periods do you devote to the memorizing and reciting of poetry?
.....periods of.....minutes each per week in Grade....
Std.....

SECTION C.

(Reading).

Underline the answer that you select from the alternative replies, and fill in the blanks.

15. Stds. I & II i.e. beginners.
- (a) Do you use a printed book, i.e. one printed by a publisher, when you start teaching reading - that is, teaching it to children who cannot read yet?
No. Yes. Std....

Note: This question refers to English reading and to English as a second language only.

- (b) i Do you let the beginners build up their own class readers, instead of using a printed one
No. Yes. Std.....
- ii If "Yes" please describe very briefly the method that you use in constructing the reader, and the method by which you teach the actual reading.
- (i) The reading book is built up by the class as follows.....
.....
.....
.....
.....
.....
.....
- (ii) I teach the actual reading by means of the following method(s):- (e.g., the Phonic Method etc., operated in the following way....)
.....
.....
.....
.....
.....
.....
.....
- (c) If you do not start the teaching of reading with the aid of a printed, i.e., published reader, please state when a printed reader is introduced. A printed reader is introduced for the first time in the..... term of Std.....
(1st, 2nd, 3rd, 4th)
- (b) If the above does not reflect your method of teaching English reading to beginners, please explain very briefly your methods and procedures.....
.....
.....
.....
.....
.....
.....
16. Which of the following aids do you use to encourage children to read, both orally and silently?
- (a) i A notice-board for the class. No. Yes. Std.....
- ii Matching pictures with cards containing the names of the things pictured. No. Yes. Std.....
- iii Puzzle cards where the part which has the name of the object fits into the part bearing the picture of the object. No. Yes. Std.....
- iv Drawing pictures to illustrate words, phrases or sentences; e.g. the teacher writes on the blackboard: "A bird in the nest", and the children draw the picture, not a word being spoken.
No. Yes. Std.....
- (v) The children carry out written commands. No. Yes. Std.....
- (b) Describe briefly any other method used by you to encourage reading, silent and oral, by beginners....
.....

17. (a) How do you introduce the passage to be read?

- i. By making a few remarks meant to facilitate the understanding of the meaning of the passage, without actually telling the story or the contents of it. No. Yes. Std.....
- ii By telling the children, in English, the contents of the passage to be read. No. Yes. Std.....
- iii By telling, in English, only the main facts contained in the passage. No. Yes. Std.....
- iv Do you use Afrikaans in order to give the children the desired guidance on the lines suggested above? No. Yes. Std.....
- v If you use any other method of introducing a reading lesson, please explain it:.....

 Std.....

- (b) i. Do you start the lesson without introductory or explanatory remarks? No. Yes. Std.....
- ii If "Yes" please state your reason for doing without an introduction.....
 Std.....

18. (a) How does the actual reading of the passage, prepared by the children beforehand, take place?

- i. The teacher reads a number of lines to the class as a model. No. Yes. Std.....
- ii The children read by turns. No. Yes. Std....
- iii Only the better readers are asked to read. No. Yes. Std.....

(b) Do you sometimes divide the class into groups, under pupils as leaders, the latter hearing the reading of their groups simultaneously, so as to give each pupil the maximum practice in reading? Sometimes. Never. Rarely. Std.....

- (c) i If every child is given a turn to read, how do you solve the problem of the backward reader who bores the rest of the class till they lose interest?.....

 Std.....
- ii If only the better pupils are asked to read, how do you give the backward ones their fair share of practice in oral reading?.....
 Std.....

19. (a) How do you correct the pupils' errors in pronunciation?

- i. As soon as the errors are made. No. Yes. Std....

- ii At the end of the lesson. No. Yes. Std.....
- (b) If you use any other method of correcting these errors, please explain it briefly.....

 Std.....
20. Do you interrupt the reading for the sake of giving or asking the meanings of words or testing the pupils?
 Always. Sometimes. Rarely. Never. Std.....
21. (a) How many books, approximately, do your pupils read, as part of their private reading, per year?.....
 books per year by each pupil in Std.....,.....
- (b) Is the reading of the pupils controlled by you in any way, i.e., do you check whether the pupils actually read the books they borrow from the school library? No. Yes.
- (c) If you do control the reading, please indicate briefly the method you use.....

22. (a) Do your pupils produce English plays? No. Yes. Std....
- (b) If you do not go in for the class plays in English, please state your reason.....

SECTION D.

(Language and Grammar)

23. Do you teach the following as PARTS OF SPEECH? That is, is it you AIM that the pupil should be able to RECOGNIZE them as parts of speech? For example, that the word "door" is a noun, "in" a preposition, and so on?

The noun	No. Yes. Std.....
Kinds of nouns (Abstract, etc.)	No. Yes. Std.....
The Verb	No. Yes. Std.....
Weak and strong verbs	No. Yes. Std.....
Mood	No. Yes. Std.....
Auxiliary verbs	No. Yes. Std.....
Verbal nouns, gerunds, participles	No. Yes. Std.....
The adjective	No. Yes. Std.....
Kinds of adjectives	No. Yes. Std.....
The adverb	No. Yes. Std.....
Kinds of adverbs	No. Yes. Std.....
The pronoun	No. Yes. Std.....
Kinds of pronouns	No. Yes. Std.....
The preposition	No. Yes. Std.....
The conjunction	No. Yes. Std.....
The interjection	No. Yes. Std.....
The article	No. Yes. Std.....

Do you teach the following?

Analysis of sentences	No. Yes. Std.....
Of elementary nature only (subject predicate, object)	No. Yes. Std.....
Detailed analysis of sentences	No. Yes. Std.....
General analysis of complex sentences	No. Yes. Std.....
The formation of plurals	No. Yes. Std.....
The cases	No. Yes. Std.....
Nominative	No. Yes. Std.....
Possessive	No. Yes. Std.....

Objective case	No. Yes. Std.....
Indirect object	No. Yes. Std.....
Active and passive voice	No. Yes. Std.....
Person and number of verbs.	No. Yes. Std.....
Direct and indirect speech	No. Yes. Std.....
Parsing	No. Yes. Std.....
Prefixes and suffixes	No. Yes. Std.....
Latin, Greek and Teutonic roots	No. Yes. Std.....

24. (a) Do you make use of memorizing by the pupils in teaching them grammatical and other forms.
No. Yes. Std.....

(b) If "Yes", do you let your pupils memorize any of the following?

- i Lists of the principal parts of verbs; e.g. see, saw, seen. No. Yes.
- ii The conjugations of some representative verbs (i.e., all the persons and tenses of, say, the verb "go") No. Yes.
- iii Lists of the singular and plural forms of nouns No. Yes.
- iv Lists of masculine and feminine forms of nouns No. Yes.
- v English idioms. No. Yes.

SECTION E.

(Written composition, i.e., the writing of sentences only; of paragraphs; and of essays - including letters)

25. (a) Does the writing of composition in your class take the form of the following?

- i The pupils copy sentences from:
 - (i) flash cards. No. Yes. Std.....
 - (ii) the blackboard. No. Yes. Std.....
- ii Each pupil writes on the topic set, but the latter is first treated in one or more of the following ways:
 - (i) As a conversation lesson. No. Yes. Std..
 - (ii) As a conversation lesson, and then as a reading lesson. No. Yes. Std.....
 - (iii) As a conversation lesson, then as a reading lesson, and, thirdly, as a spelling lesson? No. Yes. Std.....

(b) How many periods are devoted to one composition, i.e., to both preparing and writing it?

(c) If these methods do not correspond to your method of basing the composition work on the conversation lesson, please explain the method that you use.

.....

 Std.....

26. (a) How are the compositions of your class corrected?

i By you while reading over each composition
in class with the pupil who wrote it
No. Yes. Std.....

ii By you in class but not with the pupil who
wrote it actually at your elbow and taking
part in the correction. No. Yes. Std.....

iii By you at home. No. Yes. Std.....

(b) i Do you correct all the compositions? No. Yes.
Std.....

ii If your reply is "No", please explain the
procedure that you follow.....
.....
.....
Std.....

(c) Do the pupils take part in the correction of the
compositions in any way, except by each going
his composition over with the teacher? For
instance, a child's composition may be read out
to the class and the pupils required to correct
the grammar mistakes. No. Yes. Std.....
If such a method is used, please explain it...

.....
.....
.....
.....

(d) i Do you write in the correct forms where the
pupil has made mistakes in spelling, grammar
etc.? No. Yes. Std.....

ii If you do write in the correct forms, please
state why you think it necessary.....
.....

(e) How do you make sure that the pupils take proper
notice of, and profit by, these mistakes?

i By letting the class do the compositions in
rough, and then copy them into their books,
after correction. No. Yes. Std....

ii By letting the pupils rewrite the whole
composition in their best books, after
correction. No. Yes. Std.....

iii By letting the pupils rewrite the wrong words,
phrases and sentences only. No. Yes. Std....

(f) If none of the above methods of bringing the
mistakes strongly to the notice of the pupils
is used by you, please explain your method....

.....
.....
.....
.....

27. Do you keep a book into which the best compositions
are copied to serve as models which are read out to
the class, or to future classes? No. Yes. Std.....

28. Do you keep a record of the pupils' mistakes for
corrective teaching? No. Yes. Std.....

SECTION F.

(Spelling)

29. (a) Do your pupils learn their spelling at home?
No. Yes. Std.....

(b) Do your pupils learn their spelling at school?
No. Yes. Std.....

If "Yes" please state which of the following methods you use:

- i Showing each word once or more times to the class on a flash card. No. Yes. Std...
- ii Showing each word on a flash card, while each child "writes" the word with his finger in the air. No. Yes. Std.....
- iii (i) By insisting on the conscious use of the visual image; e.g., the child looks at the word, then looks away and tries to picture it. He repeats till he is able to write the word correctly.
No. Yes. Std.....
- (ii) If you use any variation of this method, please explain it.....
.....
.....
.....
- iv If none of the above corresponds to your method, please explain your method.....
.....
.....
Std.....

(c) How many times per week do you test the spelling learned?per week (note: Whether learned at school or at home)

30. How do you test the spelling learned by the pupils?

(a) By letting them write the words from dictation.
No. Yes. Std.....

(b) i By letting them spell the words to you. No. Yes.
Std.....

ii If your reply is "Yes" please explain the procedure you follow.....
.....
.....

(c) By dividing the class into groups, each under a pupil as leader, the latter hearing the spelling of his group, and vice versa. No. Yes. Std.....

(d) If you use none of the above methods, please explain your method.....
.....
.....
Std.....

31. (a) Do you make use of a spelling-chart containing the various sounds of English? No. Yes. Std.....
- (b) If you use a spelling-chart published by a firm of publishers, please supply its title and the name of its publisher.....

SECTION G.

(General)

32. In what respects should the Training College, in the light of your experience of the needs of a teacher, do even more to equip the student for his future task as a teacher of English, among other subjects? Please give your reasons, if you wish to.....
-
-
-
-
-
33. (a) Do you use the conventional methods, i.e., the "old" methods of teaching, or do you make use of the so-called "newer" methods, such as the Dalton Plan the Decroly System, etc, or modifications of these? Conventional methods. New methods. Modifications of new methods. Std.....(Please underline).
- (b) If you use any new method that has been published, please name it and state at the same time any particular use you make of it.....
-
-
-
-
- (c) If you use, in a form modified by you, any new method that has been published, please name the method, and state how you have modified it.....
-
-
-
- (d) If you use an unpublished "new method", of the type indicated above (3a), please indicate its nature.....
-
-
-
-
- Used by me in Std.....
34. Do you make use in your internal examinations of
- (a) The conventional test. No. Yes. Std.....
- (b) The "objective" or "standardized" test? No. Yes. Std.....
- If you use the "objective" or "standardized" test, please state:
- i Whether it has been published. No. Yes. If it has been published, please give its titleand the name of its publisher.....
- ii. If the test has not been published, kindly state whether its items have been graded in order of difficulty. No. Yes.

II. THE QUESTIONNAIRE TO AFRIKAANS-MEDIUM HIGH SCHOOLS.INSTRUCTIONS.

1. Please indicate the procedures that you actually follow, and not the ideal ones which you think should be followed.
2. All the information received will be treated as confidential. Names of persons and schools will not be mentioned.
3. The questions apply to the usual classes only, i.e., not to special classes of retarded children.
4. Where it is impossible, though ideal, for every teacher to include his (her) methods, please indicate, in reply to each question, a method or procedure that is typical of the way you do things in your school.
5. Kindly return all forms within one month after receipt of the questionnaire.

SECTION A.

(Oral).

- (a) From the alternative replies offered, please underline the one that you select, and write in your reply where a space is provided for it.
- (b) If you teach English in more than one Standard, please indicate to which Standards your answer applies.

For example: Alternative replies and blank: No. Yes. Std(s).....
 After completion by you: No. Yes. Std(s)8,9,10

(a) Controlled Conversation.

1. (a) How many periods per week do you devote entirely to controlled conversation? periods of minutes each in Std(s)
- (b) i. If you do not devote any periods entirely to controlled conversation, please give an account of your procedure:

 ii. Do you give controlled conversation lessons at all?
 No. Yes. Only now and then as the need arises.
 Std(s)
2. The "Vocabulary" recommended for controlled conversation in "Suggested Syllabuses" (p. 61-63), for Stds. VI-VIII, is as follows: "Words representing sounds and actions. Similar and opposites. Words instead of phrases and sentences. Everyday expressions"
 How do you select, from this "Vocabulary", the words, etc., to be taught to the pupils?
 (a) Do you pick them from a list based upon a word-count, such as "The Teacher's Word Book" by Thorndike?
 No. Yes. Std(s)
- (b) Please explain further how you select the words, etc., taught to the pupils from the above "Vocabulary".

 Std(s)
3. (a) Do you give drill in pronunciation before each controlled conversation lesson? Always. Often. Sometimes. Rarely. Never. Std(s).....

3. (b) Please indicate the nature of this drill:

i. Drill in the more difficult of the words you intend to use in the lesson. No. Yes.
Std(s)

ii. Drill in the sounds that occur in some of the words to be used in the lesson. No. Yes.
Std(s)

4. What methods or devices do you use to arouse the pupil's interest in the controlled conversation lessons?

(a) Do you include the words or sentences you wish to teach in a story made up by yourself? No. Yes. Std(s).....

(b) Do you base the controlled conversation lessons on well-known stories, such as the Greek legends? No. Yes. Std(s)

(c) Do you make use of language games? No. Yes.
Std(s) If "Yes", please indicate the nature of one language game:
.....
.....

(d) Please describe any other method or device used by you to obtain the interest of your pupils in controlled conversation
.....
.....
..... Std(s)

(b) Free Conversation.

5. (a) How much time do you devote to free conversation in class, per week? periods of minutes each per week in Std(s)

(b) If you do not devote any periods entirely to free conversation, please state what procedure you follow in giving your pupils the necessary practice in the speaking of English
.....
..... Std(s)

6. (a) Do your pupils prepare their speeches at home? Always. Sometimes. Never. Std(s)

(b) i. If they do, how do you prevent them from learning and perpetuating their own mistakes?
.....
.....

OR

ii. Do you find that, on the whole, your pupils are quite capable of preparing speeches that are correct enough to be learned without the speakers absorbing a number of errors that have to be unlearned later? No, not advanced enough. Yes.
Std(s)

7. How do you correct the mistakes of your pupils?

(a) Immediately after the mistake has been made. No. Yes. Std(s)

(b) i. At the end of the lesson or later. No. Yes.
Std(s)

7. (b) ii. Are there types of mistakes that you correct immediately even though your general procedure is to correct errors later? No. Yes. If "Yes" please indicate what types of mistakes you correct immediately.

(c) Are the mistakes of the pupils noted for corrective teaching later? No. Yes. Std(s)

(d) Does the corrective teaching follow immediately after the conversation lesson? Please reply fully.
.....
.....Std(s).....

SECTION B.

(Written Composition).

- (a) Please underline, from the alternative replies offered, that one that you select for your answer, and fill in the blanks.
- (b) If you teach English in more than one Standard, please indicate all the Standards to which the given information applies.

For example: Possible replies and blank: No. Yes. Std(s).....
After completion by you: No. Yes. Std(s)9.&.

8. How many periods do you devote to written composition in each Standard?
... periods of ... minutes each per in Std(s)....
(week, fortnight)
... : ... :
... : ... :

9. N.B. The AIM of this question is to determine to what extent the pupil is capable of doing independent written composition, in contrast with the earlier stages when all the written composition is based on controlled and free conversation, as a rule.

How much preparation do you find it necessary to give your pupils before the actual writing of each composition (essay, letter, etc.) that you set them?

- (a) Is each pupil asked to write on the topic set, after the latter has first been treated in one of the following ways?
- (b) The teacher makes the necessary introductory and explanatory remarks to guide the pupils. Always, Sometimes. Never. Std(s)
- (c) The topic is first treated as a conversation lesson. Always. Sometimes. Never. Std(s)
- (d) The topic is first treated as a conversation lesson, and the sentences constituting it are written on the blackboard by the teacher for drill, and afterwards erased. Flash cards may even be used for better preliminary drill. Always. Sometimes. Never. Std(s)
- (e) The topic is first treated as a conversation lesson, and the sentences constituting it are written on the blackboard or even on flash cards, for drill. Later the same material is used also for a spelling lesson. Always. Sometimes. Never. Std(s)

10. How are the compositions of your classes corrected and the pupils' errors treated?

(a) 1. Do you correct all the compositions? No. Yes.
Std(s)

11. If "No" please give a short account of the
procedure you follow.
.....
.....
.....Std(s).....

(b) 1. Do the pupils take part in the correction of the
compositions in any way, besides going over their
compositions individually with the teacher or
correcting their own mistakes? For instance,
a composition may be read out in class and the
errors corrected, so far as these can be detected
by the ear, by the rest of the class. No. Yes.
Std(s)

11. If "Yes", please give an account of your method
of letting the pupils take part in the correction.
.....
.....
.....

(c) Do you write in the correct forms where the pupil
makes mistakes in spelling, grammar, etc.? Always.
Sometimes. Never. Std(s)

(d) How do you make sure that the pupils take proper
notice of, and profit by, their mistakes?

1. By letting the class do the compositions in rough
first and then copy them into their composition
books, after correction. No. Yes. Std(s)

11. By letting the class rewrite the wrong words,
phrases, etc., after correction by the teacher.
No. Yes. Std(s)

(e) Do you keep a record of the pupils' mistakes for
corrective teaching? No. Yes. Std(s)

11. (a) Do you keep a book into which the best compositions
(essays, letters, etc.) are copied, to be read by
you to the class, and future classes, as models and
standards? No. Yes. Std(s)

(b) Do you make use of projects in the teaching of
compositions (essays, letters, etc.), such as letting
the pupils contribute to a class newspaper, or even
collectively write a book? No. Yes. Std(s)

(c) If "Yes", please explain the nature of the project,
and the procedure followed by you:

1. Nature of the project:
.....
.....

11. Procedure followed:
.....
.....
.....

SECTION C.

(Language and Grammar).

- (a) From the alternative replies offered, please underline the one that you select, and write in your reply where a space for it is provided.
- (b) Please indicate all the Standards to which your answer applies, if you take the English of more than one Standard.

For example: Possible replies and blanks: No. Yes. Std(s)
 When completed by you: No. Yes. Std(s) 7,8,9
 OR
No. Yes. Std(s)

12. What grammar do you teach, and how do you teach it?

- (a) Do you teach the following as parts of speech? That is, is your aim that the pupil should be able to recognize them as parts of speech? For example, that "door" is a noun, "in" a preposition, "caught" a verb in the past tense, and so on?
- | | |
|---------------------------------|----------------------|
| The noun | No. Yes. Std(s)..... |
| Kinds of nouns ("common", etc.) | No. Yes. Std(s)..... |
| The verb | No. Yes. Std(s)..... |
| Weak and strong verbs | No. Yes. Std(s)..... |
| Mood: | |
| Indicative | No. Yes. Std(s)..... |
| Subjunctive | No. Yes. Std(s)..... |
| Imperative | No. Yes. Std(s)..... |
| Infinitive | No. Yes. Std(s)..... |
| Auxiliary verbs | No. Yes. Std(s)..... |
| Verbal nouns | No. Yes. Std(s)..... |
| Gerunds | No. Yes. Std(s)..... |
| Participles | No. Yes. Std(s)..... |
| The Adjective | No. Yes. Std(s)..... |
| Attributive and predicative | No. Yes. Std(s)..... |
| Numeral | No. Yes. Std(s)..... |
| Demonstrative | No. Yes. Std(s)..... |
| Quality | No. Yes. Std(s)..... |
| Quantity, etc. | No. Yes. Std(s)..... |
| The adverb | No. Yes. Std(s)..... |
| Adverbs of degree | No. Yes. Std(s)..... |
| " " manner, etc. | No. Yes. Std(s)..... |
| The pronoun | No. Yes. Std(s)..... |
| Personal pronouns | No. Yes. Std(s)..... |
| Reflexive pronouns | No. Yes. Std(s)..... |
| Indefinite pronouns | No. Yes. Std(s)..... |
| Relative pronouns | No. Yes. Std(s)..... |
| Possessive pronouns | No. Yes. Std(s)..... |
| Interrogative pronouns | No. Yes. Std(s)..... |
| The preposition | No. Yes. Std(s)..... |
| The conjunction | No. Yes. Std(s)..... |
| The interjection | No. Yes. Std(s)..... |
| The article | No. Yes. Std(s)..... |
- (b) Do you teach the cases?
- | | |
|-----------------|----------------------|
| Nominative | No. Yes. Std(s)..... |
| Objective | No. Yes. Std(s)..... |
| Possessive | No. Yes. Std(s)..... |
| Dative | |
| or | |
| Indirect object | No. Yes. Std(s)..... |
- (c) Do you teach person and number of verbs?
- | | |
|--|----------------------|
| | No. Yes. Std(s)..... |
|--|----------------------|

(d) Do you teach word-building and derivation?

Prefixes and suffixes	No. Yes. Std(s).....
Roots	No. Yes. Std(s).....
Latin	No. Yes. Std(s).....
Greek	No. Yes. Std(s).....
Teutonic	No. Yes. Std(s).....

(e) Do you teach syntax?

Analysis of sentences -	
Subject, Predicate and Object	No. Yes. Std(s).....
Detailed analysis of sentences	No. Yes. Std(s).....
General analysis of complex sent.	No. Yes. Std(s).....
Active and passive voice	No. Yes. Std(s).....
Direct and indirect speech	No. Yes. Std(s).....
Parsing	No. Yes. Std(s).....

13. If you teach the elements of English grammar listed in Question 12 above, or some of them, as parts of speech, what is your procedure?

(a) Do you teach the various grammatical forms, or some of them, in certain class periods set aside for, and entirely devoted to, the teaching of grammar?

No. Yes. Std(s)

(b) Do you teach the various grammatical forms, not in special class periods for grammar, but in conjunction with the reading of prescribed books (or the class reader)? No. Yes. Std(s)

(c) If none of the above procedures in teaching grammar and language is followed by you, please give an account of your system or procedure.
Std(s).....

14. (a) Do you make use of memorization by the pupils in teaching them English language and grammar? No. Yes. Std(s)

(b) If "Yes", please state whether you let your pupils memorize any of the following.

- i. Lists of the principal parts of verbs? e.g. see, saw, (have) seen. No. Yes. Std(s).....
- ii. The full conjugations of some representative verbs. No. Yes. Std(s)
- iii. Types of plurals of nouns. No. Yes. Std(s)
- iv. Lists of masculine and feminine forms of nouns. No. Yes. Std(s).....
- v. English idioms. No. Yes. Std(s)

15. How many periods do you devote entirely to the teaching of English language and grammar, per week?

Std. 6.	periods of	minutes each.
7. ....	....
8. ....	....
9. ....	....
10. ....	....

SECTION D.

(Reading, including the Reading of Prescribed Books).

(a) Underline the answer that you wish to select from the alternative replies offered, and write in your answer where a space for it is provided.

(b) If you take the English of more than one Standard, please indicate in each case all the Standards to which your answer applies.

16. How many periods are devoted to reading in each class?

(a) Reading aloud:

.... periods of	.... minutes in Std. 6, per week?	
....	....	7,
....	....	8,
....	....	9,
....	....	10.

(b) Silent reading:

.... periods of	.... minutes in Std. 6, per week?	
....	....	7,
....	....	8,
....	....	9,
....	....	10.

(Stds VI to VIII only).

17. What is your method of conducting an oral reading lesson?

(a) The introduction of the lesson.

i. Do you think that the reading lesson needs an introduction? No. Yes. Std(s)

ii. If you use some form of introduction, please indicate its nature:

(i) Drill in pronunciation. No. Yes.
Std(s) If "Yes", please state
what form this drill takes:

(1) Repetition by the class, or
individuals, of difficult words
appearing in the passage to
be read, the teacher supplying
the correct models for imitation
by the pupils. No. Yes.

(2) Drill in the sounds of English,
generally. No. Yes.

(ii) The teacher tells the children only the
main facts contained in the passage to
be read. No. Yes. Std(s)

(iii) The teacher tells the class the full
contents of the passage to be read.
No. Yes. Std(s)

(iv) The teacher makes some introductory remarks
meant to facilitate the understanding of
the passage, without actually telling the
class the contents. No. Yes. Std(s).....

(v) The teacher makes the necessary preliminary
remarks in Afrikaans. No. Yes.
Std(s)

(vi) If you use any other method of introducing
the material to be read aloud, please give
a brief account of it.
.....
.....
.....
.....
.....
.....Std(s)

(b) The actual reading.

How does the actual reading take place?

i. The teacher, at one stage of the lesson or another, reads a number of lines to the class as a model.
No. Yes. Std(s)

ii. The pupils read in turn. No. Yes. Std(s).....

iii. Do you let the reading proceed uninterrupted till the end of the lesson? No. Yes. Std(s).....

If you do not interrupt the reading, please give your reasons for letting the pupils read uninterrupted.

If you do interrupt the reading, please state the purpose of the interruptions:

(1) You let the reading lesson serve as a comprehension lesson, and ask each pupil to tell what he has just read. No. Yes. Std(s)

(2) You wish to explain or otherwise make clear the meaning of words. No. Yes. Std(s).....

(3) You correct the pupils' errors in pronunciation. No. Yes. Std(s)

(4) You let the reading lesson serve also as a grammar or language lesson. No. Yes.
Std(s)

18. (a) Do you control the private reading of your pupils?
No. Yes. Std(s)

(b) Please indicate briefly the essential points of the method by which you control their private reading.
.....
.....
.....

Prescribed Books (Stds IX and X only).

19. What method do you use in reading a prescribed book with your class?

(a) Do you let your class, reading both with you and independently, go through the book first, without stopping for explanations or exercises based on the book, before you start treating its parts in detail?
No. Yes.

(b) Do you teach grammar too, while you are reading a prescribed book with your class? Often.
Occasionally. Rarely or never.

20. (a) Are the prescribed books summarized, either by you or the pupils? No. Yes.

(b) If "Yes", please state:

i. Whether you summarize the books for the class.
No. Yes.

ii. Whether you let the pupils summarize the books.
No. Yes.

iii. If you do, please give an account of how you control their work.
.....
.....
.....

SECTION E.

(Poetry and its Appreciation).

- (a) Underline the answer that you wish to select from the alternative replies offered, and write in your answer where a space is provided for it.
- (b) If you take the English of more than one Standard, please indicate in each case all the Standards to which your answer applies.

21. How many periods, per week, do you devote to the reading and the study of poetry?

... periods of	minutes each in Std.	6.
...	.....	7.
...	.....	8.
...	.....	9.
...	.....	10.

22. What is your method of treating a poem with a class?

- (a) Do you find it necessary to make a few introductory remarks before reading the poem? Always. Generally. Rarely or never. Std(s),
If you do, please indicate the nature of the introduction:-

- i. Do you tell the class the contents of the poem to be read? No. Yes. Std(s)
- ii. Do you tell the class only the main facts about the contents? No. Yes. Std(s)
- iii. Do you touch upon the theme, i.e. the central thought, the problem, etc., of the poem, and thus make it meaningful to the class, without telling them the contents? No. Yes. Std(s)
- iv. Do you make your introductory remarks in Afrikaans? No. Yes. Std(s)
- v. Do you explain the difficult words in the poem as part of the introduction, or do you explain them later? Please underline.
As part of the introduction. As they occur during the reading. After the reading of the poem the first time. Std(s)

- (b) Please indicate which of the following procedures are adopted in the actual reading and treatment of the poem.

- i. The teacher reads the whole poem aloud to the class before he discusses it or comments upon it. No. Yes. Std(s)
- ii. The teacher asks a pupil to read the whole poem aloud to the class, before he comments upon or discusses it. No. Yes. Std(s)
- iii. The teacher asks the class to read through the poem silently before he comments upon or discusses it. No. Yes. Std(s)
- iv. The teacher reads the poem, stopping, whenever necessary, for comment or explanation, without having read through the poem as a whole first. No. Yes. Std(s)
- v. Is the poem, as a rule, read through aloud again in class after it has been fully commented upon by the teacher? No. Yes. Std(s)

- (c) If your method of reading a poem with your class differs appreciably from the above, please explain the method you use.
Std(s).....

23. By what further means, i.e. in addition to the efficient presentation of poems to the class (see Question 22), do you try to instil into the pupils an appreciation of poetry? For example: encouraging them to write verse in order to illustrate metre, moods, certain poetic effects, etc.
Std(s)

SECTION F.

(Spelling).

24. (a) In which of the following Standards do you teach spelling, as such, i.e. not incidentally, as, for instance, in the correcting of essays? Please underline. Std. 6, 7, 8, 9, 10.
- (b) If you do teach spelling, as such, please indicate how you test the spelling learned:-
- i. By setting at definite times a number of words to be learned at home or at school. No.
Yes. Std(s)
 - ii. By letting the class write the words from dictation. No. Yes.
 - iii. By letting the class spell the words to you. No. Yes.
 - iv. By dividing the class into groups, each under a pupil as leader, all the leaders simultaneously hearing the spelling of their groups, or giving the latter practice in spelling.
Always. Often. Occasionally. Never.
- (c) If you use any other method of teaching spelling directly, please give an account of it.
Std(s)
- (d) If you teach spelling only indirectly, please indicate how you promote good spelling by your pupils.
Std(s)

Signature of correspondent:

.....

School address:

.....

.....

.....