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PERSPECTIVES IN EDUCATION



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DISCUSSION

BARMY WHETHERS

Patricia Morris

Mr Kallaway suggests admirably at the end of his article "Indoctrination in the History Class?" (Vol. 1, No.1) that 'in essence' indoctrination in the classroom can be avoided if

> '... the teacher is able to create a climate in the classroom where the free exchange of views can take place in a non-threatening environment and where students can develop the habits of mind that continually question ideological and attitudinal assumptions ...'

I wish to remark:

1) Mr Kallaway's description of the events in the classroom of a non-indoctrinating teacher are reminiscent of the Platonic Idea of the perfect Rogerian group therapy session.

2) All valuable value-laden exchanges -- even if internal or between the closest friends -- must create temporary sparring partners rather than rose-bed-mates. For a rigorous testing of the validity of one's argument, the environment must be threatening even if the threat is mild and assumed. It is not for the teacher to egest a dour atmosphere that smells of universal acceptance when a child raises a hand to air his view. Surely the

encouragement of critical questioning is simultaneous with the encouragement of careful, logical defence? Once a class has been taught to listen, the teacher need not don the robes of the benevolent balmy weather-man, in order continuously, depending on the needs of the situation, to balance or tip the barometer towards peace or tension.

EDUCATION IN THE HISTORY CLASS?

Wally Morrow

Peter Kallaway's article on indoctrination (1) raises issues which it is a truism to say are crucial for education in a South African context. A central point in his article is his development of a notion of 'indoctrination by omission'. My concern is whether there can be such a thing.

This is how he talks about 'indoctrination by omission'. He suggests that ' ... we need to consider the problem of indoctrination in two dimensions ... we need to guard against indoctrination by commission - and by omission.' (pg 13), and, 'The problem of indoctrination must also be faced up to where the teacher allows the child's prejudices / areas of "closed thinking" to go unchallenged.' (pg 13) He extends these points in saying, 'It is the fact that the teacher allows these ("irrational beliefs") to go unchallenged that raises my charge of indoctrination by omission.' (pg 15), and, on the next page, 'Indoctrination by omission, or the failure to introduce young people to the reality of responsible decision-making, leaves them intellectually and morally crippled, and the responsibility for that lies largely with their teachers.' (pg 16) Finally he says 'If a teacher allows an area of controversy to go unquestioned ("read it up in the textbook") he is indoctrinating by omission.' (pg 17)

Let us try to get closer to what is at issue here by initially ignoring various qualifications he makes and considering what we may call the extreme thesis. Let us introduce a simple notation in the interest of clarity. Let Ya be everything that could be taught. (Ya, of course, is a subclass of everything that could be learnt. The consideration of what could be learnt but not taught is generally important but not relevant to my present concern.) Now let Xa be what is taught by a particular person. (There is a vagueness about this, eliminating it would involve a specification of the time period

involved, but let us ignore this.) Let the person teaching Xa be called Ta. Let not-Xa be what could in general be taught but is not taught by Ta. (I.e. not-Xa is Ya minus Xa.) It is quite clear that not-Xa is always likely to be considerably more extensive than Xa.

The extreme thesis can now be expressed as follows:

A Anyone who omits to teach anything that could be taught can be accused of indoctrinating by omission.

This is absurd. At its most absurd it would imply that everyone, whether they teach or not, could be accused of indoctrinating. A little less absurdly it would imply that anyone (Ta) who dares to teach anything (Xa), because he cannot teach everything that could be taught (Ya), would be open to the accusation of indoctrinating. This result would not perturb some people, such as Carl Rogers for instance, who claim to reject teaching altogether; but it should perturb us because it implies that no-one could ever intentionally further the education of another person.

There is another problem too. Not all cases of teaching can even potentially be cases of indoctrinating. In teaching someone to ride a bicycle, for instance, I could not be said to be indoctrinating him, and, ordinarily, in teaching someone a language one could hardly be accused of indoctrinating him. This is because indoctrination is linked with the teaching of beliefs (2); teaching which is not in some fairly direct way concerned with people's beliefs is not even a candidate for indoctrination.

If we now modify the extreme thesis in the light of this consideration we get the following: Yb is everything that could be taught that is concerned in some fairly direct way with people's beliefs; Xb is everything that anyone does teach that is concerned in some fairly direct way with people's beliefs; Tb is anyone who teaches anything that is concerned in some fairly direct way with people's beliefs; not-Xb is Yb minus Xb. The modified extreme thesis is now:

B Anyone who fails to teach Yb can be accused of indoctrinating by omission.

Ignoring the fact that this is again everyone; B implies

that anyone (Tb) who teaches anything that has in some fairly direct way to do with people's beliefs (Xb), must be indoctrinating. This is so because Xb is never likely even to approach Yb; it is unlikely that Tb could ever reduce not-Xb to nothing. Again this has the counter-intuitive result that no-one can ever intentionally further someone else's education.

It seems to me that this is the bind that what we may call the 'liberal view of teaching' gets itself into. This is the view that the teacher must not allow his own convictions to influence what he teaches. Ignoring the probability that this is not even a possible injunction to comply with (one's convictions are expressed in multifarious subtle ways and it is highly unlikely that one could deliberately control all these things), this means that the teacher (like a scrupulous art dealer) should impartially display view 1, then view 2, etc and let the pupil 'make up his own mind' about which view he will buy. Continuing the metaphor - no matter how many pictures you show your customer there are always countless others in the basement. Paradoxically, the 'liberal view of teaching' must, if we accept the modified extreme account of indoctrination by omission, always expose the teacher to the charge that he is indoctrinating.

One way out of these difficulties may be to consider Kallaway's qualifications. We could, without distortion I think, represent these qualifications as restrictions on Y and T. He says that a teacher who fails in any of the following respects can be accused of indoctrinating by omission: (i) to challenge the child's prejudices, areas of "closed thinking", or "irrational beliefs"; (ii) to question (raise questions in?) areas of controversy; (iii) to introduce young people to the reality of responsible decision-making. And the person open to this accusation is "the teacher" or, more specifically, "the teacher of school history or civics". (3) This suggests the following modifications: Yc is everything that could be taught that is concerned in some fairly direct way with people's beliefs and challenges their prejudices, areas of "closed thinking" or "irrational beliefs", and raises questions in areas of controversy, and introduces young people to the reality of responsible decision-making; Xc is all of Yc that a teacher does teach; Tc is the teacher of school history or civics.

Kallaway's thesis can now be represented as follows:

C Any Tc who fails to teach Yc can be accused of indoctrinating by omission.

But even on this thesis the main problem is still that Xc cannot ever even approach Yc; Tc can always be accused of indoctrinating by omission.

A possible solution here is to modify Y yet again. By substituting 'something' for 'everything' in Yc we get the following result (which we can call the modified Kallaway thesis):

D Any teacher of school history or civics who fails to teach something that could be taught that is concerned in some fairly direct way with people's beliefs and challenges their prejudices, areas of "closed thinking" or "irrational beliefs", and raises questions in areas of controversy, and introduces young people to the reality of responsible decision-making can be accused of indoctrinating by omission.

But now a different kind of problem begins to emerge.On the modified Kallaway thesis any teacher of school history or civics who managed to teach even just one 'item' that is concerned in some fairly direct way ... etc, can escape the accusation of indoctrinating by omission. The thesis can now be said to be too weak to do any real work. Furthermore the accusation of indoctrinating by now does not seem very appropriate. It would seem much more appropriate to say of a teacher who 'fails' as specified in the modified Kallaway thesis not that she is indoctrinating but simply that she is failing in this respect to contribute to the education of her pupils.

This is to offer another way out of the difficulties - to abandon the notion of 'indoctrination by omission' and to consider, instead, what a person's education should include. The omissions being spoken of in the modified Kallaway thesis look like suggestions for what could count as omissions from someone's education. The seeds of this way out are to be found in Kallaway's article. At a number of places he talks about the responsibilities of the teacher who should be concerned with the education of her pupils.

He says, for instance, '(To allow oneself to drift into

... mindlessness ...) ... is to give up one's moral responsibility to one's students.' (pg 11), and, '... to lock children in on their own prejudices and prevent them from ever approaching the high-risk area of responsible decision-making; to leave their education to influences which emanate from outside the school (advertising, political propaganda, race prejudices, etc.) without the teacher making any attempt to equip the child to cope rationally with these influences. ... To opt out of stimulating critical thinking in controversial areas like politics, race relations, contemporary world issues, religion, drugs and sex, is to abandon one's responsibility as an educator.' (pg 12), and 'The only way to cope rationally with such a situation - if one is concerned with education - is to lead students, no matter how young they are, or how "average" they are supposed to be, towards a critical examination of current issues and areas of contention.' (pg 17) These remarks, and many others in the article, look like (tentative) contributions to an account of the responsibilities of an educator. Read as a contribution to such an account the article has some illuminating suggestions to make.

It is as if Kallaway hopes to derive an account of too wide a range of the responsibilities of an educator from a consideration of indoctrination. Aphoristically one can say that not all failures to fulfil one's responsibility as an educator are cases of indoctrination.

Footnotes

(1) Kallaway, P. "Indoctrination in the History class?" in Perspectives in Education Vol 1 No 1, February 1976.

(2) Sometimes this conceptual link has been exploited in the following way (see Kallaway pgs 11 & 17): In the sphere of politics, morality, religion, (sex), etc there is the likelihood of indoctrination; in the sphere of mathematics and science, however, there cannot be indoctrination. It is a complex matter to argue against this widely prevalent view; for instance, it is probably based on highly disputable views about 'facts'. In the point I make at (2) I assume that there is no ground for restrictions on the areas of belief within which indoctrination is possible.

(3) These kinds of restrictions on who could possibly

be accused of indoctrinating should arouse our suspicions about whether we are being given an account of indoctrination. Not only 'teachers' can justifiably be accused of indoctrinating. Questions about who has the responsibility for the education of the young, however, are a very different kettle of fish.

PROEFONDERWYS EN ONDERWYSERSTATUS

Chris Bresler

As ek vra dat studente betaal moet word vir hul werk gedurende proefonderwys pleit ek nie vir volle salarisse vir alle groentjie-studente nie, maar het ek meer 'n gratifikasie in gedagte vir nagraadse studente wat alreeds ondervinding het van proefonderwys - prakties beteken dit dan onderwysstudente in hul finale proef-onderwysperiode. Studente wat dus daadwerklik 'n bydrae tot hul beroep kan lewer, hiermee impliseer ek nie dat ander studente nie ook 'n bydrae kan lewer nie.

Watter ander beroep verwag van sy aspirante in opleiding om sonder enige vergoeding hoegenaamd 'n bydrae te lewer ? Die besware teen so'n voorstel kan legio wees waarvan die belangrikste in hierdie tyd van inflasie seker van finansiële aard sal wees, maar kan 'n beroep van sy aspirante verwag om kostes - vervoer- en losieskoste om twee te noem-aan te gaan sonder vergoeding. Ons leef in 'n tyd waar verbruiksgoedere buitensporig duur is, 'n tyd waarin amateursportmanne al weier om aan wedstryde deel te neem indien hulle nie aansienlike finansiële steun geniet nie vir hul opofferings.

Soos reeds vermeld vra ek nie vir vol salarisse nie, eerder met 'n gratifikasie, 'n toelae, wat ek glo 'n baie heilsame uitwerking sal he. Die finansiële verpligtinge van so stelsel, sal nie baie hoog wees nie en boonop moet daar in gedagte gehou word dat hierdie senior studente die geld verdien.

Dit het al gebeur dat studente op proefonderwys werklike vakatures vul of waarneem of minstens gedeeltelik waarneem waar onderwysers weens een of ander rede nie self sy klasse kan waarneem nie. Ek sal nie graag wil sien dat één student die plek van 'n onderwyser moet volstaan nie, maar twee en selfs meer kan as die plaasvervanger van een ondersyser optree. Vakatures wat ontstaan deur lang verlof kan hier 'n baie belangrike rol speel.

Die onderwyser gemoeid met 'n preofonderwysstudent en die skool in die geheel voel hom soms 'n buitestaander en tree soms ook afsydig op wat die opleiding van studente betref. Kom ons kyk nou hoe word studente by skole

verwelkom in sy nuwe beroep: dit wissel van 'n gulle ontvangs deur die hoof tot minder gul, maar in party gevalle (gelukkig die uitsondering) word daar van die hoof se kant amptelik niks oor die studente se teenwoordigheid gerep nie, en hy hoef natuurlik ook nie.

Die vraag wat ek nou stel is die volgende: sal die student nie nouer ingeskakel voel by die beroep en sal die skool nie meer van die student verg en hom ook weer nouer betrek nie, as hy betaal word ?

Dit kan ook wees dat 'n sekere student in 'n geval waar hy nouer betrek word by die skool kan voel dat hy nie so nou by sy gekose beroep betrek wil wees dat dit vir hom te veel verpligtinge meebring of die senior mense in sy beroep kan dalk verkies dat hy nie die gewenste kandidaat vir die onderwysberoep is nie.

Laasgenoemde bring my by 'n ander knelpunt van die onderwysberoep: die onderwysers het nie 'n liggaam of raad soos die Mediese Raad wat met professionele jaloesie waak oor die status en gehalte van die beoefenaars van die beroep nie. Kan enigiemand vandag 'n prokureur, medikus of ingenieur word sonder dat senior lede van die beroep enige seggenskap het oor opleiding of uiteindelike aanvaarding tot die beroep.

Die aspirant-prokureur moet 'n toelatingseksamen opgestel deur 'n liggaam van sy beroep skryf, die medikus moet opleiding in 'n hospitaal ondergaan en die raadgewende ingenieur moet bo en behalwe sy akademiese kwalifikasies aan ander vereistes deur lede van die beroep voorgeskryf voldoen voordat hy as volwaardige raadgewende ingenieur kan registreer.

Die onderwysberoep is by uitstek 'n beroep wat veel meer vereis as net deeglike akademiese en professionele kwalifikasies. Wat van al die persoonlikheidsvereistes, word dit bloot net aan die genade oorgelaat ? Indien studente betaal word en daarom nouer ingeskakel word by die onderwys kan die beorep sy eie masjinerie instel en voorskrifte daarstel en toepas soos die beroep of sy gekose liggaam dit raadsaam ag.

Ten slotte stel ek voor dat daar 'n raad of liggaam soos die Mediese Raad of die Regsorde in die lewe geroep moet

word wat onder andere gedurende die studente se finale proefonderwysperiode in werking tree volgens die liggaam se goeddunke en die finale seggenskap oor die aanvaarding al dan nie van 'n aspirant tot die beroep kan hanteer. Sonder om sake vooruit te loop noem ek net dat die beoogde Onderwysraad miskien die aangewese liggaam sal wees hiervoor.

EDUCATION - AN INTERDISCIPLINARY ENQUIRY OR A TERRITORY DIVIDED AGAINST ITSELF?

Don Margetson

At a recent HED(PG) "activities" meeting concerning theory of education, the following remark (or something very close to it) was passed:
"If you want to find out about learning you must consult a psychologist, not a philosopher". Since this remark appears to have implications which are inimical to the serious study of education, it does, I think, deserve close inspection. A brief discussion of three main implications of the remark will perhaps be sufficient to support the view that the remark, and the attitude it reflects, are not in the best interests of education.

(a) The remark appears to pre-empt an open investigation of a problem which is central to education. Quite plainly the remark excludes philosophers from the study of learning, but includes psychologists. If only some educationists are to be allowed, as it were, to engage in a particular area of study then that study is clearly not being conducted in an open manner. Perhaps at this point the objection will be made that it is not a case of some educationists being arbitrarily excluded from the study, but rather that only some educationists are qualified to engage in the study. This view will be considered in (b) below.

But first a more general implication of the remark should be noticed. This implication concerns the attitude which is appropriate to any sincere search for truth. Any such search would seem to require an openness of mind, an openess to appropriate evidence and argument; it would be opposed to what is dogmatic, authoritarian, or doctrinaire. Of course, just what is to count as appropriate evidence and argument may not always be plainly obvious or controversial - but then this is a prime reason for keeping an open mind on the issue in question, for without this attitude the search for truth is likely to be hindered rather than promoted. On this point it may be worth recalling JS Mill's

reasons for maintaining freedom of expression:

"First, if any opinion is compelled to silence, that opinion may, for aught we can certainly know, be true. To deny this is to assume our own infallibility.

Secondly, though the silenced opinion be an error, it may, and very commonly does, contain a portion of truth; and since the general or prevailing opinion on any subject is rarely or never the whole truth, it is only by the collision of adverse opinions that the remainder of the truth has any chance of being supplied.

Thirdly, even if the received opinion be not only true, but the whole truth, unless it is suffered to be, and actually is, vigorously and earnestly contested, it will, by most of those who receive it, be held in the manner of a prejudice, with little comprehension or feeling of its rational grounds. And not only this, but, fourthly, the meaning of the doctrine itself will be in danger of being lost, or enfeebled and deprived of its vital effect on the character and conduct: the dogma becoming a mere formal profession, inefficacious for good, but cumbering the ground, and preventing the growth of any real and heartfelt conviction, from reason or personal experience". (1)

This kind of attitude is surely fundamental to the research, study, and teaching carried on in a University. What is particularly disturbing about the remark in question is that it appears to be opposed to this attitude.

Mill's reasons for maintaining freedom of expression are general in the sense that they apply to the search for truth in any area, including what falls into the area called "science". Of course, this is not to deny that in some specialist or technical areas intelligent discussion assumes familiarity with specialist knowledge, procedures, techniques, and so on. But even where these constraints of specialist knowledge apply, Mill's arguments in favour of freedom of expression are centrally relevant within the area of specialist discussion.

This brings me to the second disturbing implication of the remark under discussion. It may be put in the form of a question: Does the remark imply that "learning" is a specialist topic that only certain specialists,

namely psychologists, are competent to investigate? If "learning" is not a topic of this kind, then it appears that a rather premature claim is being made - premature in that claim is being laid to an area that has not been adequately explored. And if the nature of this area has not been adequately explored, then it is difficult to see why some specialists should claim this area as their private preserve. This difficulty becomes even more acute in the light of problems that exist within the specialism concerned, i.e. psychology. If psychology were a clearly independent area of study, comparable to, say, physics or literature, then one would be more inclined to accept its claims as authoritative. However, there appear to be serious controversies about the status of psychology, and consequently there must be serious doubts about its claims to have exclusive rights to some area of study.

For example, Sigmund Koch - and I hasten to emphasize that he is himself a psychologist - has attacked the efforts of psychology in no uncertain terms. Some quotes from a paper of his (2) will indicate the gist of his attack, and indicate why it might be wise to regard pre-emptive claims, such as the remark we are discussing, in a critical frame of mind.

(i) "Whether as a 'science', or <u>any</u> kind of coherent discipline devoted to the empirical study of man, psychology has been misconceived. Though a massive 100-year effort to erect a discipline given to the positive study of man has here and there turned up a germane fact, or thrown off a spark of insight, these 'victories' have had an adventitious relation to the programs believed to inspire them, and their sum-total over time is overwhelmingly counterbalanced by the harvest of pseudo-knowledge that has by now been reaped."

(ii) "Formal institutionalization of psychology as a <u>science</u> waited upon Wundt in 1879 ... It is worth stressing that prior to the late nineteenth century there are no precedents in the history of ideas for the constitution of great new fields of knowledge by edict. The institutionalization of each new field of science in the early modern period was a <u>fait accompli</u> of an emerging sub-structure in the tissue of scientific knowledge. Sciences won their way to independence, and ultimately institutionalized status, by

achieving enough knowledge to become sciences."

(iii) "In psychology, for almost a hundred years, we have been vigorously erecting a discipline on a pattern unique in the history of scholarship. The hallmarks of our scholarly style have been: 'advance by asseveration', 'progress by proclamation', 'proof by pronunciamento', 'truth by trivialization', 'experiment by exculpation', 'rigor by role-playing'. If this be discipline, it is a discipline of deceit."

And on "Humanistic Psychology":

(iv) "As I have already suggested, an appreciable number of psychologists had become restive over behaviourism by the mid-fifties. Not surprisingly, most were clinical psychologists or others whose pursuits were such as to force them into contact with a human subject matter."

(v) "It would be an insult to spell out to a literate audience the threat to human dignity implicit in this entire far-flung 'human potential' movement. It challenges any conception of the person that would make life worth living, in a degree far in excess of behaviourism ... As for the issue of scientism, it is true that the human-potential humanists pride themselves on their utter freedom from the constraints of any official theoretical or experimental methodology. They generate a militant rhetoric of anti-rigor, and are derisive about the 'up-tight', whether in scholarship or life. But as fix-it men to the up-hung, they have a passion for the unending collection and elaboration of group engineering <u>methods</u> ... The moral and logic of this vignette are too obvious. 'Humanistic Psychology' started as a revolt against ameaning - against the fifty-year constraint of an ontology-defiling epistemology and the near-century constraint of a prejudiced Millian hypothesis. (3) In almost no time at all it achieved a conception of human nature so gross as to make behaviourism seem a form of Victorian sentimentality - which perhaps it was. We have come farther than full circle. The resources of ameaning are formidable!"

Koch's constructive suggestion is that:

(vi) "We who are psychologists or humanists must become for a while not psychologists or humanists, but men. Let the teaching of the psychological studies and the humanities be a matter of men exploring the meanings of human experience, actions, and artifacts as their most value-charged reaches, among men. Let the teacher be wiser, more able than the student to discriminate finely and value precisely within important segments of human reality. Let him be admirable in <u>that</u> sense ..."

Koch's view, if right, has interesting implications for pronouncements which claim authority. This implication could be put as follows:
Normally it is wise, and often necessary, to accept on authority certain sorts of statement. Paradigm cases of this involve those persons who have become highly expert in some quite clearly identifiable field e.g. if one wishes to find out whether a particular bridge is safe after a flood, one consults a structural engineer, preferably one who has specialized in bridges; he would be the relevant authority. His authority derives from his expertise; this means that in his area of expertise his judgments carry much more weight than those of a non-expert in that area.

Now Koch's view holds that the authority which psychology claims is not of this paradigm sort. Its claim to authority is highly questionable since, instead of "exploring the meanings of human experience, actions, and artifacts", it has produced a "kind of pseudo-knowledge (which) can make a difference, an appalling difference ... Indeed, the pooled pseudo-knowledge that is much of psychology can be seen as congeries of alternate - and exceedingly simple - 'images', around each of which one finds a dense, scholastic cluster of supportive research, 'theorising', and methodological rhetoric. If one is drawn by unassailable scientific argument to the conclusion that man is a cockroach, rat or dog, <u>that</u> makes a difference. It also makes a difference when one achieves ultimate certitude that man is a telephone exchange, a servo-mechanism, a binary digital computer, a reward-seeking vector, a hyphen between an S and R process, a stimulation-maximiser, a food, sex, or libido energy-converter, a 'utilities'

maximising game-player, a status-seeker, a mutual ego-titillator, a mutual emotional (or actual) masturbator, or a hollow cocoon seeking ecstasy through the liquidation of its bounderies in the company of other cocoons similarly seeking ecstasy."

Even allowing for Koch's polemical expression, it would appear that in the light of his wide knowledge (4) of psychology's efforts, we should regard pronouncements in this area with somewhat more circumspection than has so far been their due. As for the topic which is our immediate concern - "learning" - it would appear to be extremely unwise to allow it to be isolated in an area of study as controversial as Koch has indicated. Moreover, in the light of Mill's reasons for maintaining freedom of expression (particularly the first reason), it would certainly go against the spirit of open inquiry to restrict the study of learning to only some educationists.

(c) Finally, it would be worth asking whether the remark under consideration has any implications for education as an interdisciplinary inquiry? Education seems by nature to be an interdisciplinary activity, and as such an important question is how different disciplines do co-operate in the activity? What are their relationships with each other; and how do "different" disciplines contribute to the "same" activity? At least at face-value the remark in question appears to ignore such questions for it attempts to make a central educational topic the exclusive domain of only some educationists. Whether or not this is so would depend on an expanded account of the meaning of the remark; since the remark is at present taken in isolation it would be fair to leave the matter as a question: does the remark under consideration have any implications for education as a co-operative interdisciplinary inquiry?

Footnotes

(1) JS Mill, On Liberty. Ch 2, "Of Liberty of Thought and Discussion".

(2) S Koch, "Psychology as Science", opening paper at a conference on Philosophy of Psychology at the University of Kent, Canterbury, 1971. All quotations from Koch are from this paper.

(3) "The backward state of the psychological sciences can only be remedied by applying to them the methods of physical science, duly extended and generalized." From JS Mill, A System of Logic. Koch points out that he has changed one word in this quote: where Mill had "moral", Koch has put "psychological".

(4) "I was one of the early psychologists to bring a background in the philosophy of science to bear on the analysis of methodological and theoretical problems ... For good measure, during the initial ten years of my career I was a dauntless and virile rat-runner, concentrating on the differential testing of rival theories of learning and on the empirical determination of learning-motivation relationships. After that I directed, under the sponsorship of the American Psychological Association, a massive assessment of fundamental psychology at mid-century - a study (cf. Psychology: A study of Science. 1959 - 1963) which brought me into contact with most of the influential psychological theorists of our times."

THE CONTRIBUTION OF THEORY OF EDUCATION TO SUBJECT METHODOLOGIES

Wally Morrow

(What follows is based on what I was trying to say at the seminar of the HED(PG) Committee on 2 April. The main point I make is uncontentious, obvious and elementary, even trivial. On the other hand our thinking about teacher preparation has been much hindered by some very elementary confusions.)

I think it is right to say that some of the difficulties we have had in thinking about our HED(PG) course arise out of the '... possibly unique and controversial Wits structure in which methodology lecturers are members of their academic subject departments.' (1) The topic for this seminar (see heading above) may have been an appeal to the Education Department to articulate more lucidly what they see as their contribution to the HED(PG) course so that methodology lecturers might understand what it may be redundant for them to do. On the other hand the topic can be read as having a much more aggressive tone:

Compare (a) What is the contribution of theory of education to subject methodologies?

with (b) What is the contribution of subject methodologies to theory of education?

I think there is a persistent tendency to think of subject methodology courses as transparently relevant to the preparation of teachers, obviously much more central, practical and concrete. By contrast theory of education tends to be seen as possibly relevant in the long run but not immediately relevant, and obviously much less practical, more abstract, and less central to what is involved in becoming a teacher. This tendency, which is aggravated by the labels 'Subject Methodology' and 'Theory of Education', bedevils our thinking about teacher preparation.

There is a distinction between two main aspects of teacher preparation (maybe predominantly secondary teacher

preparation) which is much more genuine, and thus much more useful in thinking about what we are trying to do, than the supposed distinction between the theoretical and the practical. This important distinction is that between what may be involved in general in preparing a person as a (secondary school) teacher, and what may be involved in preparing a person to teach a particular subject. The former could be said to be what is common in the preparation of (secondary school) teachers; the latter is what is particular to the preparation of a person as a teacher of a specific subject.

It is obvious that this distinction cuts right across the supposed theory-practice distinction. There is no reason to think that the common aspects of the course should include nothing 'practical' or that the particular aspects should have no theoretical dimension. There is also no reason to think that those aspects of the course to do with preparing a person specifically as a teacher of a particular subject are any more (see (a) above) or any less (see (b)) important or relevant than the common aspects of the course; or that we could, from the distinction, derive conclusions about the most appropriate order of teaching-learning in the course as a whole. (2)

The really important question can now be framed in the following way:

> (c) What are the respective contributions to the HED(PG) course of the common and particular aspects?

This question, or variations of it, have been with us for some time and it would be unrealistic to think that any single person could do much by way of answering it in a few words. However there are two points I would like to make:

(i) There are clearly all sorts of general or theoretical questions relating to the teaching of a specific subject, and in a post-graduate teacher preparation course it seems to me crucial to discuss questions of this sort systematically and explicitly. The theory of teaching a subject has to do, among things, with coming to achieve a general perspective on the subject and the capacity to explain its workings to a non-specialist. The dimension of competence indicated here it to be distinguished from the first-order proficiency of a practitioner of the subject (which is what a student is expected to begin to

acquire in majoring in the subject for his first degree) and from the acquisition of technique or methods for teaching the subject. As I see it what I am talking about here is a dimension of competence which is one of the marks distinguishing a professional teacher. (3) (4)

(ii) It would be a mistake to think of the common aspect of the HED(PG) course as involving only theory of education. Theory of education is an indispensible part of the proper preparation of a teacher, and my insistence that there are other components which should be common to the preparation of all teachers is partly a defence of theory of education. I am now bordering on issues about which there is much controversy, and about which it would be foolish to be dogmatic. However, there do seem to be some things which belong in the common part of an adequate teacher preparation course but which are not properly part of theory of education. I have in mind here such things as information about the history, structure and working of the local schooling system, the legal aspects of teaching and the teaching profession, and those skills or techniques (if there are any) which are widely used in (secondary) teaching.

These two suggestions do little towards answering question (c), but then, as I argued in a working paper I once prepared for the HED(PG) working party (5), I do not think that much is to be gained by authoritative pronouncement. Answering the main question, or coming to a clearer, and thus more effective, understanding of the relationships between our various contributions to the HED(PG) course, is more a matter of trying to establish meaningful dialogue amongst ourselves about these issues. The HED(PG) working party, the seminars arranged by the Activities Committee, and the journal in which this appears are all attempts to create a structure within which such a dialogue can become a reality.

Footnotes and References

(1) Hewson, P. "The Education Department - Consultants Inc." in Perspective in Education Vol 1 No 1 (Feb 1976) pg 20.

(2) Peter Hewson's article deserves much closer consideration than this.

(3) I am still unclear about the original intention behind 'Advanced Study'. However, if 'Advanced

Study' is construed not simply as more of what is done by practitioners of the subject (a bit of the honours course?) but as an attempt to advance a student's understanding of the theory of teaching his subject, then 'Advanced Study' is an important dimension of the preparation of a teacher of a subject. Theoryless practice is a myth. The only question is whether the teacher expresses, in teaching his subject, a clear and coherent grasp of the nature of his subject and what is distinctive of it as a discipline, or whether he is trapped at the level of a practitioner with a bag of teaching techniques.

(4) Israel Scheffler in "Philosophies-of and the curriculum", in Doyle, J.F. (ed) Educational Judgements has an illuminating discussion of his experience of teaching subject methodology students at Harvard.

(5) Referred to in points 19 and 25 of the Appendix to Margetson, D. "Background to the HED(PG) Working Party" in Perspectives in Education Vol 1 No 1 (Feb 1976)

THE EFFECTS OF 'LEADERLESS' GROUPS IN TEACHER TRAINING

Mervyn Skuy

Powell (1) wrote an article in which he discussed the effectiveness of running seminar groups without a tutor. He compared these "leaderless" groups with several which were conducted by a lecturer. He found that, in the tutor-led groups, there was a marked emphasis on providing information in all of the meetings. In the leaderless groups, on the other hand, there was rather more stress on argument. He concludes by suggesting that the use of leaderless tutorials be widely adopted.

Powell's work and his findings are in line with a number of experiments which have been conducted both in England and in the United States - for example, by Clement (2) Webb & Grib (3). These have all rejected the notion that the kind of learning tested in examinations is necessarily the most appropriate for the training of teachers. That is, the assimilation of bodies of complex knowledge is regarded as an inadequate criterion for the success of teaching and learning.

There are other, more relevant skills to be developed and it is the environment afforded by the leaderless group that provides students with an opportunity to practise a variety of social and intellectual skills which are of the greatest educational significance: the articulation, presentation and defence of arguments; the complex cluster of skills and attitudes which are associated with the effective leadership; the willingness to admit frankly to ignorance and faulty understanding; the ability to criticise the view of others without giving offence and to accept criticism with good grace; engagement in serious discussion with peers without feeling the need to defer to an authority figure; the making of independent judgements which one is able to support with some degree of adequacy and confidence; the possibility of arriving at a deeper understanding of what is involved in working co-operatively and productively with others on challenging tasks of common interest ; the opportunity of achieving close and rewarding interpersonal relationships; the chance to express one's own idiosyncratic personality and make

one's own special contribution to a group.

Certainly, one might encounter some initial resistance from students. Their insecurity and lack of experience in this method and these goals of learning may present an obstacle. However, the gradual overcoming of such resistance and increasing ability to exploit the group's potentialities, is in itself a learning experience for the students. In any case, Webb & Grib (3) demonstrated an improvement in student attitudes and satisfaction for those in student-led groups without any loss of performance in examinations.

Has the time not come for an overhaul of our teaching system in line with such findings?

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(1) Powell, J.P. "Small group teaching methods in higher education" in Educational Research Vol 16 No 3 (1974) pgs 163-171.

(2) Clement, D.E. "Learning and retention in student-led discussion groups" in Journal of Social Science 84 (1971) pgs 279-281.

(3) Webb, N.J. & Grib, T.F. Teaching Process as a Learning Experience: The Experimental use of Student-led Discussion Groups (Washington DC: US Department of Health, Education and Welfare, 1967.)

ARTICLES

CHALLENGE AND RESPONSE IN TEACHER EDUCATION

Donald Lomax

In the final quarter of the twentieth century developed industrialized societies will need more people than ever before who are able to evolve new creative ideas as they adapt to the pressures of new social processes. Modern technological advances are rapidly changing the distinctive human contribution to economic development whilst established political systems face new stresses brought by the demands for greater flexibility and responsiveness. Educationists must therefore work within the context of these social, economic and political processes of accelerating change which have roused, tormented and inspired industrialized nations. Unfortunately it often seems that educational systems have been overtaken by events as they maintain rigid closed structures and programmes which appear to be irrelevant to the fresh demands thrusting upward from the people. Some of the most fierce challenges are those which confront teacher educators as they recognize the vital need for universal popular education, a changed structure of authority, a new distribution of knowledge, changes in the role of the teacher and new insights into the teacher-learning process.

Teacher educators may respond positively to change, reject it, become its victims, or even promote it. As social contexts change, there is increasing pressure to change the role of teachers and to emphasize the importance of new teacher education programmes in the general drive for social and educational reform. If

these teacher education programmes are well planned and properly financed, then we may expect, with some optimism, that the profession will respond positively to future challenges and perhaps become a creative innovative force. (1) However, in the absence of coherent planning and adequate funding teachers may become helpless victims of the changes sweeping across continents.

The pace of the changes which we have already witnessed, and others that we may anticipate, suggest that future education systems should be radically different from those which exist today. A consideration of the prospects for a new teacher professionalism suggests that such well-established units in present systems as the school, the class, the subject, the lesson, the teacher and the text-book must become more flexible,(2). The opening up of these units in response to the needs not only of the school, the subject and the student, but also those of society will produce a new teacher role. The concept of teacher professionalism will thus be widened to include social and economic considerations in addition to traditional educational concerns. At the present time, however, teachers are not regarded as true professionals in many countries. Renshaw (3), for example, points out that teaching may be classified in the same category as nursing and social work, which may be regarded as "semi-professions" whose members are trained within a relatively short period and thus acquire a less specialized body of knowledge. Hence they have lower status and weaker authority than smaller specialized professional groups (4). However, if efforts are to be made to raise the status and quality of teachers, then it may be argued that the goal should not be the traditional professional model with its insular and exclusive characteristics which appear incongruous within the present context of mass education, but rather a more open and responsive model.

Although the present difficult conditions which many teachers endure may be interpreted as the product of political, social and cultural pressures, teacher organizations make few effective protests. It seems unlikely that teachers will raise the status or quality of their work of their own accord. Available evidence suggests that in background and attitude teachers are very much the conventional products of their own societies. In a recent study Susan Balloch finds that teacher organizations and interests reflect and reinforce social inequalities rather than concern for improving

the educational opportunities of pupils. These social inequalities are perhaps associated with the dualistic system, which is found in many countries and is designed to provide an elementary school for the "people" and a superior school for "the select few". These distinct dual categories are often maintained at the teacher training level. As Ross (5) says in his historical review of teacher education in England and Wales, "The story of the training colleges is always told separately from that of the education and training of the university graduate destined to teach in what would now be regarded as a secondary school. The training college tradition has its roots in the need to provide a means whereby the poor could be educated and trained to educate the poor in elementary schools". As this is not the kind of pattern which will serve our future needs, it will be necessary to make detailed analyses of the present teaching profession and to suggest guidelines for our future research efforts.

Reviews of previous studies (6, 7, 8) suggest that modern research concerning teaching and teacher training has passed through two main phases; a long phase devoted to teacher characteristics, and a second shorter phase devoted to teacher behaviour. The third phase with which we are presently concerned concentrates upon the teacher role. Although this role is dependent upon teacher characteristics and behaviour it also essentially involves a systematic study of those changing external forces which influence the profession in all its aspects. The teacher must now interpret his tasks within a broader framework than that provided by the school, the class and the subject. This broadened interpretation of the teacher role provides new challenges to research. How, for example, may a badly functioning teacher professionalism be replaced by a new and more acceptable role? The answer may be found by gaining greater understanding of effective teacher behaviour at the "microlevel" and the ways in which this must be complemented by insights into behaviour at the "macrolevel". Unfortunately reviews of research reveal that little sound work is to be found in many important areas. An obvious example is the problem of supervised classroom experience. It seems that whilst many teacher educators are convinced of the value of such teaching experience, little research evidence is available to reveal the nature or extent of the relationship between specific student classroom activities and subsequent effective performance as a qualified professional. There has

been little financial backing for theoretical study and most support has been provided for programme development. Although it is often difficult to detect the theoretical basis for many past research endeavours, it seems that dramatic improvements occurred in the mid-sixties. These improvements in both the design and reporting of studies seem to be related to the increased financial support underlying the vigorous expansion of research in teacher education. Apparently we get what we are willing to pay for.

It is possible when reviewing progress in teacher education research to detect some optimistic themes. For example, many studies suggest that a systems approach to teacher training improves its effectiveness and that this "instructional design" approach is applicable to both affective and cognitive behaviours. Many studies focus upon these particular examples of the general model: microteaching, interaction analysis and behaviour modification. It may of course be argued that the first requirement for these instructional strategies is the production of a detailed clear statement of objectives. Thus to make appropriate decisions about training procedures it is important to define the observable student performance which is regarded as evidence of unobservable abstract states. The teaching or training activity which follows is then subjected to a sytematic evaluation, to discover the extent to which objectives have been attained. Should students fail to attain the required objectives re-teaching procedures may be introduced.

Another interesting theme which emerges from a review of the literature is that teacher educators should practice what they preach, as student teachers appear more likely to adopt the desired style of teaching behaviour if they are treated in the same way that they are instructed to treat pupils. It also appears that direct involvement in the role to be learned is more likely to produce the desired teaching behaviour than such abstract experiences as lectures on learning theory. These approaches tend to produce self-initiated and self-directed learning patterns in both teachers and their pupils. An overdue and important methodological advance in many of the studies being discussed is the development of pupil gain measures. These measures, which include cognitive and affective gains, may be regarded as the ultimate criteria of teacher effectiveness.

If an optimistic view is taken of the positive implications of the available research on teacher education, then it might be claimed that the operational skills of teaching are now better defined and measured than ever before. Perhaps we may anticipate the eventual establishment of sound theoretical principles upon which operational measures may be based. This kind of progress, linked to technological advances, may bring us close to that goal of a performance-based method for appraising teaching which is highly prized by some teacher educators. Recent American studies, however, suggest that if this goal is to be attained, then more attention needs to be given to the development of programmes designed to train teacher educators.

Those educators who are concerned with feasibility and effectiveness, or with a pragmatic approach to structure and reorganisation, often suggest that the education of teachers ought to be logically determined by the nature of the job which awaits them in the community. The rigorous development of a concept of teaching is therefore a prerequisite for the further development of teacher education processes. However, serious difficulties face the educator who seeks to develop an effective conceptual model of teaching. Research which is generated by an influential model of teaching is necessarily tied to that model, whilst research which is generated by different models cannot provide a unified body of empirical knowledge which exists independently. Research which is undertaken in the absence of a model, however, is difficult to interpret for it is the model which provides the interpretive framework.

The massive pile of data accumulated by the large number of studies of teacher and pupil behaviour, does not, as yet, seem likely to provide empirical knowledge of importance to teachers. There may thus be a temptation to assume that teaching is an activity which does not lend itself to disciplined scientific enquiry. It may be wiser, however, to recognize that these difficulties result from the deficiencies of the present models and to devote energy to the creation of new functional models of teaching which are more in tune with the complex phenomena of classroom events.

Faced by this lack of dependable knowledge, how may teacher training institutions introduce the innovations in course content and work practices which are the necessary prerequisites to enable colleges and schools

to adjust adequately to the radical new conditions emerging in a changing society? It may be argued that teacher education institutions should not become a conserving element of the educational system and that they should enjoy a strategic position in the process of innovation. Could they be designed to foster that spirit of just inquiry and vital experimentation which is needed if colleges, schools and society are to share healthy growth?

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THE RELEVANCE OF RELEVANCE IN EDUCATION

Michael Arnheim

'If you want to be an ice-skater, study ice-skating. To be a pickpocket you must study pickpocketry.' That is the current orthodoxy in South African education. What you study must be directly applicable to your occupation. Anything else is 'irrelevant' and must be shunned at all costs. It sounds a very hard-headed, down-to-earth, practical doctrine. But is it?

University degrees are increasingly regarded merely as technical qualifications. Conversely, practically any occupation, however intellectually undemanding, is now thought worthy of a university degree. Nursing, pharmacy and physical education are just three out of many - and by no means the worst offenders. In some American universities you may become a B.F., which, far from being an insult, represents the degree of 'Bachelor of Forestry', and there is also the B.S.S., which is not the qualification for a secret German organisation but represents the useful degree of 'Bachelor of Secretarial Science'.

But, despite these examples, the American attitude to education is much less 'vocational' than it is in South Africa. Most professional qualifications in America are postgraduate degrees. You need a general B.A. or 'liberal arts' degree in order to enter for them. For a medical course, which is long enough in itself, one needs at least three, and in some cases four, years of undergraduate study in the arts and sciences before being accepted by a medical school. This is what the School of Medicine at Yale University has to say:

> 'The medical faculty has no preference as to a major field for undergraduate study and leaves this decision to the student ... It is important that a physician be able to express himself clearly and effectively and that he possess some understanding of man in relation to society ... Those who have developed interests in history, literature and the arts can enrich their own lives and contribute more effectively to their communities.'

Even a degree in Engineering, which might be considered as the most technical and technological of all professions, is not treated solely as such at the better American universities. In a first degree in Engineering at Yale, for example, you must take at least six full one-year courses in the humanities and social sciences - the equivalent of well over half of a South African B.A. degree.

> 'A successful career in engineering,' the prospective Yale engineer is advised, 'is dependent upon a man's educational background, his interests and abilities, and upon his judgement, experience and creative imagination ... Of vital importance to a successful career are an ability for clear self-expression, an appreciation of social, economic and human values, and a broad view of the world in which we live.'

The demand for 'relevance' in university courses is one that has often been voiced both in South Africa and abroad, but it has not always meant the same thing everywhere. When South African students clamour for a 'relevant' course what they mean is a course which can be directly applied to their work the day after they graduate. But the broader, deeper and more enlightened view that I have just quoted sees relevance totally differently. A study of the humanities and social sciences can be seen not only as giving the student concerned a 'cultural background' but is regarded as an integral and essential part of his education which will make him a better practitioner of his chosen profession.

In South Africa the emphasis on 'relevance' in the narrow sense has tended towards narrower and more superficial professional training. Twenty years ago, for example, if you wanted to become a barrister you had to take a first degree in some other subject before embarking on your legal studies for the LL.B. degree, the whole course taking six years. One still has to take a first degree before starting the LL.B., but now it is possible to take a first degree which is largely made up of law subjects, resulting in a five-year course and a much narrower education.

It is not always realised that all forms of education - yes, even the 'useless' and 'impractical' humanities - were originally intended to be vocational in one way or another. The humanities themselves were originally used

in the education for the priesthood. It might be worth considering the sort of course that one would have to devise for the priesthood today, if one was following the modern doctrines of relevance and direct vocational applicability. The syllabus for the first year would probably read as follows :

Practical Sermonising I
Letters of Condolence I
Vestments I (optional)
Hymn-singing I

The distinction between the training of a technician and the education of a professional man (or woman) is becoming blurred. The technician should indeed be trained in techniques. His job, after all, will be in applying these techniques in a very direct way. But the job of the professional man - and it makes no difference which profession it is - is to think out problems and decide which techniques should be applied. The bricklayer, for example, has only got to know the technique of laying one brick on top of another, but the architect - the professional man - must decide the type of brick to be used, the arrangement and pattern to be employed, - and, for that matter, whether to use bricks at all rather than wood, concrete or metal. The professional man must be able to adapt to new ideas in his field and, if he is to become a leading member of his profession, ought to be able to contribute some new ideas himself. But, for this to happen, it is not enough for him merely to have a competent knowledge of his subject: he must understand it in depth and be able to see it in perspective. This, unfortunately, is rarely achieved. There are all too many medical men, for example, who know no more about the drugs that they prescribe daily than is written in their handy 'desk reference' which tells them which drugs to prescribe for any given complaint.

The result of all this is a high degree of 'specialisation', which is often just a euphemism for an all-encompassing ignorance of everything bar one tiny little area of knowledge. The reverence accorded to this principle of specialisation is truly frightening. But the harm which it does is not often recognised, because very few people have the guts to challenge the expert in his own field. Every profession and every branch of every profession has become an esoteric club protected by an aura of mystery and a totally

unintelligible jargon of its own. The result is a great deal of ineptitude and dishonesty on the part of so-called 'experts'.

All this could be avoided by a broader and deeper professional education which would give an insight into other professions as well as your own, and thereby enable you to be on your guard against such incompetence and dishonesty.

NEW MUSIC IN ACTION 1974

June Schneider

(What follows is a report on the course "New Music in Action 1974". June Schneider attended as an invited participant. (1))

In July, 1974 the international music publishers, Universal Edition, in association with the Department of Music at the University of York (the Department which is also running the Schools Council Project: Music in the Secondary School Curriculum) organised a music-educative summer school which promises to become a most important vehicle for in-service training in England, if not internationally, for there were several participants and contributors from abroad; America, Europe, Australia, South Africa. This was the second year that such a course had been held at York, the intention being to involve music-educators, as well as teachers of drama, dance and combined-expressive-arts in New Music, in the new musical improvisatory techniques; in the methods and materials of the new music teaching and in inter-relationships between music and the other arts. Called New Music in Action 1974 this course has made a signigicant contribution to the newly-developing realm of perceptual, synaesthetic creative education - a realm which many consider to be one of the most positive and hopeful elements to emerge from the so-called education revolution. For as a prototype of transactional teaching & learning, "New Music in Action 1974" represented an apogee of summer-schooling. A low-keyed, understated, super-cool, soft sell - but an ultimate in terms of convincing, catalystic, creative stimulation.

The course did not set out to teach or preach, on the contrary, as John Paynter, the course director, explained in a single, rare moment of unscheduled discussion, the object of the course was not to provide 'tips for tired teachers' or 'hints for harassed heads' ... 'no T T T, nor H H H', became the catch-phrase.

Nor did the various contributors and staff members propound any doctrine or methodology. Their attitudes are loosely linked, they share a certain area of common ground, philosophically, I suppose, but the wide divergence of their artistic personalities, their methods and their aims, provided living documentation of the value of individuality. They represented an object lesson in itself in the necessity to cope with and develop personality differences, uniqueness and originality, in the interests of fostering creativeness, instead of the exerting of pressures towards conformity and uniformity so often prevalent in our schools, as in our society.

If this was one lesson to be learnt from "New Music in Action" it was, like every factor which emerged, or conclusion which could be drawn, simply an implication, an impression which the course-participator must make for himself. Any method, technique, idea or theory existed simply as a possibility, a spin-off outcome, to be accepted or rejected, taken or left by the participator; and if 'taken', to be taken on his own terms, to be absorbed, internalised and perhaps adapted to the individual needs and personality of the particular participant. The participants themselves were expected, in fact, to give as much as they got, for <u>action</u> was the course's operative work. In almost each course and session of York's "New Music" Summer School, the course's leader or staff-member made some type of creative demand upon the participating group members. The entire functioning of the Summer School depended, in fact, upon a mutual and simultaneous implosion and explosion of creative energies; upon action, re-action, interaction and transaction between and amongst the various staff-members and the course-takers. The manner by which the staff-members generated this transactional on-going process, their goals and 'results', varied quite dramatically: one could cite, for example, the engaging, infectious Pied-Piper manner of Trevor Wishart, whose musical 'games' ("soundsfun"?) contained a hidden wealth of didactic 'higher' purposes, and whose York environmental music-theatre piece, a light-hearted collâge of sounds, sights, texts and musics, collected on a guided walk through the City of York, belied, by its extrovert fun, the raised levels of perceptivity which it demanded from its participants. This provided a sharp contrast to the seemingly detached, introverted discipline of Harrison Birtwistle, whose single-hour composition course, though 'improvised', covered a totality of material in music-logical,

analytic and structural terms, as well as in sonority and texture, in a well-knit, controlled, concentrated microcosm.

Different participants will obviously have related differently to the differing personalities and methods of the various staff-members, and will have derived different benefits from the wide range of experiential experiments offered.

The course was designed so as to provide a certain open-endedness, choice and flexibility, in order, hopefully, that the various students could acquaint themselves at first-hand with as many different manners and methods as possible, as well as allowing for certain amount of 'depth' development in slightly more specialised areas (e.g. electronic-music techniques and tape assemblage; movement; music-theatre; improvisation). This was achieved by a triple-tiered system of major courses, minor courses and open sessions through which students, though allocated to specific courses, could move, changing their set allocations and chosing alternatives if they so desired, and with complete choice in their 'open session' activities.

Each major course led to a concrete conclusion - the creation by the group-members of a completed 'art-event', which was performed. More important, though, than the results, was the action, the DOING: and in each case this was, I am sure, a rewarding and creatively-regenerating experience, irrespective either of the goal or of the background from which the course-member approached it. The background disciplines, levels of achievement or levels of approach to the course on the part of the various participants were, in fact, never considerations - nor was their 'purpose' in attending the course.

The conception underlying and motivating "New Music in Action 1974" was the opening up of new dimensions within and between the arts, with differently attained but shared goals of synaesthetic, expanded consciousness, higher levels of perception and awareness, and the putting of each participating individual in touch with the originality and reality of their perception, their experience and experiential action: The highest goal possible for both teaching and learning, surely, when we realise that reality is 'a perception', that the thing taught, is not the thing learnt until it is perceived?

The relaxed, informal environment, provided an excellent framework, if a contrasting one, to the highly-charged challenge which is implicit in this active, or transactive approach to in-service summer-schooling. There was little, if any, rationalising, explaining and theorising; all experience and content was transmitted directly on the basis of 'action' ... do it - into it ... intuit.

There was only one convetional, information-imparting session, the lecture delivered by Professor Wilfred Mellers. (2) If York's New Music summer-scholars (tired teachers and harassed heads) were bewildered in the face of the unexplained, uncoventional challenges, the often inconclusive-seeming activities imposed upon them by the Summer School staff - reason, purpose, outcome, conclusion and relevance, were all to be found in that one formal lecture. But again, in the characteristically "New Music in Action" manner, one had to discover it for oneself, relate to it and relate it to one's own experience for oneself ...

Mellers's paper gave context, content and relevance to the entire "New Music in Action 1974" course in a most subtle yet profound manner. (My impression of a strong relation having been indicated between the course's various actions and events, as well as between the course in general and contemporary music as a whole, was strengthened and made more convincing in view of the fact that Professor Mellers's lecture was not actually written originally for "New Music in Action 1974" at York. It was not, therefore, specifically 'slanted' or specially designed so as to connect the otherwise seeming loose-ends of the various activities - their relationships to each other, and to the actuality of the contemporary, new music situation are real and valid.)

Professor Mellers's lecture was entitled "Orpheus Revived: Interrelationships between Western, Eastern and Primitive Elements in 20th Century Music". In one marvellously broadly-visioned and meticulously finely-worded sweep, he gathered together a full cycle of world music: Music's ancient, primitive, animistic magic; 'sound' as an evidence and origin of life,'... For many so-called primitive people, the origin of life is sound, it is the Voice of God that brings life into the void.' - explains music's key position as a mystical, ritualistic element to man. He played, for example, ritual music of the Eskimoes, who consider

their singing, sighing, crying ritual to be a tribute to God, a returning to Him of the gift of breath and a thanksgiving for His breath - that of life. Conversely this same aspect, the magical, ratiocination-free quality of sound, gives music its stake to a claim as ritual itself, and not only in or as part of ritual, or religion ... 'sound', says Wilfred Mellers, 'links us wholistically and holily to nature.' How strongly this supported Anne Boyd's meditative-music events; or John Paynter's or Trevor Wishart's abilities to discover the music in and of any environment around them and to prompt others to find, organise and spontaneously to create living music, out of life.

Moving with giant-godlike strides through man's and music's history, Mellers showed how, in the development of Western Christian Culture, music had continued to have some connections with mystery and magic, despite our civilisation's rational departures from those elements.

He stressed the dualities contained within music's very essence on many different levels - from the conflict inherent in that first of all musics, the babies' cry - crying out at once at separation but at wholeness, consciousness; to the complicated dichtomy contained within music, that art of time, and time itself ... music both makes, marks or celebrates time, but also denies it, and man makes music to do both of these ... - 'music destroys time even as it makes it.'

Music's capacity to contain ambiguity, contradiction and duality led Mellers towards discussion of our most urgent of all conflicts, that between instinct and intellect, between technology and magic. How well he wittingly or unwittingly supported Birtwistle's insistence upon logical organisation counterbalancing intuition and improvisation; or George Self's tight-rope equipoise between zaniness and discipline.

Today, finally, Mellers explains, man is returning to a concept of music as ritual, as magic - as communion rather than communication ...

'The Art-Work (and work is the operative word) is a product of the consumer society - that is why the young today are turning away from it'. Today's musician has transcended technology to become a 'magician-priest'. Who but Mellers, something of a

magician himself, could describe Varese as an 'alchemist - physicist'; or paint so poetic and pointed a word-picture of Stockhausen's "Stimmung" as ... 'a magic which stems from the heart of our technological passion'?

And so, the world is finding a new morality which its dehumanised, technological environment needed so desperately to balance the world of fantasy and imagination against the world of blue-prints and computers ... 'instinct and intellect, magic and science literally need each other for their survival - and ours.'

What better way to persuade whomever remained sceptical about the validity of the 'action' at York's Summer School; to convince them of the value of improvisatory, creative stimulation; innate musical release; about the need to expand their consciousness and awareness of their inner, expressive instincts and intuitions and to develop a continuing on-going relationship between these elements and the rational discipline of their training, knowledge and techniques?

There can be on doubt that "New Music in Action 1974" was most effective, meaningful action, that its participants left the course enriched by it, their perceptions and creative abilities enlarged and perhaps above all, carrying with them a sense of joy.

Footnotes

(1) This report was originally read at an Activities Meeting in 1975. Interest in some of the issues raised led to a creative-workshop at the Nunnery attended by a number of the members of the HED(PG) Committee. This workshop yielded some very stimulating results, particularly as concerns the potential for inter-media activities.

(2) Professor Wilfred Mellers will be visiting South Africa later this year, and will be lecturing at Wits.

THE NEGLECT OF LANGUAGE IN THE CONTENT OF THE TEACHER TRAINING COURSE.

Michael Gardiner

(The following is the text of a statement I made at a symposium organized by the Transvaal Association of Teachers of English, TATE(1).)

The intention of the following remarks is to state in brief why the English academic courses at the Johannesburg College of Education have an almost exclusively literary bias. Since the view expressed here cannot be said to represent accurately the standpoints of all the members of the College's English Department, I take responsibility for them.

Since the points made here are intended to provoke discussion on the topic of the neglect of language training in the courses offered to student-teachers, the statements that follow are offered for consideration and reply.

The emphasis in the courses that the department of English offers students at the Johannesburg College of Education is an unabiguously literary one. The courses are quite correctly styled 'English Academic' (2) by the Transvaal Education Department and the concern is primarily, essentially and deliberately with the education and training of students in the reading and discussion of literature. To some, this emphasis might appear as the neglect of language in the content of teacher training. I dispute such a charge. It is true that students are not trained by means of formal language exercises - which seem to me to be fundamentally weak owing to their abstract nature - and we do not train students to fulfil syllabus requirements for the teaching of language exercises in schools. Training to be teachers of English is done explicitly by methodology departments. Instead, the English department attempts to create conditions whereby students are brought into sustained contact with a variety of literary works with the emphasis upon textual scrutiny.

My reasons for this are as follows:

(a) I am primarily concerned with the student herself and not with the functional aspects of literary enquiry. I do not regard literature as functional, even to education. I do not regard literature as conveying - in essence - morality, or philosophy, or psychology, or nationality. I take the view that it conveys something of all of these but that literature is much more than even the sum of all these.

(b) I regard literature as making accessible to students intimations which can (but not necessarily) lead them to understand themselves and to realise what they most want in life.(3) If this experience makes them better teachers, well and good but that is not my first concern.

(c) I regard literature as making accessible to students a sense of their relationship with the circumambient universe (4) which I regard as crucial to the full functioning of human beings. This too could make better teachers of students but that is not my first aim.

(d) I regard literature as giving substance to those areas of life which science (as an empirical, exclusively logical and reductive view of reality) ignores. I put the point this way because of the degree to which scientific principles have been allowed to dominate educational thinking. (5) To put it another way, I regard literature as giving coherence to the desire (which I assume) of all people to experience the 'direct apprehension of Nature, God and ourselves'. (6) Poetry, plays, novels and short stories can provide a sense of magic, wonder, mystery, awe and the unknown. There is no necessary link between this and better teaching.

(e) I regard the best kind of education to be an implicit process, whereby the whole person can become involved. Hence, I emphasise literature where, implicitly, language is being used in its most subtle, most sensitive and most potent forms - language expressing humanity most fully.

(f) I regard it as more important to help students build upon what they know of literature (or have to unlearn as the case may be) than to take time from the discussion of literature to train students in language. I question very deeply the value of comprehension exercises as distinct entities in the training of students and pupils. The close discussion of literature supercedes such abstract performances. I question the beneficial effects of rigorous language teaching upon the ability of students and pupils to read, write and speak. What connexions there are between them seem feeble and sporadic. (7)

(g) Since I question the achievements of language teaching, I also question its rationale. I will not be easy in my mind about the teaching of language until I am sure that teachers of English are not making massive concessions to systems with their roots in the factory kind of education with its mechanical sense of precision, reproduction and testing. I will not be at all confident about language teaching until I can believe that teachers of English are not weakening under the pressure of disciplines that seem more disciplined, that seem more orderly, that seem more precise because they take a partial view of reality and pretend that it is reality: history, geography, science, biology and so on.

In conclusion therefore, I do not regard the educating of students in the reading and discussion of literature as the 'neglect' of language - there is, to my mind, no moral culpability - and instead I regard the work of the English department as meeting its moral obligations to students who happen to have elected to become teachers.

Footnotes and References

(1) See notice about TATE in the Notices section of this journal.

(2) The term 'academic' distinguishes the courses from the methodology courses conducted independently by the Senior Primary and Junior Primary departments.

(3) van Heyningen, C. Clarissa, Poetry & Morals (Pietermaritzburg 1963) Part II chapter 1.

(4) Lawrence, D.H. "Morality and the novel" in Phoenix (London 1936).

(5) Ashley, M. "Inspiration, imagination and the education of teachers" in Journal of Education Vol 7 No. 1, July 1975.

(6) Huxley, A. quoted in Ashley ibid.

(7) These references to the teaching of language in no way reflect the way that language can be taught, particularly in the light of current thinking and practice in Britain and America. My comments here refer to the unenlightened ways of teaching 'language' in Transvaal schools.

HED(PG) ENGLISH: A DIVIDED COURSE

Jonathan Paton

(During one meeting of the Working Party some methodology lectures said that one difficulty they had was that they knew so little about how methodology courses other than their own were conducted. The following article is an attempt to begin to fill that gap, it may be called a Methodology Report. We are hoping to publish further Methodology Reports in subsequent issues of the journal.)

'Avoid compulsion, and let your lessons take the form of play'. (Plato)

'In the 1930's' says Peter Abbs, 'A.S. Neill, Susan Isaacs and many others demonstrated the soundness of Plato's prescription. And today, nearly all our nursery schools and a large number of our primary schools are run both happily and effectively on such principles. What are the chances of this viewpoint being adopted in our secondary schools?' (1)

I should like to add to this comment: 'What are the chances in our universities, and particularly in our teacher training courses?'

I have a twofold purpose in this article: firstly, I shall outline the content of the present HED(PG) English Methodology and English Advanced Study courses, and, secondly, I shall suggest ways in which I think these two courses (or is it one split course?) could be integrated and improved. The only way, however, in which these suggestions could be implemented is through the recommendations of HED(PG) Working Party. I was, therefore, delighted to read the following comment by Don Margetson in his recent article on the Working Party. 'Nevertheless the Working Party is <u>now</u> moving towards making some recommendations to the HED(PG) Committee.' (2) (my underlining).

(a) <u>The 1976 English Methodology Course</u>

The English Methodology course for this year is

divided into the following sections:

(i) syllabus and examinations

(ii) comprehension tests

(iii) teaching drama

(iv) teaching the novel

(v) teaching poetry

(vi) teaching language

(vii) teaching 'creative' and other writing

(viii) oral work

(ix) marking (subjective and objective)

(x) children's literature.

I shall not elaborate on each of these items, but I shall select two or three of them for further comment. I hope thereby to give the reader a clearer idea of the nature of the course.

Two periods per week are set aside for all methodologies in the HED(PG) course. In the case of English Methodology we have combined these periods. Thus we meet once a week for a 90 minute period. About 65 students take the English Methodology course and there are three lecturers. On most occasions we meet in three tutorial groups consisting of about 22 students each.

Let us look first at section (i) of the course. The students were told in advance that for a period of two weeks we would be discussing the TED English syllabuses and school examinations. Students were given copies of the TED syllabuses and their attention was drawn to an M Ed thesis by Elwyn Jenkins entitled The Nature of English Higher as a Secondary School Subject in the Transvaal 1942-1972, several copies of which are available in the English Resources Library. They were also handed out in advance two 'tasks', one for each tutorial meeting. The students prepared their tasks for each meeting and some students were called upon to read out their tasks during the tutorials. The tasks were then collected and marked by the lecturers and returned

to the students. The section on syllabuses and examinations went very well this year, the students came thoroughly prepared to each tutorial meeting and made perceptive and stimulating contributions. At the same time they had learnt a great deal about the content of the TED syllabuses. (In the past teachers have complained that our students come into the schools knowing nothing about the syllabuses). We give the students five tasks during the course of the year as well as a fairly lengthy assignment.

At the time of writing we are in the midst of our 'teaching drama' section of our course, section (iii). We have just had an excellent lecture given by Mrs Ellen Williams, Senior Lecturer in English at the Pretoria College of Education. Mrs Williams spoke about a revolutionary way of teaching Shakespeare in high schools, and illustrated her talk by showing us carefully constructed charts and workbooks which she uses in her teaching. Her method is becoming increasingly popular and was greeted enthusiastically by the HED(PG) students who attended her lecture. In follow-up tutorials we shall examine other methods of teaching drama in high schools. Later in the year, thanks to the kind co-operation of the School of Drama, many of our students will be involved in drama workshops in which there will be more action than discussion.

Another very important section of our course deals with the teaching of language. It is perhaps unfortunate that there is little connection between the Language and Literature departments of this University and it is also unfortunate that the methodology lecturers have had very little training in language instruction apart from having taught 'grammar' in high schools. In the past we have been grateful for assistance from lecturers in Linguistics and Communication Studies in this section of the course. We have also invited teachers with a variety of views on the teaching of grammar in high schools to speak to our students.

Apart from the ten sections I have mentioned we also spend some time on 'workshop' activities - e.g. drama, 'creative writing'. We invite panels of teachers to lead discussions on topics such as team teaching, the practical syllabus, teaching the novel, language work and the marking of examinations.

There is one further aspect of the English Methodology course that I should like to mention. In addition to the 'tasks' and the writing of one long essay we require our students to build up 'resource files' during the course of the year. We suggest a variety of ideas for inclusion in the resource files - poems and collection of poems, language exercises, essay topics, comprehension exercises, lesson plans. We advise them to review the contents of their resource files regularly - to dispense of items that are no longer useful and to add fresh material. We hope that the resource files will prove useful to the students throughout their teaching careers.

(b) The 1976 English Advanced Study Course

I gather that the Advanced Study course in some departments comprises sections of the Honours paper. Our Advanced Study course for 1976 does not require intensive further study in English literature. On the whole we have selected for study a number of set-works often taught in schools. We spend a short while discussing these books 'academically', but we hope that many of them will already be familiar to the students. We thus allow a considerable period for looking at these set-works in other ways. How would they best be taught to a Std 8 or Matric class? What resource material would one make use of in teaching set-works? How would they be taught as part of a team-teaching or theme-teaching programme?

Our set-works for 1976 are as follows:

Section A: The Novel

Four novels by Dickens: Bleak House, David Copperfield, Great Expectations & Hard Times

Section B: Drama

Three Shakespeare plays: Macbeth, Hamlet & Henry IV Part 1
A Man for All Seasons by Robert Bolt
The Crucible by Arthur Miller

Section C: Poetry

Modern Poets (four volumes) edited by Jim Hunter.

Two or three lectures are given on the Dickens novels, but we expect our students to do most of the reading and studying of these novels on their own. At the end of the year we expect our students to produce a long essay on Dickens. In order to attain a satisfactory standard the students must give an indication that they have done some in-depth research and reading in Dickens. They will also be required to write a one-hour answer on Dickens in the examination at the end of the year.

In the Drama section we are planning to repeat an experiment which we attempted with considerable success in 1974. We shall begin with Macbeth. We shall hand out to the students a series of lectures on Macbeth which we have prepared, but we shall not 'deliver' these lectures. Instead we plan to divide the students into a number of groups and we shall ask them to work out ways in which to 'present' to the group as a whole various aspects of the play. The students may choose to utilise the hand-outs in their presentations or to ignore them. Their presentations may take the form of dramatic excerpts, lecturettes, slide-tape performances, simulated interviews, etc. We hope that the students will learn more about the content of Macbeth as well as methods of teaching it than they would from listening to lectures and taking notes. In 1974 we found that 90% of Advanced Study students said that they preferred the 'presentation' method to the 'lecture' method. We shall videotape the best performances and hope to present these at a Shakespeare conference to be held at Rhodes University later in the year. Mr V Rodseth of JCE and I will argue the case for the student 'presentation' method. If the experiment succeeds with Macbeth we shall probably use the same approach for the other plays. At the end of the year, however, students will be required to write 'academic' answers on the plays in the examination.

The Poetry section is handled chiefly in tutorial group discussions. Various methods are used. In some tutorials students read a paper on a particular poet and illustrate it by referring to some of the poems by the poet in the anthology. In other tutorials a particular poem is subjected to detailed critical analysis. And then there are also tutorials in which the poems are examined 'methodologically' e.g. How would this poem best be handled with a bright Std 8 class? Again, at the end of the year in the examinations the students are expected to analyse a specific poem or to give a critique of a particular poet.

(c) Suggested improvements for the future

There are two ways in which I feel the HED(PG) English course could be improved (and, perhaps, all Methodology and Advanced Study courses).

Firstly, let us drop the labels 'Advanced Study' and 'Methodology'. As I have mentioned elsewhere in this article a considerable amount of our time in English Advanced Study is spent in examining methods. In a one year professional course it seems to me to be a pointless exercise to spend one period a week discussing the interpretation of a particular work of literature and another period a week discussing the various ways one could teach that work in the classroom. The two should go hand in hand. I have often found that discussion of method furnishes me with further insights into a piece of literature or aspect of language. I have the impression that some of my colleagues in the Faculty of Education regard 'Methodology' as a dull, uninspiring approach to the subject. (I must admit that I don't particularly like the word 'methodology'.) They think back to their own teacher training days (I do too!) and have nightmare memories of strip films, blackboard writing and prancing around like fairies. 'Methodology' need not and should not consist of this soul-destroying approach. If it is seen as inextricably linked to the 'academic' component of one's subject, it can become exciting and challenging. Let us eradicate once and for all the inane and dreary approach to teaching that hovers about in memories of our student days and that is still, apparently, used in some training colleges and universities in South Africa.

I know that there are problems about integrating the Advanced Study and Methodology courses because of our students having to take two subject methodologies. Ways of overcoming these problems have been suggested by Wally Morrow, Peter Kallaway and myself in papers to the HED(PG) Working Party.

Secondly, I should like to return to the quotation by Plato with which I began this article. Is it really necessary in a post-graduate teacher's diploma course for the students to write terminal examinations? In an excellent paper entitled "Term papers or projects?" Armin Wishard states: 'Like other teachers of literature I have experimented with reading lists, term papers or short papers and final examinations. And with each year

I have observed that each such assignment is a certain decrease in students' natural interest and personal involvement with literature. To overcome some of the problems of misplaced priority, ie concern for grades rather than knowledge, and recognition rather than personal development, I have in some courses abandoned papers and tests and instead I ask the class at the outset to respond to the works read in a visual or audio medium.' (3) Wishard lists some of the exciting responses that have come from students - collages, paintings, tapes, films, prose stories, poems - and then goes on to say 'Papers represent only one way for a student to show that he has gained access to a work and an author's realm. And all too often papers fail to bring out any creativity of expression and turn instead into an exercise of frustration.' Let us be bold in our HED(PG) course, even if our university colleagues and our government wish to continue on a traditional, conservative road. Let us 'avoid compulsion and let our lessons take the form of play.'

References

(1) Abbs, P. English for Diversity (Heinemann 1969) pg 139.

(2) Margetson, D. "Background to the HED(PG) Working Party" in Perspectives in Education Vol 1 No 1, February 1976, pg 6.

(3) Wishard, A. "Term papers or projects?" in Modern Language Journal Vol 57 No 3, March 1974, pg 118.

ON TREATING CAUSES RATHER THAN SYMPTOMS - SOME PROPOSALS FOR INTRODUCING 'LANGUAGE STUDIES' IN SECONDARY SCHOOLS AND IN TEACHER TRAINING

Douglas Young

(This is a modified, reduced version of a paper given at the "Linguistics in Teacher Education" Conference, Rhodes University, September, 1975)

1. Treating the symptoms
2. Evidence of communicative incompetence - a case study
3. Treating the causes
4. Teacher and student reaction to the introduction of language studies
5. What would language studies involve?

1. Treating the symptoms

Each annual intake of Matriculants at English Medium South African universities reveals in many cases (1) added evidence of gross incompetence in the use of English for academic communication. In a significant minority of cases, such incompetence borders on illiteracy. While this serious situation is not uniquely South African (2), its solution must perforce be national, taking into account our own complex language learning-teaching environment.

Some South African English Medium universities are extremely concerned about declining standards of language usage manifest in their undergraduates' written and spoken English. Cape Town, Natal-Durban and Wits have recently instituted Communication Studies courses in an attempt to teach their students to communicate their subject knowledge effectively, appropriately and meaningfully at undergraduate and professional level. Hopefully such courses will check this decline in language competence, but many lecturers teaching Communication are acutely aware that they are treating

symptoms of communicative incompetence rather than the causes of such. These causes are complex and deep-rooted in linguistic, sociolinguistic, educational and psychological aspects of the human growth process. What is known about some of the causes of communicative incompetence does, however, form the basis for the proposals which follow.

2. Evidence of Communicative Incompetence - A Case Study

Consider, as evidence of communicative incompetence, Text A below. It is a full, verbatim reproduction of an essay in Communication Studies written at the beginning of the course by an 18 year old girl in her first (intermediate) year BSc. at Wits. (Intermediate year BSc. was an experimental course run for three years, now discontinued, which was intended to accommodate intending BSc. students whose Maths and Physical Science/Biology marks in Matric, were not good enough to gain them a place in the normal first year of BSc.). This girl (let us call her Jane) obtained a first class University Entrance Certificate in the 1973 Transvaal Matriculation Examination, with a 'C' symbol in English. Jane attended a well-known, respected Johannesburg government school.

TEXT A

SET TOPIC: "Select a range of texts of any kind in which different opinions have been expressed about the same topic. Analyze the various ways in which these different opinions have been expressed."

(Here follows Jane's essay. All underlining is my own, for emphasis of areas of error.)

> These texts are from a newspaper. The Star[1]. Different opinions have been expressed by the writers.
>
> As these texts are advertisements from the car Marina by Leyland, no one has expressed an opposing opinion[2] that there is something wrong with the car and that it is not pleasing, but[3] fortunately for the dealer, unfortunately for people who want two sides of the issue. These texts, like any other advertisement, are prejudiced. To please the audience, that is, the reader, they[4] highlight the parts of the car that are worth having, briefly mention something not so pleasing to them[5] and pass

on. This is done in order to show that there is[6] both sides to the story but in actual fact it[7] is not. The opposition is not strong enough in order that it would be opposition.[8] The first text tries to tell one all about the car. It[9] has the appearance of being a factual text. It[10] is mostly aimed at a woman. They[11] discuss its comfort, its gadgets, its suitability and its good looks. This is what pleases a woman. Most advertisers have come to realise that it is the woman in the family that has most say in the buying of a car. They[12] might mention a few words concerned with the car, that is, a few technical terms, but not many. It[13] is just enough to impress a woman with no idea about the technicalities of a car.[14] It does not at all mention the engine, that part which that is mainly concerned about making it go. One reason for this is because it would not please a woman to hear its details.[15] But the emission[16] of this could put it in a bad light if one was very critical. (Is it left out because it would spoil its image? And is it true that which is left out says a great deal?)[17]

The other texts are opinions[18] from various writers who have written their article to other media. It[19] gives the appearance in being absolutely fair, stating the advantages and disadvantages. (A critical reader may say, that they are still part of the advertisement, therefore they are biased.[20]

Afterwal[21] there are more advantages stated than disadvantages, and in parts the writers seem to enthuse too much.[21] Reading through the texts one finds they say pleasant things about the car. Its comfort, suitability, gadgets, attraction, unpretension.[22]

Jane's essay is very typical of much writing done by students at Wits in the Faculties of Science, Commerce and Engineering. There is a pervasive pattern of error which, after extensive analysis of hundreds of similar scripts, I classify as follows: (the numbers refer to indices in Text A)

(i) Poor discourse structure

(Discourse structure is the logical cohesive and thematic linking of successive sentences to form a finite text). Cohesion of meaning in Text A is seriously impaired by the writer's lack of control of reference words such as

they.[4] them.[5] it,[10] they[11] It,[13] all of which she uses ambiguously. A back-referring word like they should ideally refer either to the preceding subject or object in the previous sentence(s). In Jane's case, they has no easily recoverable referent. Her systematic erroneous use of the operator it as a reference word throughout the essay completely destroys discourse structure in the text, so that the reader might just as well be reading a series of unconnected sentences. Uncontrolled use of reference words is widespread in the undergraduate work that we have analysed at Wits. It indicates, we believe, a lack of attention to text grammar - that is, the way in which individual grammatical sentences relate to one another to form a text. It would seem that English teachers, in their attempts at teaching grammar, lay exclusive emphasis on the need to write discrete grammatical sentences, without teaching how to link these together to form a text.

(ii) Poor logical connection of information.

Jane uses logical connectors and conjunctions somewhat illogically, for example: but,[3] As these texts.....,[2] therefore.....[20] After(w)al.[21] each of which fails to connect logically different parts of her argument. This error pattern is particularly disturbing when found in science students' work, for it must indicate poor reasoning ability, a handicap for any science student.

(iii) Poor organization of information

Closely related to (i) & (ii), this category refers to the way in which units of information and ideas form part of a structure with an evident plan. Jane's text shows a general lack of forethought and planning, even though she wrote it under relaxed conditions at home. This type of error would seem to reflect an attitude to writing rather than any deep-rooted incompetence. Students resist strongly the requirement that they draft and redraft their essays before finally presenting a fair copy. This is a skill and habit which can be taught at high school level.

(iv) Poor syntax

Several sentences have no main verb, for example: The Star[1]. its comfort....[22]. There is a widespread tendency, in our experience, to write this way, indicative perhaps of the influence of Holbrook and Whitehead,

both of whom have argued for the need to let school-children write freely and creatively without much attention to grammar and structure. The apparent emphasis on creative, imaginative writing in TED schools results in poor expository writing at University in many cases. Essay writing in Biology, Geography and History, and report writing in Engineering or Commerce make rigorous demands on students' ability to write precisely and unambiguously. An undergraduate who has not previously needed to write well-disciplined, grammatically well-formed texts struggles to produce acceptable expository work, especially in the crucial first year at university.

(v) Faulty Lexis. (Lexis = The contextually appropriate use of vocabulary).

This is perhaps the most prevalent area of error. Undergraduates seem to lack a wide range of vocabulary. In a subsequent interview, Jane insisted that emission meant just that, and not omission as should have been the case. Opposition...[8] in the context she uses it is inappropriate, as is the concept expressed by 'These texts are opinions'[18]. In this latter example she uses opinions as an attribute of text, thereby giving text an animate, human feature specification. Similarly she uses prejudiced in the fifth sentence as a property of texts. Surely the writers of texts are prejudiced, but not the texts themselves?

There would seem to be a great need for vocabulary building programmes in school English, coupled with extensive practice in lexis.

CONSULTING WITH JANE

Jane was interviewed about what she'd written. Using Corder's error analysis scheme (3) I attempted to distinguish, with her help, between her mistakes (random, careless slips of the pen) and her errors (systematic, deeply rooted incompetence). Those items which Jane was able to rectify immediately her attention had been drawn to them, I dismissed as mistakes. There were few of these. Most items referred to her for discussion and explanation of what she intended to convey remained uncorrected. As a result of this consultation we were able to design remedial work for Jane and this had a positive effect on her performance, to the point where she passed first year. Many other students do not have the opportunity for such close attention to their work and as a result fail dismally,

not always because they lack the required subject knowledge but because they cannot communicate such knowledge adequately to examiners. The main point is this, however, - should intensive remedial work of the type done on Jane's written English really be necessary at University level? Furthermore, eliminating such errors at secondary school or lower levels is a task which some teachers are ill-equipped to do, for they lack any formal training in grammar teaching of the type needed to do such remedial work. This might seem a harsh allegation, but evidence from tutorial work with post-graduate teacher-trainees bears it out. Text A was given to 40 HED(PG) students at Wits. - students in English Teaching Methodology, all of whom had 2 or 3 courses in English in their degrees. They were asked to use Corder's error analysis scheme of Identification. Description and Explanation of the errors in the text.(4) No more than 50% of the group were able to go beyond the first stage - identification. Their defence for not being able to go further was that they lacked suitable terminology and language background. Many of them passed as acceptable some of the gross errors discussed above. Many would not accept that Jane's writing was in any way typical of undergraduate essay writing. In general, these teacher trainees revealed a disturbing lack of sensitivity to correct language usage. On further discussion of the problem many agreed that they would welcome a course in Language Studies which would equip them to deal with the type of work produced by Jane. Regrettably, few existing teacher training courses make provision for anything remotely approaching Language Studies - most emphases are on the method of teaching English Literature, so that the problem is by-passed almost entirely.

3. Treating the Causes

Mindful of the old trap of appearing to be an academic attempting to shift blame for undergraduates' communicative incompetence onto secondary schools, primary schools and parents, I wish to propose how syllabuses and examinations might perhaps be modified so as to treat some of the causes of communicative incompetence. My concern is not with what teachers do in the classroom but rather with what they are asked to do by education departments, who formulate the syllabuses and generate the examinations which control the emphases on what is taught. The issue is essentially one of where to place priorities in English teaching for it is clear to us teaching Communication

that Language Studies and the communicative use of language are both heavily understressed in some school teaching situations.

The causes of communicative incompetence might be treated in at least two ways:

(The remarks which follow refer specifically to English as a mother tongue teaching subject in Transvaal Education Department (TED) schools and teacher training courses).

(i) Examinations, particularly the Matriculation and University Entrance Examinations, which inevitably place a definitive, selective emphasis on teaching syllabuses and decide for teachers what their priorities are, should redress the present apparent imbalance between literary criticism and language usage. By testing more rigorously, widely and directly the undeniably excellent language usage aspects of the core syllabuses, examiners will immediately place new priorities on syllabus content, thereby encouraging teachers to devote more time to language, grammar and the communicative use of English in their daily teaching.

To illustrate this point, I have analysed the relationship between questions testing literary-interpretive, creative writing skills as opposed to those questions testing specifically language usage skills and grammatical knowledge. TED University Entrance English Higher Grade examination papers over the period 1969 to 1973 inclusive were studied and a tabular analysis produced. This tabular analysis is included here and is self-explanatory, permitting two observations:

(a) In all the examinations studied there was a heavy emphasis on testing literary appreciation, the interpretation of literary/quasi-literary texts, creative and imaginative writing. In Paper 1, the Language and Comprehension paper, the texts used for comprehension and precis tended to be literary texts rather than expository writing, which normally provides a better source for conventional language usage-type questions.

(b) Out of a total maximum of 350 marks awarded on average in the three question papers, an average of only 25% of the marks was allocated specifically to items testing language usage ability and a

AN ANALYSIS OF QUESTIONS SET IN THE TRANSVAAL (TED) UNIVERSITY ENTRANCE CERTIFICATE EXAMINATION, FOR THE PERIOD 1969-1973 (INCLUSIVE)

SUBJECT: ENGLISH HIGHER GRADE
PAPER I: LANGUAGE & COMPREHENSION
PAPER II: COMPOSITION & LETTER

Paper	Section	Question Type		1969	Mark	1970	Mark	1971	Mark	1972	Mark	1973	Mark
I 2-hours	A	Comprehension Passage & Question	1) Passage/ Author	Work Suspended (Adapted from) E.Waugh		Brazilian Adventure. Peter Fleming		from "On Growing Old" J.B. Priestley		Adaptation from "Speed" Max Beerbohm		Adaptation "The Need of Education" Sir Arthur Bryant	
			2) Question Emphases	literary - semantic	35	literary - semantics	35	literary/semantic. I.Q. on grammar	34	literary/semantic I.Q. on grammar	34	literary/stylistic	34
	B	Precis (becomes Sec. C in 1971 only)	1) Text/ Author	A Lost Commander: Andrews	15	Adaptation: Nicolas & Alexandra Massie	15			From 'Student Power' Sir Arthur Bryant	15	from "The Star"	13
	C		2) Text Type	Quasi - Historical		Modern History		from "The Star" Journalistic	14	Quasi Sociological		Journalistic	
	C	Language Usage/Grammar											
		1) Error/Style Improvement		x	21	x	16	x	10	x	3	x	10
		2) Sentence Construction using words in differing syntactic functions		x	16	. .	.	. .		x	8	x	5
These are Categories within Optional Sub-sections of Questions		3) Emotive/Referential words		x	11	x/x	7/9	x	15	x	6	. .	. .
		4) Direct - Indirect Speech		x	10	. .	. .	. .	.	. .	. .	. .	. .
		5) Parts of Speech		. .	.	x	8	x	3	. .	.	x/x	2/4
		6) Idiomatic/Colloquial Use		. .	.	x/x	7/8	. .	.	x	6	x/x	12/10
		7) Punctuation		. .	.	x	8	x	5	. .	.	x	2
		8) Syntax/Clause analysis		. .	.	x	2	. .	.	. .	.	. .	. .
		9) Writer's intention		. .	.	x	3	. .	.	x	3	x	4
		10) Semantic Differentials - words similar in form		. .	.	. .	. .	x	8	x	0	. .	. .
		11) Synonyms/Antonyms		. .	.	. .	. .	. .	.	x	5	x	6
		12) Fixed expressions in sentences		. .	.	. .	. .	. .	.	x	6	. .	. .
		13) Figures of Speech		. .	.	. .	. .	. .	.	x	10	. .	. .
		14) Implicit/Explicit		. .	.	. .	. .	. .	.	. .	.	x	6
		Total for Paper I			100		100		90		90		90

Paper II 2-hours	A	Composition Essay Topics: Type:	Mainly Discursive & Imaginative	70	Mainly Discursive & Imaginative	70	Imaginative & highly literary	60	Discursive/ Experiential Symbolic	60	Essay/short story Discursive/ literary	60			
	B	1) Letter (friendly) OR writings in format	x		. .		. .		x		. .				
Usually Candidate Chose one from a list of options		2) Expository	x		x		. .		. .		. .				
		3) Factual	. .		. .		. .		. .		. .				
		4) Argumentative	. .		. .		. .		x		. .				
		5) Descriptive	x		. .		. .		. .		. .				
		6) Diary	x		. .		. .		. .		. .				
		7) Formal letter of Complaint	x		x		x		. .		. .				
		8) Explanation	x		. .		x		x		x				
		9) Transforming Graphics into Verbal message (or Statistics)	. .		. .		x		x		x				
		10) Review	. .		. .		x		. .		x				
		11) Magazine Article	. .		. .		. .		. .		x				
		12) Report	. .		x		. .		. .		. .				
		Marks for this Section		30		20		20		20		20			
		Total for Paper II		100		90		80		80		80			
Paper III 3 hours		English Literature		160		160		150		150		150			
OBSERVATIONS:															
Balance of (Approx.) to:		1) Literary/Creative/ Imaginative or Discursive Writing & Interpretation to:	280/80 (22%)		280/80 (22%)		258/92 (26%)		259/91 (26%)		257/93 (26%)				
		2) Specifically language Questions, requiring precise linguistic skill	TOTAL 360		360		350		350		350				

knowledge of structure and grammar.

The conclusion seems obvious: Those teachers teaching Standard 9 and 10 classes place their teaching emphases, quite logically, on literature and imaginative writing, for such emphases will ensure that their pupils are well-prepared for the Matric. examination. By my analysis it is quite possible for a matriculation candidate to do very poorly in the language usage aspects of the papers and yet muster a respectable pass. This is, I suggest, what might have happened in Jane's case above. By the same token, teachers in the Junior secondary divisions of schools are influenced by the priorities of the Matriculation Examination indirectly through their colleagues taking Matric English; or where, as is often the case, a Std. 6 or 7 teacher also takes senior classes. Teachers in the junior secondary school thus teach the same content, with the same emphases as do their senior colleagues, with the result that language teaching as such is avoided, or neglected relegated to an 'evil necessity' function in the time table. Coupled with this situation is the problem that many teachers feel ill-equipped to teach language usage and grammar because their entire training had an overriding literary bias to it.

(ii) Teacher Training courses, both non-graduate and post-graduate, should include obligatory components in Language Studies and Linguistics for all intending Language Teaching specialists, thereby giving them valuable insights into the nature and function of language in the educational process. If we are to take seriously Bernstein's well-researched observation that educational failure is very often language failure (5), then teacher training departments/units at Universities have a major responsibility to ensure that language teachers they train can and do prevent educational failure. As already stated, there seems to be little evidence that present English Methodology and English Advanced Studies courses in the HED(PG) courses offer students much in the way of training in language studies. What these courses do is to consolidate and reinforce the literary training received by students during the two or three years of an English Literature major in their degrees. There is also no point in suggesting that English Departments in Universities take on this function. There should, rather, be a discrete subject for teacher trainees at undergraduate level, entitled 'Language Studies' or the like.

4. Teacher and Student Reaction to the Introduction of Language Studies.

In order to gauge teacher and teacher trainee reaction to the idea of introducing Language Studies into English, we conducted two surveys.(6) A Questionnaire was sent to the heads of English departments in 40 TED high schools. Regrettably only 16 teachers responded (those who know say this was a good response). The aim of this questionnaire was to assess their attitudes towards the projected introduction of Language Studies as a component of English in the High School. (The information elicited is clearly tabulated in appendices which are available, on request, from the author).

(a) In answer to Question 13: 'Do you think that most language usage requirements as defined in school curricula can be adequately taught through the intensive teaching of literature?' - 81.25% said 'No'. In answer to Question 15, which required that respondents rank-order quoted TED syllabus 'Aims', the majority listed the first-quoted general aim viz: 'To promote the pupil's linguistic skills' as being the least important. They rated as most important the quoted aim: 'To extend his ability to observe, to discriminate, and to order his thought coherently.' There appeared to be a contradiction here, for while the majority of respondents welcomed the idea of Language Studies being introduced, they nevertheless favoured the more literary aims of the syllabus.

(b) On the question of whether the respondents actively taught the structural (i.e. grammatical/language usage) aspects of the TED syllabuses (references were given to the Syllabuses), a small minority (18.75%) who said that they did not, gave as their reasons such statements as: 'The literature syllabus makes heavy demands on teaching time, leaving little time over for language work,' or that 'language teaching is the responsibility of the teachers of lower forms.' Many doubted whether any positive effects would flow from such teaching. The overall reaction was that they felt a genuine need for more intensive language studies work and that the introduction of such would improve the communicative skills of their pupils. (87.5% agreed that Language Studies, if introduced, would have a positive effect.)

While the responses to this questionnaire can in no way be taken as representative of all TED English teachers' attitudes to this question, they do at least indicate that some teachers share some of our concern over the state of language competence of their pupils and products.

A similar questionnaire was completed in August, 1975 by 36 HED(PG) students at Wits University. These students were all prospective English teachers, having majored in English in their degree courses. (This Questionnaire, including statistical analysis of responses to it, is available, on request, from the writer).

Three observations can be made:

(i) 36% of the respondents indicated that they would have difficulty in teaching English grammar/ language usage as defined in the TED syllabuses and gave as their reasons: 'Insufficient background'; the syllabus was 'irrelevant'; 'forgotten the basics of grammar learnt at school'. (In this last example, respondents were in a sense confirming the view that no attention was paid to language usage/grammar at University and teacher training levels).

(ii) 38% (the largest single response to this question) indicated that they saw their aim in teaching English purely as that of teaching literary appreciation.

(iii) 55.5% of respondents rated their sensitivity to language correctness as high or above average, and yet when these same people were asked to do an error analysis of Jane's essay, they showed themselves to be highly insensitive to the patterns of error in that essay. Many of these students failed to identify all but the more obvious errors and mistakes.

In general, the response of teacher trainees to the suggested introduction of Lanugage Studies as a teacher training subject was well received - 80.5% said that they would choose it as an elective course were it offered.

5. What Would Language Studies Involve?

Language Studies in the high school and in teacher training courses should, I think, have as its aim the teaching of the concepts of language variety/style and the communicative use of language to meet the communication needs of society. The teaching of grammar and structure should not be prescriptive, nor an end in itself, but a disciplined basis for the pupil to build upon in his writing for different audiences and in different registers. Language Studies should concentrate on all four language learning skills - listening, speaking, reading and writing. Our evidence in teaching Communication is that extensive oral rehearsal preceding written work improves the quality of that writing, for example.

Such aims would be added in to existing syllabuses and include the following broad outline of content sections:

(i) Grammar as a system of rules vs. language in use.

(ii) The social and communicative functions of language.

(iii) The textual and discourse function of language - how to link sentences to form a text.

(iv) Logical connection of ideas and information.

(v) Oral vs. written communication - the function of oral rehearsal in preparing to write texts.

(vi) Stylistics - that is, the application of grammar and elementary linguistics as supplementary aids to interpretations of both literary and non-literary texts.

(vii) Accommodation, in teaching and learning strategies in the classroom, to known patterns of language learning, as defined by psycholinguists and behavioural scientists.

The above is an ambitious proposal, but if concern for the use of English as a mother tongue is genuine, it is surely worth the effort of implementation.

It is hoped that this paper will not be interpreted as a plea to devalue the literature component of 'English' in the schools, nor in teacher training courses. What is suggested is that Language Studies be accorded

greater, perhaps equal status with literary studies, complementing it, not competing with it for time table allocation.

Communicative incompetence can only be effectively treated by those teachers who have formal training in Language Studies. It is perhaps unfair to expect those with a literary training to play the role of remediator.

Footnotes and References

(1) Extensive testing of a large percentage of the full first year University entrance group at the University of the Witwatersrand in February 1975 (and repeated in February 1976) has shown (and probably will show) disturbing evidence of their communicative incompetence. These tests, administered by a Senate Commission on Communicative Competence and devised by staff in the Linguistics Department and Communication Studies Unit, were given to nearly 2,000 first years in all Faculties in 1975. Results are not yet final and will be released only after the 1976 tests.

(2) See Time Magazine, November 11th 1974, p.64: 'Too many A's' and Time. August 25th, 1975: p.42/3/5: 'Can't anyone here speak English?' Both articles, though popular in genre, reveal concern about the plight of teachers of English subjected to new, alarming student pressures for destandardised English usage. See also the Bullock Report: Language for Life. HMSO, UK, 1974. This is a comprehensive report of the state of English teaching in the UK.

(3) S.Pit Corder, "The Significance of Learners' Errors", IRAL, 5, 1976.

(4) and "Idiosyncratic Dialects and Error Analysis", IRAL, 9, 1971.

(5) Bernstein, B, Class, Codes and Control 1: theoretical studies towards a sociology of language. Routledge and Kegan Paul, London, 1971.

(6) I wish to acknowledge the invaluable assistance given in the compilation and administration of the Questionnaires by Miss Ann van Cittert, an HED(PG) student at the University of the Witwatersrand.

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BEHAVIOUR MODIFICATION AS A TRAINING TECHNIQUE FOR BLACK WORKERS IN SOUTH AFRICA

Julian Barling & Allen Zimbler

Introduction:

The aim of this paper is to demonstrate the potential utility of behaviour modification techniques for training Black workers in industrial settings for both semi- and unskilled tasks. At the outset therefore, a number of issues necessitate clarification:

1) Behaviour modification techniques are based on the large body of empirical research regarding operant conditioning. Briefly stated, this involves the presentation of reinforcement (or punishment) contingent upon the desired behaviour, which would have the effect of increasing (or decreasing) the frequency of the particular behaviour (1).

2) Only semi- and unskilled tasks will be dealt with in this paper.

Before elaborating on the actual use of these techniques (commonly referred to as O. B. Mod) as they apply to the training situation, it is essential to emphasize the crucial role that training itself occupies, in that training (or educating) the worker to perform a certain task is advantageous from two perspectives. First, it enables the worker to learn new behaviours to add to his existing repertoire of behaviours. Secondly, the organization will benefit in the extent to which the worker is now more adequately equipped to fulfill his particular function in the organization. Successful training is also of considerable importance because of the large costs involved.

A Principles of O. B. Mod.

Various principles of operant conditioning, all derived from empirical research, apply to the utilization of O. B. Mod as a training method. They are positive and negative reinforcement, punishment, extinction, the shaping of behaviour and transfer of training. These will

now be discussed as they relate to the training situation.

Positive reinforcement has been defined as any behavioural consequence which has the effect of increasing the frequency of behaviour under consideration. Positive reinforcement is of obvious importance as the aim of any training programme is to teach the individual worker new behaviours. Thus positive reinforcement, which has the effect of increasing the frequency of a particular behaviour, is possibly the most essential O. B. Mod technique for the training situation.

A brief description of the necessity for reinforcement to be presented "contingently" is essential. This would require that whenever a behaviour is to be reinforced, it is essential that the reinforcement is presented "contingently" with the desired behaviour. In other words, the concept of being contingent stipulates an if-then relationship, in that if a desired behaviour occurs, then it is reinforced immediately by the provision of some monetary or other reward.

Negative reinforcement, on the other hand, is defined as such if the removal of the behavioural consequence has the effect of increasing the frequency of the behaviour. Although not as potentially powerful in the training situation as is positive reinforcement, it is nevertheless important in that its contingent presentation (or removal) would also result in the frequency of the desired behaviour.

Punishment is a method that is used for decreasing the frequency of an undesired behaviour. Should a worker undergoing training perform a task incorrectly, for example consistently place the wrong number of pills in a bottle, the worker might then be required to pay some small fine. This would serve to punish the behaviour of the worker, and the behaviour of placing the incorrect number of pills in a bottle should then diminish in frequency.

Punishment has however two highly undesirable side effects which mitigate against its use. First, the behaviour that is punished usually only decreases in frequency in the presence of the punishment or the punishing agent. Secondly, the effects of punishment are generally not long lasting. Thus the undesired behaviour soon re-appears.

Extinction as a technique to reduce the frequency of the undesired behaviour is thus usually preferred to that of punishment. This involves the decreasing of the frequency of the behaviour by ascertaining what consequence is serving to maintain the undesired behaviour, and consequently no longer reinforcing the undesired behaviour. Thus, if a trainee's attention is constantly being diverted from the training task, and observations show that a fellow trainee's constant talking is the cause of the diverted attention, stopping the talking would result in the frequency of the undesired behaviour (the diverted attention) diminishing. As a technique for diminishing the frequency of an undesired behaviour, extinction is much slower than punishment. Consequently, should the undesired behaviour be of such a nature that it is potentially harmful, for example should the possibility exist that a worker could be severely injured by a machine, the use of punishment would then be justified in an effort to immediately decrease the frequency of occurrence of the potentially dangerous behaviour.

A further point which warrants elaboration is that it is most unusual for any of the above four techniques, with the exception of positive reinforcement, to be used alone. On the contrary, it is far more effective to use the latter three techniques in combination with some form of positive reinforcement.

In the discussion of these four techniques or principles, the implicit assumption is that there is a lawful relationship between reinforcement and behaviour. The identification of this relationship in the real life situation is essential if any of the techniques are to be effective because of the fact that reinforcement is always idiosyncratic to the particular worker or individual concerned. Figure 1 thus demonstrates the relationship between behaviour and

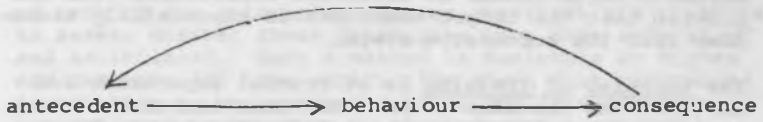


Fig. 1: Diagrammatic representation of the relationship between the behaviour and its consequence(s)

its reinforcement.

Two further concepts are revelant to the question of training.

Shaping of behaviour is fundamental to the training process in that any behaviour that is to be taught should be broken down into its most simple components. For example, should the behaviour of stamping the back of an envelope with an advertising slogan need to be taught, this behaviour could be broken down into the following four component parts.

1) Picking up the advertising stamp;

2) Ensuring the correct side (the back) of the envelope is facing up;

3) Pressing the stamp in an ink pad;

4) Stamping the envelope with the advertising slogan in the correct place.

As the first behaviour (picking up the advertising stamp) builds on to the second behaviour and so forth, the behaviour of picking up the advertising stamp would first be reinforced and taught. Once this behaviour had been successfully acquired, the second step would then be taught, and this process would then be repeated until the target behaviour, that of stamping the envelope with the slogan in the correct place, had been successfully performed. In this way, it is possible to teach the

worker a large number of different behaviours, with the proviso that the target behaviour is successfully broken down into its successive steps.

The transfer of training is of crucial importance and involves the transfer of what has been learnt in the training situation to the real life situation. For example, should a worker have been trained to discriminate between different shades of a colour, as would be the case in a carpet-dying operation, transfer of training would involve this newly acquired behaviour (that of discriminating between fine shades of the same colour) being maintained and reinforced in the actual work situation. To ensure this, two steps should be taken. First, the training situation should be as similar to the real life situation as possible, to the extent that wherever possible, actual on-the-job training is always preferable. Secondly, the same reinforcement contingencies should be operative in both the training and the real life situation.

Should the newly acquired behaviour break down on the job once it had been successfully acquired in the training situation, it would indicate that the behaviour was not being adequately maintained (reinforced) on the job, and would not necessarily imply that the training procedure or technique had been deficient.

B Examples of O. B. Mod applied to training

A number of studies have been reported in the literature on the application of operant conditioning principles and techniques to the training situation. Although none of them were undertaken with Black workers in South Africa, an examination of them serves to demonstrate the potential utility such techniques possess for training Black workers in this country. Furthermore, the particular utility of these methods or principles for the teaching of both semi- and unskilled tasks is also demonstrated.

Luthans and Lyman (2) trained supervisors in the principles of O. B. Mod, and they in turn utilized these principles in their interaction with their subordinates. The authors concluded that the training had been successful in that each supervisor was subsequently able to improve the performance of at least one of the workers in this department. To effect similar changes, Brethower (3) presented the principles of O. B. Mod in

the form of a comic strip. Following the introduction of each of the principles various questions are presented to assess whether these principles have been understood and assimilated. Such a method is desirable as Hughes and McNamara (4) have empirically shown that programmed instruction as an instructional method is superior to conventional instruction in the industrial context.

The potential utility for such a method in South Africa is therefore most interesting. With the increasing utilization of Black workers with limited formal education in supervisory roles, teaching the principles of O. B. Mod through the medium of a comic strip assumes added importance.

Schneier (5) advocates the use of such principles for the training of the "Hard Core Unemployed" (H.C.U.), as more traditional programmes appear to have had limited success in dealing with the problems of such workers. Some major advantages of O. B. Mod techniques in the training of the H.C.U. is that first, the target behaviour can be, and is, broken down into a number of smaller steps. Secondly, the trainer can continuously monitor the rewards given to the trainee and their effect on behaviour. Thirdly, the trainer is in a position to serve as a positive model. Finally, the fact that the H.C.U. are assured of a job should the training itself be successful, is positive reinforcement (motivation) in itself for the worker to attempt to master the required task.

Thus Schneier (5) documents the use of a training programme in which the task (packing metal bed frames) was initially broken down into its component parts, which were then successively mastered by the H.C.U. During the training period, the trainees were given points for successful completion of the required task. Training for the entire task took between two to three days, after which the regular wage and incentive plans were introduced. Thus, completion of the training was positively reinforcing in itself, and the H.C.U. would probably have worked harder to finish the training programme as soon as possible.

The H.C.U. are typically from an environment in which there are few models of good work behaviour, and these individuals are further handicapped by their lack of available skills in both the academic and occupational areas. The parallel between such H.C.U. individuals and

at least some proportion of the Black workers in South Africa is thus apparent. Consequently, the potential utility of such techniques for Black workers in industry in South Africa to be trained to perform semi- or unskilled tasks is again demonstrated.

In a study that is highly relevant for the South African context, O'Connor and Rappaport (6) trained six Ghetto Blacks in America, all H.C.U., for jobs that were available at the local state-operated mental health centre, using the behaviour modification principles of Bandura (7). For this particular training programme, the following techniques were used with some measure of success: reinforcement; modelling; role-playing, as well as the use of programmed learning. As in all the other training situations, the target behaviour was again broken down into component parts, and the trainee was paid (reinforced with) $2,00 per hour for attendance at the programme, following which four of the six H.C.U. individuals who had entered the programme were employed. The fifth individual had dropped out of the programme for personal reasons, while the sixth could not be employed because he did not have the requisite formal education. Nevertheless, this programme again demonstrates that such principles and techniques could be gainfully employed with Black workers within the South African context.

C Advantages arising from an O. B. Mod approach to training

A number of advantages arise from the use of the principles of behaviour modification in the training situation. Possibly the most important of these advantages is that the actual training programme utilized can be linked directly to the worker's particular learning requirements. Thus the possibility that the worker will learn the required behaviour is greatly increased. Together with this first advantage is the fact that it becomes possible to continually monitor the performance of the worker both during the training sessions as well as once the actual job has started. This would mean that the problem of the transfer of training is to some extent minimized.

A further advantage of the O. B. Mod approach to the area of training is that it is based on a large body of empirical research (Luthans and Kreitner, (8)). The

task of teaching other workers the principles of O. B. Mod so that they can successfully use them for their training requirements thus becomes far less complex. Another advantage of this approach is the fact that the possibilities for reinforcement are infinite, possibly being limited only by the ingenuity of the trainer. With such an approach, both the worker and the organization could thus benefit in that it is possible for workers to learn more tasks more quickly. Furthermore, if the reinforcement contingencies are maintained on the actual job, both the individual and the organization would again have benefited.

Sorcher (9) points out that as a method, behaviour modification does not attempt to modify the individual's attitudes. The aim of an O. B. Mod approach is rather to change the actual behaviour. This is most important, as dissonance theory suggests that it is attitude change that follows behaviour change, and not the other way around. Rather than attempting to change the life "style" of the individual concerned, the behaviour modification programme is specifically designed to increase the behavioural repertoire of the participant in the training programme, following which the necessary attitude change should take place.

Conclusion:

O. B. Mod as a potential approach to the training of Black workers to perform either semi- or unskilled tasks is thus rather interesting. Bebb (10) has pointed out that there is a growing need for training methods other than the more conventional classroom-type approach. In this respect alone, O. B. Mod is worthy of consideration. Furthermore, the potential advantages that could accrue to both the individual and the organization, as well as the fact that a number of studies in the United States that have made use of this approach have been rather successful, seem to suggest that it might be beneficial to apply such a method to the problem of training Black workers in South Africa.

As an educative approach in general, O. B. Mod provides a simple but effective means of increasing the frequency of behaviours desired by the educative model being employed. While this approach is often ignored for ignoring "underlying" factors, O. B. Mod nevertheless provides a set of techniques which work,

and which suggest possible application in diverse educational contexts.

Footnote and References

(1) It is recognized that the principles of operant conditioning are not presented in sufficient detail. A more detailed analysis of these principles is to be found in: Honig, W (ed.). Operant Conditioning. Areas of research and application. New York: Appleton-Century-Crofts, 1966. Furthermore, the application of behaviour modification principles in this paper is restricted to a rather specific area of education. A more detailed and broader presentation of the application of these principles to education appears in: O'Leary, K.D., and O'Leary, S.G. (eds.). Classroom Management: The successful use of behaviour modification. New York: Pergamon Press, 1972.

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NOTICES

EDITORIAL NOTE

Dr Helmut Schirmer has resigned from the University and will thus no longer be serving on the editorial committee of Perspectives in Education. We are enormously sorry to lose him and would like to record out thanks to him for his valuable contribution to the first two issues.

REVISED LIST OF MEMBERS OF THE HED(PG) COMMITTEE

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Mrs. C. Birrer	- Education
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Mr. D. Young	- Communication Studies

"ACTIVITIES MEETINGS", second term 1976

During the first term "activities" meetings concentrated mainly on the idea of theory of education, although of course questions of the relationship between this and the subject methodologies and electives were continually cropping up.

The "activities" meetings in the second term are intended to approach these questions from the point of view of subject methodologies rather than from the point of view of theory of education. Questions such as the following seem to be central here: Are subject methodologies theoretical courses or activities; if so, is there any tie-up between their theory and the theory of education; if so, what is the tie-up? If subject methodologies are thought to be not courses of this kind, then what kind of courses are they, and do they have any relationship to theory of education?

The programme for the second term is given below. At each meeting two methodology/elective lecturers will initiate discussion by giving short (approximately 5-10 minutes) introductory talks. For each meeting there is a "focus" question, although it is not expected that the discussion-initiators or other participating in discussion should strictly limit themselves to the areas indicated by the questions. Moreover, since the questions are intimately liked with each other it is likely that there will be considerable overlap in

discussion; however, this may be an advantage.

P R O G R A M M E

Unless otherwise mentioned, meetings will be held in:

EDUCATION FACULTY COMMON ROOM (Education Building, immediately on right after entering the building)

at: 9:15 a.m.

Fri. 21 May: Does a subject methodology present a theory of teaching, or does it demonstrate how to teach, or does it do both of these, or neither?
Mr. P. Kallaway (History);
Mr. P. Laridon (Mathematics)

Fri. 4 Jun: Are there common questions of theory which are shared by subject methodologies and by theory of education?
Dr. M. Marker (Geography)
Ms P. Morris (English).

Fri. 2 Jul: Could subject methodologies lead into theory of education?
Dr. P. Hewson (Physics);
Dr. J. Schneider (Music).

Fri. 16 Jul: Is "theory of teaching" different from "theory of education"?
Ms M. Meyer (Elective - languages)

SYMPOSIUM

Symposium is a journal for education for Southern Africa published annually by the Johannesburg College of Education. The Editor will be pleased to receive contributions. The theme for this year is Education and the Challenge of South Africa's Future and contributions for this issue should be sent to The Editor by the end of August.

The Editor
Symposium
Johannesburg College of Education
17 Hoofd Street
Braamfontein
Johannesburg 2001.

TRANSVAAL ASSOCIATION FOR THE TEACHERS OF ENGLISH

TATE (Transvaal Association for the Teachers of English) was established early in 1975, with a view to facilitating and co-ordinating the ideas and activities of English teachers at primary, secondary and tertiary levels.

English teachers, especially of English as a first language, are notoriously insecure about their position amongst teachers of so-called factual subjects. They feel both proud and defensive of the fact that English is a special subject that cannot be treated like the others. They are generally hard put to say what they teach or how, never mind saying what they want to teach.

The discussion and attempted solution of this problem is at least one of the functions that an organized gathering of English teachers could serve. Yet the response to TATE's meetings is not as one would expect. The first meeting was well-attended, but was spiked with the incentive provided by drinks and entertainment. The second was also fairly well attended, and successfully included audience participation (led by David Brindley). The third TATE meeting was held on 31st March 1976, and was an interesting failure. It was interesting because the speakers took clear, committed, and divergent stands on the controversial topics of teacher training. The reasons for its failure had little to do with the fervour involved in the meeting's preparation. The attendance was abysmal, the procedure unnecessarily formal, and the questions from the floor not consistently related to one extended argument which evaluated the separate worth of the different points of view. This is surely what any panel discussion aims to do -- though admittedly this is not an easy goal to reach, as my visits to LATE (of London) meetings indicated equally. In the light of such valiant attempts to provide a service for bored and complaining teachers, this is not the place to be disdainful. The organization of such meetings is the result of intelligent and serious examination of the teacher's plight. It is up to teachers, and student teachers, to recognise this. It is at meetings like these that attempts should be made to solve problems as a community of teachers, and to discover the extent of the power and capability of such a community.

The speakers at the third meeting of TATE were:

Mr T H Davies, Principal of Sunnyside Primary School, Pretoria, and Vice-President of the TTA;
Mrs Hilary Janks, Head of English at Kingsmead;
Mr Michael Gardiner, Head of English at JCE;
and Mr J Paton, Head of the English unit for HED(PG) students at Wits.

A version of the contributions of the last two speakers is included in this issue of Perspectives in Education

TATE has tentatively organized an eight week seminar course scheduled to begin at the Teacher's Centre (Saheti School) on Monday 24th May. The course is entitled A Re-appraisal of English Teaching in the Light of Recent Developments in the Social Sciences. It will be run by Graham Walker (Mondeor High School). Extensive reading will be required of participants in the course. Some of the books are: Teaching as a Subversive Activity (Postman & Weingartner), Language, the Learner and the School (Barnes), Language and Learning (Britten), Thought and Language (Vygotsky), The Uses of Language (Quirk).

For further information about TATE's activities, contact Mr Frans Auerbach 642-5139.

PM

NEW MUSIC IN ACTION 1976

Dr June Schneider (Senior Lecturer, School of Music) has been invited to lecture at the conference-course "New Music in Action 1976" at the University of York in July. Organised by the Music Department, University of York and the publishers, Universal Edition, the New Music in Action course centres around the relationship between music and the other arts and contemporary, creative interdisciplinary music, music-theatre and music-education.

Dr Schneider will be reading a paper and will be conducting practical work-shop sessions and seminars.

B Ed DISSERTATIONS CURRENTLY BEING WRITTEN

Mr G Agocs
Parents' reasons for sending pupils to boarding school.

Mr V Barnard
Engineering technician training: past, present & future.

Miss B Bortz
Persuasion and the processes of education.

Mr J A Chandler
Evaluation in the sphere of Religious Instruction.

Mrs M A Erikson
Readiness for primary school (and the contribution of nursery schooling.)

Mr D E Gray
Education in the Lowveld.

Mrs S Irish
An examination of self-concept among spastic adolescents.

Mr Danny Kaplan
A sociological examination of teacher-training.

Mr David Kaplan
The correlation between English, formal operational and IQ scores at a standard 6 level.

Miss S Kramer
Language studies and the curriculum in secondary schools.

Mr J A McI Liston
An examination of the rationale and implications of TEACH.

Mr D W Miller
Some problems about Religious Instruction.

Mr M J Myburgh
An investigation of some problems in relation to the teaching of 'new maths'.

Mr N M D Reilly
The effects of alcohol abuse by parents on the achievements and adjustments of their school-going children.

Mrs Z Schneider
Teacher intervention, in the formal educational setting, in the development of the self-concept in a group of 12-year old boys and girls.

Mrs L Shapiro
A study of the relationship between personality variables in the Counsellor and changes in general and scholastic performance of children in the Youth Counselling Programme.

Mr H E Staples
The role of background studies in the field of Religious Education.

Mr B van Bruggen
An evaluation of the deschooling ideas of John Holt, Paul Goodman, and Carl Bereiter contrasted with John White's plea for a compulsory curriculum and Richard Peters's concept of education.

Mr T van Rooyen
The effects of bilingualism on intellectual development.

Dr R Westphal
Some theoretical problems about health education.

M Ed THESES CURRENTLY BEING WRITTEN

Rev Brother M G Colussi
Practical work in Science teaching in South African schools for white pupils.

Mrs H Gluckman

A critical study of the philosophy of education which undergirds the teaching of educational studies in Afrikaans teacher training institutions in the Transvaal.

Mr M Henning

An evaluation of some South African Matriculation examinations.

Miss P A Horner

Some present-day aspects of the Educational Philosophy of Afrikaners.

Mr D S M Kerr

A method of estimating the number of an individual's vocabulary by a statistical analysis of a sample of speech and writing.

Mr J A Labuschagne

An evaluation of the Methods of student selection at a College of Education.

Mr J W Nowlan

The role of the deputy-principal in Transvaal Primary Schools for Whites.

Mr J S Paton

The teaching of English: a critical examination and evaluation of some methods of teaching English in schools.

Mrs V M Pope

The importance of the Sociology of Education to teacher training in the Johannesburg College of Education and Goudstadse Onderwyskollege.

Mr J V Rodseth

Second language teaching at Primary School level.

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INFORMATION FOR CONTRIBUTORS

The Editor will welcome contributions in the form of comments on local events or issues, original articles, discussion of articles, reviews, items for the 'Notices' Section and so on.

It would be helpful if contributions were submitted according to the following specifications:

(i) the length should ordinarily be no longer than 3 000 words;

(ii) the contribution should be typewritten on one side of A4 paper, double-spaced with good margins all round;

(iii) three copies should be provided, as well as an indication of length;

(iv) references and footnotes should be kept to a minimum but, if required, should appear at the end of the contribution.

Proofs will not be sent to authors for correction unless this is especially requested. Contributions for the Discussion section can be published anonymously provided that the contributor's name is submitted to the editorial committee. The date by which contributions for the next issue must be with The Editor appears on the back cover.

All contributions should be sent in the first instance to The Editor:

Wally Morrow
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If you want any further information please get in touch with a member of the editorial committee:

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DISTRIBUTION

If you know of anyone who has not received this journal, but would like to, please let The Editor know.

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