



St Mary's School  
Waverley  
Founded 1888

# JUST JUNIOR NEWS

19 JULY 2019



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Junior School Mandela Day activities

## FROM THE HEADMISTRESS' DESK

Dear parents

By the time you read this, the Junior School will have hosted its first Grades 4 and 5 storytelling evening, we will have participated in our Mandela Day activities, including the Ikusasa Lethu clothing drive, and the Junior School teacher-parent interviews, for the most part, will be done. *Stodium Apertum*, the day of public discussion held in the Senior School, will be a week-old memory, as will the five-set, four-hour-and-57-minute men's Wimbledon final that dominated headlines around the world. Even more thrilling for a girls' school audience is the memory of 15-year-old Cori Gauff's performance and the promise she holds for international tennis with what one *New York Times* columnist called her "uncommon court sense for a player of any age".

Among all of this, I want to pick up on what Sarah Nuttall (literature professor, director of WISER) said about the function of schools in her talk, "Re-imagining schools," at *Stodium Apertum*, particularly her description of them as conservative institutions.

The idea of schools as conservative places, as in places that conserve knowledge, including traditions of learning and other practices and preferences, is not new. Nuttall's mention of it, however, is timely, considering the pressure on schools and other academic institutions to innovate, to change, and to reinvent themselves. It is easy to forget, in all the noise generated by fashionable simplifications of complex, exciting ideas like disruption and decolonisation, that schools have a responsibility to preserve, thoughtfully, aspects of what they offer, and have offered, for generations of future students. An article published in last week's *Sunday Times* on the choice of digital or print textbooks for school pupils

foregrounds the surprisingly persistent demand for hard-copy texts and the equivocal response from students to the proposal that educational institutions switch entirely to digital resources. Of course, this is one small extract from a far larger debate, one that should include environmental concerns, but it serves as a constructive reminder to us all of the importance of implementing change with integrity and care.

To ensure, as far as possible, that our school is a place of good change, we need to be attentive to maintaining the always delicate balance of conservation and innovation by listening, especially, to the girls we teach. I worry that, too often, their voices get lost in conversations among adults demanding solutions and recognition from each other. Listening intently to children is no easy thing: also mentioned in Nuttall's talk was the psychoanalytic notion of inter-generational trauma – trauma, in other words, that is carried from one generation to another on a cellular level and that shapes the ways in which we see and experience the world. What this means is that we are never dealing with one narrative only and that the children we teach cannot be viewed as self-identical beings. I think we know this on an intuitive level, but I am not sure we give it enough weight in our daily observations and interactions.

Nuttall's coupling of this notion with the phenomenon of neural plasticity, the ability of the brain to reorganise pathways and create new connections in response to experience, should amplify how profoundly teachers and parents can influence children, the way they think about themselves and others, and the way they relate to the world.

**DR SARAH WARNER**  
**HEADMISTRESS: JUNIOR SCHOOL**

## FROM THE CHAPLAIN

*"A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, 'Take care of him; and when I come back, I will repay you whatever more you spend.' Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?" [The lawyer] said, "The one who showed him mercy." Jesus said to him, "Go and do likewise."*

Luke 10:30-37 (NRSV)

As we commemorated Mandela Day on Thursday 18 July as a nation and as a school, the story of the good Samaritan is a poignant one.

The audience to whom Christ was speaking would have understood a Samaritan to be "other", owing to fundamental differences in beliefs between those who were Jewish and those who were Samaritan. Christ's intentional depiction of the Samaritan in Luke 10 as the example to be followed would therefore have been shocking and counterintuitive to his audience, and it is because of this parable that we have a very different association with the term, "Samaritan": a term often used today to uphold someone who selflessly helps another, usually a stranger.

We learn from the story of the good Samaritan that we too are to show mercy, for this is what it means to be a neighbour. Let us also remember that although Christ explicitly illustrates to us what it means for us to be a neighbour in our actions, he also implicitly illustrates that we are called to be neighbours even to those we dislike or with whom we fundamentally disagree. Similarly, we are called to open ourselves to God's grace and love shown through all – even through those who we think dislike us.

**REVD CLAUDIA COUSTAS  
CHAPLAIN**



## CHATTERBOX SPEECH EVENING

The following girls from Grades 4 to 7 were chosen to participate in a speech evening hosted by Grayston Preparatory on Wednesday 26 June. The girls enjoyed presenting and listening to a variety of speeches. The participants were congratulated on the high standard of their content and delivery.

### Grade 4

Amy Dagut  
Phenyo Khoele  
Isabelle Snell

### Grade 5

Angela Illgner  
Tshiamo Khoele  
Olivia Kirsch

### Grade 6

Obianaju Asuzu  
Nicole Ledlie  
Kayla Smith

### Grade 7

Jessica Black  
Ava Economakis  
Tenjiwe Sithole



The Grade 5 girls all received gold certificates



The Grade 7 girls and teachers enjoyed the evening

**LINDA SMITH  
SENIOR PRIMARY TEACHER**

## GRAHAMSTOWN 2019

Grahamstown was an amazing, unique experience that we all enjoyed very much. The plane ride was very exciting and we were all thrilled to be on our way to Grahamstown.

In Grahamstown, we watched multiple shows, such as dance performances and fantastic magic acts, which were absolutely incredible. We participated in lots of workshops every day and crafted a whole lot of wonderful things. We also did a writing course, where we wrote books in groups, and an illustration course to draw pictures for the books we wrote. The food was really great and nutritious. We really liked the dorm too, it was clean and spacious. We also went to a market called the Village Green, where everyone spent a lot of money on all the fabulous products they had to offer.

The group leaders were awesome and we really made special bonds with them. There were two other schools at the festival, from East London, and we chatted to and made friends with the pupils from those schools. We also played soccer against the boys, which was great fun. The tuck shop was superb and had lots of yummy things to offer for outstanding value. On our way back, we stopped at the Nanaga Farmstall, which had the most delicious pies. It was a smashing opportunity to be invited to the Children's Art Festival. We had the best time and will never forget our trip to Grahamstown.

**KATE WILLIAMS AND NATASHA MAIN**  
**GRADE 7**



## STORYTELLING EVENING



Nkuku Thoko Moja (Kealeboga Ramantsi's granny) captivated the Grade 4 and 5 girls at the storytelling evening where she shared traditional Setswana storytelling customs

# LITTLE SAINTS NEWS

## IT GOES TRIANGLE ... LINE ... TRIANGLE ... LINE ...

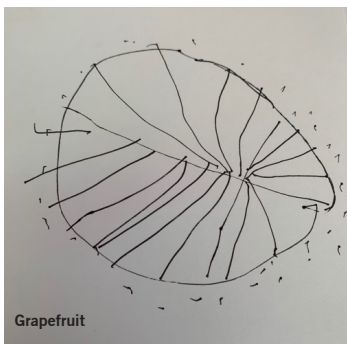
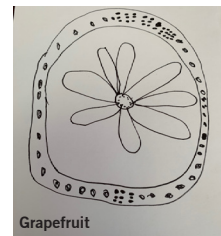
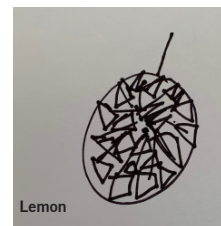
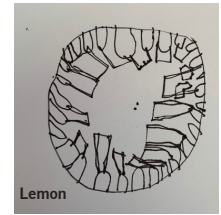
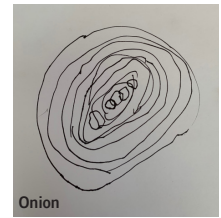
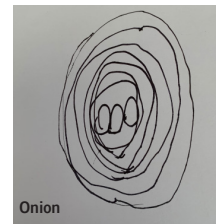
The children explored patterns both in nature and the world around us.

Recognising and understanding patterns is a vital skill that children will use in all areas of life. Patterns provide a sense of order in what might otherwise appear chaotic. Researchers have found that understanding and being able to identify recurring patterns, allows us to make educated

guesses, assumptions and hypotheses; it helps us develop important skills of critical thinking and logic. The knowledge and understanding of patterns can be transferred into all curriculum areas and open many doors where this knowledge can be applied.

**AMY KAY**  
**ATELIERISTA**

## PATTERNS IN NATURE PROVOCATION



*I can see triangles. there is a white part around it. It goes triangle, line, triangle, line, then a dot in the middle to make a pattern. There are dots and yellow on the skin that make a pattern. – Mia*



*It has stripes and a bit of squiggles. The patterns look like stripes. – Olivia*

*The onion has lines, they are round lines, they are circles and ovals. The circles are going around the ovals. – Stella*

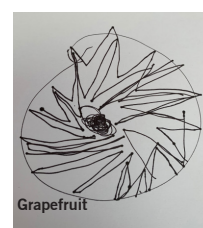
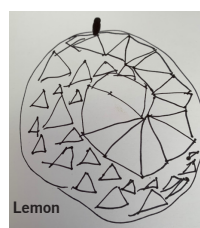
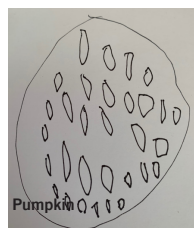
*The cabbage is round and round, it has holes in it. It is so big. I see triangles are coming from the holes and it's white and purple. – Jack*



*I see a pattern of triangle and zig zags, they are going around and around. It's called a twirl. – Roti*



*I see circles. I see spirals. – Caleb*



## FROM THE MUSIC DEPARTMENT

With assistance from St Mary's School, Waverley, two of our Music department's violin teachers, Christine Geldenhuys and Louise Frahm-Arp, are currently studying towards their Level 2 qualification under the tuition of Lee Marais (SA), Christophe Bossuat (Fr) and Karen Kimmet (CA) through the South African Suzuki Association. Although I am a woodwind player and teacher in St Mary's Music department, I should like to share the personal experience of being a Suzuki parent of two little string players.

When he was five, my older son, Luke, then in Little Saints, begged me to let him start to learn the violin. Having no aptitude or skills for string instruments, I tried to steer him to the instruments I could play and teach him at this young age: the piano, the recorder, the clarinéo and even the pennywhistle. "Mum, they are very nice, but I'd rather play the violin." I expanded our research to Benjamin Britten's *The Young People's Guide to the Orchestra*, Sergei Prokofiev's *Peter and the Wolf* and the wonderful Naxos app Beanie's Musical Instruments. Luke would effortlessly recognise instruments as we listened to music together but, eventually, he pleaded with me rather sternly: "Mum, I just really want to play the violin!"

Luke's friend Saahil Shah-Naidoo was loving his violin lessons with Lee Marais, so I didn't look further for a teacher. I knew her wonderful teaching from her St Mary's student, Daniëlle van der Watt, whose marvellous style and performance aplomb I had admired. Lee accepted Luke as a student. Two years later, Luke continues to love his violin playing which, along with a profound love of physics, cricket and Vikings, has a central place in his life. His little brother, Nicholas, also now five, has started the cello ("it's like a violin, but bigger") with Lee.

Despite a professional life as a musician and music educator, the Suzuki journey only recently begun in our family has been a wonderful experience. It has made me reflect on all the things I believe to be best about music education. At its heart, this teaching philosophy believes in making music education *available* to all children, so that *all* children can learn music and will benefit from it.

Japanese violinist Shinichi Suzuki applied the basic principles of language acquisition in young children to the learning of music: children learn their native language with ease. In Suzuki's mother-tongue approach, children learn to play instruments by hearing, watching and playing, not reading. That comes later and is easily assimilated into their music study, by which time the children have already developed the ability to use their ears in highly responsive and intelligent ways, to play with a rich and beautiful sound, and a remarkably sophisticated understanding of musical phrasing and styles. The Suzuki methodology promotes the belief that any child who is properly trained can develop musical ability, just as all children develop the ability to speak their mother tongue - the potential of every child is unlimited.

If you are considering choosing a string instrument for your child or if you are simply interested in investigating the Suzuki method, do consider going along to the Linder Auditorium on Sunday 4 August to watch this year's National Suzuki Concert. It is an enthralling and inspiring event to see over 100 children on stage playing together in such a polished fashion. Watching this concert last year, I found

it easy to see how Dr Suzuki believed all students and teachers can develop under caring instruction, and that hearing and playing great music helps children to become "good people with beautiful, peaceful hearts".

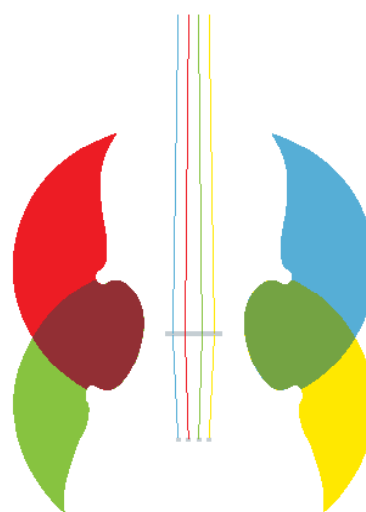
**CERI MOELWYN-HUGHES, MUSIC TEACHER,  
HEAD OF WOODWIND STUDIES**

**The South African Suzuki Association presents:**

### *The National Suzuki Concert*

**'Man is the son of his environment'**

**Linder Auditorium  
4 August 2019  
10h30**



**CLASSIC** <sup>1027</sup> 

In Collaboration With



**KUMON**

Tickets available from Webtickets at <https://www.webtickets.co.za> or at the door.  
Adults: R195, Pensioners and Children under 13: R100.



Suzuki teacher Lee Marais with her students Kimaya Shah-Naidoo (Grade 4), Emma Frahm-Arp (Grade 4) and Leah Ismail-Bauer (APPS)

# FROM THE MUSIC DEPARTMENT



Suzuki students performing at the 2018 National Suzuki Concert



Cello students performing at the 2018 National Suzuki Concert in the Linder Auditorium

LOVE, COMMUNITY, INTEGRITY

Dr Sarah Warner, Junior School headmistress, cordially invites you to an evening of

## CREATING CONVERSATIONS

Date: Thursday 25 July  
 Time: 17h45 for 18h00  
 Venue: Senior School dining room

Refreshment: soup and rolls

RSVP: Eva Fleming - [Eva.Fleming@stmary.co.za](mailto:Eva.Fleming@stmary.co.za) by Monday 22 July for catering purposes



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 Founded 1888