

# EDITORIAL

The advancement of Physiotherapy in South Africa is largely dependent on the maintenance and establishment of Physiotherapy training centres. The three recognized schools, University of Witwatersrand, Pretoria College of Physiotherapy and the School of Physiotherapy, Cape Town, have set a high standard which at all costs must be continued.

In the near future interested authorities are anticipating the opening of a fourth school at the National Hospital, Bloemfontein, staffed by a teacher trained at the Pretoria University and Pretoria College of Physiotherapy.

Two entirely non-white training schools are planned, but these are being delayed owing to the acute shortage of teachers. One is to be at Baragwanath and the other in Durban.

It is the earnest desire of the South African Society of Physiotherapy to train these non-white students for the same examinations as the white students, in order to keep up the standard of physiotherapy for both sections of the community. Unless fully qualified teachers can be provided for these non-white students, their training will end in nothing more than physiotherapy aids, the dangers of which must be obvious to all persons interested in the progress of physiotherapy. The need for many non-white physiotherapists in the non-white hospitals, which are being opened up all over the country, and being staffed more and more by their own people, is tremendous. The availability of sufficient people with the higher educational qualifications to take the Physiotherapy training recognized by the South African Society of Physiotherapy is necessarily limited. However we must endeavour to establish these schools, staff them with fully trained teachers, and eventually produce efficient physiotherapists. Later non-whites could train as teachers and continue teaching in their own schools.

All this leads up to an acute shortage of teachers in South Africa.

Various teachers' training courses have been run from time to time with a minimum number of students. These have been quickly absorbed into the established schools, leaving no surplus to open new schools in other centres and the urgently needed non-white schools.

Teaching is a career of which anyone can be justifiably proud. Not only is one contributing to the development of the youth of the country, but also to the development of the profession of Physiotherapy. In training schools is set the example for the whole of the country. The graduates go out and work in non-teaching hospitals, both here and overseas, also in private practices, spreading the learning they have absorbed in their training school. With the facilities available at Medical Schools, there is scope for much research. Also at the hospitals attached to the various training schools, physiotherapy teachers have wonderful opportunities of seeing the very latest developments in medicine and surgery, and are thus able to adapt and apply physiotherapy techniques to these developments.

Teaching on the other hand means long arduous hours of bookwork, lecturing and corrections, all far removed from "the patient". Weigh up these points and see, for those physiotherapists with the right temperature, how the one outweighs the other. Not all people are born teachers, but amongst trained physiotherapists there are many potentially very fine teachers who should be encouraged and assisted in every way possible to take the opportunities offered from time to time to follow in the footsteps of those who for many years have been leading physiotherapy along the highway of advancement in South Africa.

## Contents

	Page
Paraplegia—Its Physical Rehabilitation .. .. .	4
Easter Stamp Campaign .. .. .	5
Where There's a Will, There's a Way .. .. .	6
Letters to the Editor .. .. .	7
Physiotherapy Pilot Scheme .. .. .	8
Notes on the Application of Wet Ice .. .. .	9
General .. .. .	10
Branch News .. .. .	11
Post-Registration Courses .. .. .	10
Students' Column .. .. .	12
Vacancies .. .. .	12