



The

# Teachers' Journal

ORGAN OF THE NATAL  
INDIAN TEACHERS' SOCIETY



Vol. VI.

FEBRUARY, 1956

No. 1.



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## EDITORIAL

## Schools and Jobs

**DR. S. COOPAN** is at the moment engaged in a task which is bound to have far-reaching effects on the future careers of our boys and girls who will be passing out of School. The Doctor is engaged in carrying out a research which eventually will lead, it is hoped, to the establishing of a vocational guidance clinic for Indians.

There are two problems with which the Community is faced at the beginning of each year: one is to find accommodation for minor children in our Schools and the other is to find suitable jobs for the boys and girls who have passed out of both primary and secondary institutions the previous year. Both problems are serious ones, and demand the urgent consideration of Teachers. We are straining our efforts to get accommodation for the thousands of children who are out of school, but we cannot wash our hands off our charges once they have left school—for surely one of the aims of education is and must be to fit the child to earn a living at a career for which his talents and capacities make him eminently suitable.

And it is a strange paradox that obtains in our country. Industry and Commerce, we hear, are faced with staff shortages which threaten to disrupt the economic life of the Country. The Civil Service cannot recruit the personnel adequate for its efficient running, as witness the chaotic conditions which developed at the Durban Post Office during the Christmas season. The time was abnormal it is true, but the disruption of the Postal Service was occasioned by staff shortages, for overworked members of the Postal Service collapsed under the strain of heavier duties during the Christmas period. The disruption would not have occurred had the Post Office been adequately staffed.

The responsible Minister, faced with the problem, has appealed to the lame, sick and weary to come to the rescue of the Country. He has asked employers not to disregard such in filling vacancies. The too-old at 40 are now not too old at 40 and the retiring age is raised. Employers themselves are vying with each other to get skilled workers and clerical assistants. Inducements of all kinds are being offered both by the Civil Service and private enterprise to obtain staff.

The call has gone out to workers to increase their productivity. In one hour, it is estimated, 15 work minutes are lost by the tardiness of employees. But the worker knows he has no need to exert himself to retain his position as he does not fear competition.

Then Mr. H. W. Windsor, general secretary of the Natal Employers' Association, according to press reports, makes it clear that the small European population of  $2\frac{1}{2}$  million was not sufficient to provide the skilled labour force for a total population of  $13\frac{1}{2}$  million



and claims that there is serious staff shortage in every field of enterprise, both governmental and private. He also maintains that there is no reason to believe that the phenomenal development of industry in South Africa has reached its limits.

"But," he concludes, "it is difficult to see how the tempo of expansion can be maintained without some major move to solve the man-power shortage."

And the paradox is this: the Country so urgently in need of skilled workers, technicians, clerical assistants and professional persons leaves untapped the vast sources of skilled labour that the Non-Whites can provide. If effective means are used to train the Non-Whites to fill the posts that at present are vacant throughout the Country, then the Country's labour problems will be solved and no halt need be called to the industrial expansion that is now going on at such a phenomenal rate. This means, of course, a change in the policies at present pursued and the acknowledging that the welfare and interests of the Country demand the integration of Non-White and White in its economic life.

The opening of the M. L. Sultan Technical College and its expansion, which must inevitably follow, is bound to have repercussions on commerce, industry and the trades in our City, for the College will be turning out trained personnel, technicians and skilled workers who, through force of circumstances, must be drawn to fill vacancies that have urgently to be filled.

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*We publish the following two articles by courtesy of the Editor of "The Mentor". They will be of interest to teachers of Poetry in Secondary Schools.*

## "Lycidas" in Standard Ten

By W. R. MARTIN

How long do teachers spend on "Lycidas" in the classroom? "Lycidas" is in every anthology set from 1953 to 1957, and the answer to the question will show, I believe, that too much poetry is being set for the Natal Senior Certificate.

We may believe that T. S. Eliot was right when he said that a good poem can communicate before it is understood, and yet know that schoolboys demand to know what a poem is saying. But there may be meanings below the surface of a poem, and we must take Eliot to mean that it is this deeper significance that may be withheld

from us at first. Surely he did not mean that we should expect a poem to communicate before we have taken the trouble to read it carefully and put its superficial pieces together?

In "Lycidas" there are a great number of classical, biblical and topical allusions, all of which have immediately accessible or literal meanings. These allusions must be explained to boys if they are to understand what Milton is saying. If we don't explain them and rely on mere verbal felicity to carry the poem, we are inviting boys to conclude that Milton was only a showman intent on parading his

familiarity with Greek and other strange names.

Let me show what I mean in the opening lines:

*Yet once more, O ye laurels, and  
once more  
Ye myrtles brown, with ivy  
never sere,  
I come to pluck your berries  
harsh and crude.*

Are we to dismiss the laurels, myrtle and ivy as materials used by the Greeks for wreaths? That makes them nothing more than pretty decoration for the hearse, and for the poem. Milton might as well have written "floral tributes" and have done with it. But of course Milton is doing something far more to the purpose: he is bestowing high and precise praise on Lycidas. To know what the praise is, is to have far more respect for the lines and for Milton and, what is more, boys want to know it because it makes more sense.

To explain this sense takes time, and there are lots of things in "Lycidas" that take time: the Muses, the Pastoral convention, Cambridge collegiate life, Druids, Orpheus, the Furies, Phoebus, Arethuse, Mincius, Comus, St. Peter, Puritanism, Laud, St. Michael, "Him that walked the waves," Doric. These explanations can't be thrown at boys: they must be tactfully made. There are, of course, numerous verbal and syntactical difficulties besides the allusions I have listed.

My answer to the question, "How long do you spend on 'Lycidas'?" is: At least five periods of 40 minutes each. The teacher must read the poem, explain it, discuss work written on it and revise it. One could spend more time on it: one can hardly spend less. How many 40-minute periods does the English teacher have? Theoretically, perhaps 6 (periods a week) x 9 (weeks a term) x 4 (terms a year) x 2 (years in the S.C. course) equals 432 periods. Of these 432 periods at least one-third are needed for language work, essays and letters, which

leaves 432—144 equals 288 periods for set books.

There are 6 set books, though the new regulations are obviously intended to place the candidates who have studied only 6 books at a disadvantage. The anthology of verse is one of the 6 books (or 8) but more time should be spent on it than on the other books, so let us allow it one-third of the time—a generous allowance. That gives it 288 divided by 3 periods, that is 96, say 100 periods.

If "Lycidas" requires 5 periods, it takes one-twentieth of the time available, but in 1953 and 1954 it was one of 170 poems, in 1955 and 1956 it is one of 126 poems, and in 1957 it will be one of 100 poems. Few of these poems are as difficult or as long as "Lycidas", but some are comparable in difficulty and some are much longer. The 126 poems for 1955 and 1956 include (besides "Lycidas") "The Rape of the Lock", Gray's "Elegy", "Lines Composed Above Tintern Abbey", 3 Odes by Keats and Shelley, "The Hound of Heaven", "The Nabaro", and 6 pages of Chaucer's "Prologue" which counts as one poem. Every one of the 126 poems is a serious poem and deserves serious study, and, of course, each poem is a world of its own.

It should be clear from this that the amount of poetry that can be set for the Senior Certificate has been greatly over-estimated. This should be still more obvious when we realise that, starting in November, 1957, the examiner will set contextual questions, one of the objects of which is to promote a closer and more precise study of texts. Good examples of this approach to poems can be seen in "Poems for Discussion" by A. G. Hooper and C. J. D. Harvey (O.U.P.).

I think a careful inquiry should be made to find how much and what kinds of poetry should be set for the Senior Certificate, and perhaps it is time that we formed an Association of High School teachers of English within the N.T.S.



## “Lycidas”—on the Instalment Plan

By NEVILLE NUTTALL

I have read carefully, Mr. Martin's proposals for the vivisection of “Lycidas”. The mathematician and his fellow-conspirator (what a word!) have now invaded the English Class; and the loveliest thing in English poetry is to be approached in arithmetical terms ( $432 - 144 = 288$ ). The last rope parts; the figures on the dockside wave their algebraic handkerchiefs; and the splendid ship starts on her final voyage down the swift Hebrus to the Lesbian shore. (How many minutes, Mr. Editor, should be set aside, tactfully, to explain these terms to such of your readers as haven't a clue what the heck they mean?).

288

— = 96. How many minutes for

3

the quality of mercy? How many miles to Babylon?

Four-score and ten.

Can I get there by candlelight?

Yes, and back again,

—but not by the beam of a modern searchlight, for all its penetrating power.

And for two years, two blooming years, our unhappy High School boys and girls are to study, in meticulous detail, about twenty poems (and no more—no flowers, no fruit, barren the ground beneath) in case they get a question demanding an exact geographical knowledge of smooth sliding Minicus, crowned with vocal reeds. O God, O Montreal!

I know, or I think I do, that the botanist performs a great service to mankind by tearing the petals off a hedge rose and putting it under his microscope to study the stamens and the left and right ventricles—or whatever they are called. And I know that the meticulous scholarship of the Honours school and the Master's degree and the Doctorate has revealed to us ordinary readers untold wealth in literature—including an intelligible interpretation of some of the disputed quartos.

But the methods of the Honours school are not the methods of a wise approach to poetry in a high school classroom — unless one wants to kill it, stone dead, and, may be, to collect a “Merit” as a by-product of the murder. I am quite sure of that. I know it from my own experience. And this conviction is strengthened by the experience of a student teacher this very year. She had studied one of Chaucer's Tales meticulously, in a degree course, for a whole year. (I don't know how many hours or periods this represents. I can't state it mathematically. But it was a whole academic year). She knew the syntax and could give the meanings of the archaic words—or most of them—without a glossary. And the poor dear couldn't teach a straightforward lesson on Chaucer's humour to an ordinary, eagerly interested Fifth Form. She had studied Chaucer for a whole year and knew all the answers—and his humour had escaped her!

Where there is no vision, to coin a phrase, the people, etc. And the pupils in our school classrooms are not least among the people. Why the heck *should* they perish, because the statisticians calculate that the blind Fury with the abhorred Shears needs so many minutes of so many periods—all over  $x + y$ ?

As long as I teach English, and train teachers of English, I shall continue the unequal struggle against the Arithmetical progression and tell my students that a Peace rose in the garden, the scent and shape and colour of it, is of more permanent value than its stamens under the microscope. And I shall not be afraid of the obviously sentimental platitude (Keats wasn't, and he seemed to know a thing or two about poetry) that a thing of beauty can, incredibly enough, be a joy for ever. This is why:

During the War I had a letter from the Western Desert. It goes like this:

"Dear Sir,

I don't suppose you'll remember me. I was in your English class in VI D at D.H.S. in 192— (VI D, Mr. Martin, not VI A; not the intellectual cream of the Province, but the hoi-polloi, the duds, the philistines). One day you did (sic) a poem with us called 'Lycidas'. I remember there was a lot of stuff about the clergy or something which you said we needn't bother too much about. And then there were some lines beginning, Weep no more, woeful Shepherds, weep no more. And you read them with us and told us to learn them for homework, and we knew you'd send us to the Bull if we didn't know them. And you said we'd probably curse you now, but we might be glad one day. I did curse you, but I learnt them because the Bull was hitting pretty hard that year. I'm in Anti-Tank and they say our guns are poppycock and there's not much cover here and we're waiting for Jerry to come over to-morrow or the next day. (I always wondered how this got past the Censor: perhaps he was

a bit scared, too, and couldn't care less). I thought I'd like to tell you that those lines you made us learn have been running in my head all day. You were right. I am glad. How's old Pottie? — etc. — etc.

Yours sincerely,

I am sorry to go on being sentimental but the fact is that this bombardier was killed, as I heard afterwards, when Jerry did come over. And, by his own witness, he met whatever end it was with some of the loveliest lines in English running, or more probably stumbling, through his philistine's mind. I don't suppose he gave a thought to laurels, myrtles brown or ivy never sere, though it's possible that the Pilot of the Galilean lake hovered dimly, imperceptibly perhaps, in the background.

And that is one of the major reasons why I and a few other old fogeys still believe that "Lycidas" and at least 99 other English poems should be prescribed for the purging of those unhappy boys and girls who, year after year, stammer in our schools towards the approved articulation of that emetic word *Matric*.

## Some Principles on which Curriculum Reconstruction in our Schools should be based

By R. S. NAIDOO, B.A., B.Ed.

Until recently it had been customary to set out in outline a variety of subjects of instruction and types of experience which were deemed necessary to meet the pupil's needs in terms of knowledge, skills, activities, attitudes and disciplines. This process of cataloguing is simple enough, but has it any purpose or is it related to life? Today most schools, overseas, are not satisfied with the mere fulfilment of the curriculum. Daily they embody changes reflecting the progress of our age to such an

extent that a present day review of education there, is actually a diagnosis of contemporary life. Curricula should be revised and reconstructed in the light of changing circumstances — the school is no longer an independent place of learning but a "social unit" vital to the structure and maintenance of society; psychological findings such as the shift of the school emphasis from the subject to the child; the awareness of individual differences, attitudes and sentiments; and the fact



that children work best when they are interested in any work they are engaged in and see its purpose.

The communal aspect of school life is important. The teachers and children share a common life, subject to constitution to which all are in their several ways consenting and co-operating parties pursuing purposes, which, though meaningful only to each individual concerned, are all related against the common background of society. It is deliberately created for the purpose of impressing on the formative minds, ideas and ways good for and acceptable to both individual and community. Although deliberately created, the school society must retain the features of natural society in respect of discipline and order. The pupil must be impressed with respect for authority within society and the concept of individual freedom within the limits of democratic society. Though formal learning is still the centre of activity, this social aspect of the school is very important. It has a great practical value. Democratic society, while placing limits on freedom, still recognises the individual as opposed to that totalitarian monster—the state. Therefore, two social aspects must form the basis of our teaching, the individual well-being and the needs of society. A democratic way of living teaches us that the individual must never be submerged, but that he may voluntarily relinquish aspects of his freedom in the larger and harmonious interests of society. The school must help him to train for a life based on co-ordination, yet with scope for initiative and freedom.

As a social unit the school is no longer a separate entity but an instrument of society whose ends it is there to serve. This does not mean the serving of selfish party or ideological politics, though it is wise to remember that such a danger is real. Society here means the democratic way of life and the people who subscribe to it. Even in this concept we must keep in step with the times. "Love thy neighbour", against a parochial

background, had some real meaning when you knew your neighbours. The school was then only concerned with those primary groups, the family and neighbourhood, but today with the great advance of science our contact groups have expanded enormously. Therefore, if the school is not prepared to cope with this situation there is a danger that this beautiful commandment will have to remain in the abstract. To educate for family life and neighbourhood functions is different from educating for national and world citizenship. Our whole educational traditions and value systems are still adapted to the needs of a narrow faculty-psychology world and yet we wonder that people fail when they are expected to act on a broader plane than they are accustomed to. Our social workers can tell us how often people fail in life because they have never been taught to translate the virtues in which they have been trained into the conditions of society at large.

The school curriculum had long been dominated by the subject. However, psychology has advanced sufficiently to shift the emphasis to the child. Further, the fundamental right of the child to be educated according to his capacities is accepted and supported. The emphasis on the subject has led to a meaningless collection of facts without a unifying principle or purpose. The teacher, too, is dominated by this idea, and, further, the external examination is used as an ultimate test of achievement, when success or failure in certain subjects is used as a criterion of all-round education. Just the shift of emphasis is not enough. The teacher must change from his position as "subject-purveyor" to that of "Child-guide, instructor and agent for the community". Particularly in the secondary schools he must know the child sufficiently well to strike a balance between pupil-needs and subject-demands. The emphasis on external examinations must shift and the public be educated to respect internal tests and the judgement of teachers. "The



curriculum should no longer be an aggregate of subjects but an integrated whole".

The needs of the child must be considered in the organisation of the curriculum. Our primary school has two serious defects. It regards itself as an end in itself or as a preparatory stage for secondary education. Either way it lacks balance. On the first score the primary curriculum is overloaded to prepare those who leave for life, while on the second the upper classes are organised on the lines of secondary schools. The secondary curriculum, too, is most inadequate. While it should be linked to what has gone before, it should also prepare for mature studies or a vocation. The adolescent years should be studied, their needs catered for, and their special values exploited in the best interests of the pupil. Unfortunately, these are absent since the whole secondary curriculum is geared to meet the requirements of a university Matriculation Examination which is written by about 20% of students of all races who attend secondary schools in Natal. The tragedy of the situation is realised when it is seen that only about 5% of the secondary school population of South Africa seeks university education. A whole system has been adapted to meet the needs of a select minority. Balance can be provided by a greater consideration of general education and pre-vocational training instead of being so concerned over university entrance examinations.

The primary school curriculum should be thought of in terms of activity and experience rather than in terms of knowledge and facts to be stored. This storing of facts is better suited to the secondary schools where the adolescent is physically and mentally better equipped. But it should not dominate secondary education! The intellectual, conservative and creative activities should represent what is highest and most permanent in the life and traditions of a nation. This is the basis of an effective education. Conservative activities are those that secure the community's continued existence and maintain its standards of life, e.g. productive labour, manufacturing and agriculture. Creative work is the new work of individuals such as poets, painters and scientists. The latter represents the highest form of learning, but its attainment depends on organisation and satisfaction of other basic wants.

If there is meaning and purpose in any school activity, how can such an activity be regarded as a drudgery by the pupils? Actually, it should lead to desire and genuine interest in the classroom. The "new curriculum" aims at assisting a child in the process of attaining the status of a socialised being. It is based on psychological and physiological considerations of the different periods of human growth and is designed to fit the school child into those larger social orders, the nation and the world.

## An Experiment in Remedial Education

By C. RAMPHAL, B.A. (Hons.), B.Ed.

*The writer is indebted to the Principal of the South Coast Madressa for providing the facilities that made possible the experiment described below.*

An experiment in Remedial Education was conducted during the second half of last year at the South Coast Madressa by the writer, under the guidance of the Department of Education, Univer-

sity of Natal, in order to explore the possibilities of this relatively new branch of educational science with Indian children.

Remedial Education refers to the specialised instruction in a parti-

cular subject given to a pupil whose achievement in that subject (as measured by a standardised scholastic test), for some reason or reasons, falls short of the level that his mental age (as measured by an intelligence test) would warrant. These may consist of irregular attendance at school, unsuitable teaching methods, emotional conflicts, frequent change of school, unfavourable attitude towards a subject, etc. A pupil whose achievement in a subject bears an adverse relationship to his intellectual potential is technically described as being "retarded" in that subject.

### SELECTION OF CASES

The grade selected for experiment was Standard II, and the subject, Oral Reading. However, Silent Reading and Spelling were also indirectly involved.

The whole class, consisting of 48 boys and girls, was given the Progressive Matrices Test of Intelligence (1938) and the following tests of reading attainment:—

#### (1) Oral Reading:

Burt's Rearranged Word Reading Test.  
Schonell's "My Dog" Oral Reading Test.

#### (2) Silent Reading:

National Bureau Silent Reading Test, Vocabulary, Elementary.

National Bureau Silent Reading Test, Sentences, Elementary.

National Bureau Silent Reading Test, Paragraphs, Elementary.

National Bureau Silent Reading Test, Speed, Elementary.

#### (3) Spelling:

Schonell's Standardised Tests of Spelling.

Test and re-test procedures were facilitated by the fact that the Silent Reading and Spelling Tests consisted of two equivalent forms, A and B. In the case of Oral Reading, the same tests had to be used on both occasions.

Neither on the Intelligence Test nor on the Scholastic Tests used have norms been published for Natal Indian children, but this did not prove to be an insuperable difficulty. The purpose of intelligence and attainment testing was to select cases most suitable for remedial work. That this aim was realised by use of the tools available was borne out by the result of the experiment.

The raw scores on the achievement tests were converted to subject ages by reference to existing norms, and these in turn were changed to quotients by application of the formula

$$\text{Subject Quotient} = \frac{\text{Subject Age}}{\text{Chronological Age}} \times 100.$$

The Subject Quotient so obtained was transferred into an Achievement Quotient by the formula

$$\text{Achievement Quotient} = \frac{\text{Subject Quotient}}{\text{Intelligence Quotient}} \times 100.$$

A pupil whose performance in a subject was perfectly commensurate with his intelligence potential would have an Achievement Quotient of 100. Scores below this figure would indicate the degree of retardation in the subject.

After a detailed scrutiny of the performance of each pupil in the class on all the tests, five cases were selected for Remedial Education. They constituted the "experimental group". The pupils were either average or above average in intelligence, but they were retarded in Reading and Spelling, two of them severely, as shown below.



TABLE I  
SCORES OF EXPERIMENTAL PUPILS

|   | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 |
|---|---------|---------|---------|---------|---------|
| I.Q. ....   | 99      | 127     | 114     | 121     | 116     |
| Oral Reading (Word Recognition) .....                               | 74      | 74      | 63      | 93      | 80      |
| Silent Reading and Spelling .....                                   | 70.2    | 78.0    | 68.8    | 92.4    | 83.6    |
| Mean Quotient on Oral Reading,<br>Silent Reading and Spelling ..... | 72.1    | 76.0    | 65.9    | 92.7    | 81.8    |
| Mean Achievement Quotient .....                                     | 72.8    | 59.8    | 57.8    | 76.6    | 70.5    |
| Degree of Retardation .....   | 27.2    | 40.2    | 42.2    | 23.4    | 29.5    |

### REMEDIAL TECHNIQUES

#### (1) Physical:

The five pupils were examined for eye and ear defects by specialists at King Edward VIII Hospital. Vision and hearing were certified to be unimpaired in all five cases.

One Pupil (No. 3 in Table I) suffered from a deformity of the right hand. The fingers of this hand were under-developed and united by a thin membrane ever since birth. The lad was very conscious of this defect and did his best to keep the hand hidden from the sight of others. Another (No. 5) was found to be left-eyed but right-handed. A third (No. 1) suffered from a speech defect and stammered badly at times. No physical abnormalities were detected in the other two cases.

The father of the boy with the deformed fingers was advised on the possibility of surgical help and that of the stammerer was referred to the Meyrick Bennett Child Guidance Centre, Durban. However, no remedial measures were undertaken by either parent during the experimental period.

#### (2) Educational:

The following reading tests of Schonell were administered to detect possible weaknesses in the fundamentals of the reading process:—

- (a) Test R5: Test of Analysis and Synthesis of Words containing Common Phonic Units.
- (b) Test R6: Test of Directional Attack on Words.
- (c) Test R7: Visual Word Discrimination Test.

The tests, together with sample reading, revealed that four of the pupils together suffered from all the main drawbacks of backward readers listed as follows by Schonell:—

- (a) A weakness in the discrimination of phonic units, particularly in the detection of differences between those similar in sound—and in remembering them.
- (b) A lack of knowledge of common phonic units.
- (c) A weakness in the discrimination of visual patterns of words, especially with words of similar pattern.
- (d) An unsystematic and irregular attack on words — parts of words (beginnings, middles or ends) being used as the basis for guesswork.
- (e) A tendency to observe words from right to left or from the middle of the word to the left, giving rise to confusions, partial reversals and complete reversals of small words.

Pupil No. 4 (I.Q. 121) showed no weakness in any of the fundamental processes tested. In his case, it seemed that remedial measures could merely take the form of presenting him with more difficult reading material and silent reading exercises suited to his intellectual level. The reading done in class from a text suited to the average reader of his grade was apparently below his level and conducive to boredom on his part.

As a result of the findings on the achievement and diagnostic tests, educational measures were



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adopted that suited individual pupils. Faith was not placed in any one method of remedial instruction, rather an eclectic procedure was followed. The following were some of the more important steps that were taken:—

- (a) Four of the pupils were given phonic instruction.
- (b) All five pupils were started on new reading texts suited to their attainment. The readers used were the "Janet and John" (Long) Series, the "Happy Venture" Series and "The Wide Range" Series.
- (c) Fernald's kinaesthetic - auditory method was used to teach words that caused difficulty.
- (d) Pacers were used to foster reading in word groups.
- (e) A stop-watch was used to foster speed in reading.
- (f) Each pupil kept a book in which he recorded words that caused him difficulty, these words being eliminated once they were mastered.
- (g) Some comprehension exercises were set on the lessons read in the case of four of the pupils, but improvement in Silent Reading was not the direct aim of remedial instruction. The emphasis was on Oral Reading.

The remedial programme was begun about the middle of August and concluded by the end of November. Sessions were held on every school day in the afternoon, each lasting about an hour, though

some sessions were missed. In addition, all the pupils were called on certain Saturdays for about two hours. Although all the pupils were present together during sessions, individual attention was always given. It was possible to give one of the pupils remedial instruction in the evenings.

### (3) Psychological:

It is probably safe to say that in all cases of serious retardation there is always an emotional factor involved, either as cause or as effect. For this reason, every attempt was made to establish a close and personal relationship between the pupils and the remedial teacher.

During sessions, they engaged (within obvious limits) in whatever activity they pleased. They read, they painted with water colours on large sheets of paper supported on drawing easels, they drew, wrote or merely scribbled with coloured chalk on the black board, they played games (some of which were intended to develop skill in Reading), or they merely chatted with the teacher when he was free. On some Saturdays a whole session of two hours or more was devoted to activities not directly connected with Reading.

No compulsion beyond that of attending sessions operated.

### RESULTS

At the end of November and in early December, the five pupils were re-tested. The following were the mean test and re-test scores:

TABLE II

#### MEAN TEST AND RE-TEST SCORES OF EXPERIMENTAL GROUP

|  | 1st Test | 2nd Test | Difference |
|--|----------|----------|------------|
| Oral Reading (Word Recognition) .....                            | 77       | 88       | 11         |
| Silent Reading and Spelling .....                                | 78.60    | 88.84    | 10.24      |
| Mean Quotient on Oral Reading, Silent Reading and Spelling ..... | 77.80    | 88.42    | 10.62      |
| Mean Achievement Quotient .....                                  | 67.50    | 76.70    | 9.20       |
| Mean Degree of Retardation .....                                 | 32.50    | 23.30    | 9.20       |

The figures indicate that the experimental pupils made a definite improvement in all the skills tested. It was also necessary that the control group should suffer from a sufficient margin of retard-

ation in Reading and Spelling as to reflect improvement comparable to that of the experimental group, should it take place under ordinary class instruction



To ascertain whether these gains were due to remedial work and not wholly to ordinary class instruction, it was necessary to compare the re-test scores of the experimental group with the re-test scores of a "control group" which had received only class instruction and no remedial teaching.

To be comparable, it was necessary that the experimental and control groups should be similar in intelligence level and age. Unfortunately, the first of the three

criteria could not be perfectly satisfied as no other group of five pupils could be found in the class which equalled the mean intelligence score of the experimental pupils. The five ultimately selected had a mean I.Q. of 107 as compared to 115 in the case of the experimental group. The difference of 8 points was not found to be statistically significant ( $t: 1.37$ ,  $P: 16 - 23\%$ ).

The test and re-test scores of the control group were as follows:

TABLE III  
MEAN TEST AND RE-TEST SCORES OF CONTROL GROUP

|  | 1st Test | 2nd Test | Difference |
|--|----------|----------|------------|
| Oral Reading (Word Recognition) .....                            | 79.20    | 78.20    | — .40      |
| Silent Reading and Spelling .....                                | 82.64    | 87.00    | 4.36       |
| Mean Quotient on Oral Reading, Silent Reading and Spelling ..... | 80.92    | 82.90    | 1.98       |
| Mean Achievement Quotient .....                                  | 75.63    | 77.48    | 1.85       |
| Mean Degree of Retardation .....                                 | 24.37    | 22.52    | 1.85       |

The differential scores of the experimental group on the one hand, and those of the control group on the other, were then

compared for statistical significance. The results are summarised in the following table:—

TABLE IV  
INTELLIGENCE, AGE, AND DIFFERENTIAL SCORES OF EXPERIMENTAL AND CONTROL GROUPS\*

|  | <i>E</i> | <i>C</i> | <i>t</i> | <i>P</i> |
|--|----------|----------|----------|----------|
| I.Q. ....  | 115      | 107      | 1.594    | 16-23%   |
| Age .....  | 10½ Yrs. | 10½ Yrs. | .756     | 40-60%   |
| Oral Reading (Word Recognition) .....                            | 11       | — .4     | 7.125    | < .01    |
| Silent Reading and Spelling .....                                | 10.24    | 4.36     | 1.680    | > .01    |
| Mean Quotient on Oral Reading, Silent Reading and Spelling ..... | 10.62    | 1.98     | 5.140    | < .01    |
| Mean Achievement Quotient .....                                  | 9.20     | 1.85     | 5.246    | < .01    |
| Mean Decrease in Degree of Retardation .....                     | 9.20     | 1.85     | 5.246    | < .01    |

\*In this Table, *E* stands for the experimental group and *C* for the control.

*t* is a statistical value which, when referred to a table, indicates the degree of Probability (*P*). A *P*-value of less than .01 indicates that there is less than one chance in a hundred that the difference between the mean gains of the experimental and control groups is due to chance factors. In other words, it indicates that the difference between the means is "significant" at the 1% level of confidence. A *P*-value greater than .01 indicates that the probabilities are more than one in a hundred that the difference is due to chance.

In this article, the value,  $P < .01$ , has been accepted as the criterion of significance. The value,  $P > .01$ , has been regarded as indicating non-significance.

It will be noticed from Table IV that in Oral Reading the experimental group showed an overwhelming gain as compared to the control group which actually lost some ground between test and re-test. In the case of Oral Reading,

results on only the Burt Rearranged Word Reading Test have been given in all the tables, as Schonell's "My Dog" Test proved to be unsuitable for some of the pupils who were advanced in Reading.



As has been pointed out, it was Oral Reading that received the main emphasis in the experiment. Silent Reading received a small amount of attention, and Spelling no direct attention at all. Yet even in these subjects the experimental group showed an appreciably higher gain than the control group though the difference did not reach statistical significance. Improvement in Oral Reading indirectly brought about an improvement in related activities.

The results proved that the programme of Remedial Education adopted was effective. The experiment, of necessity, was all too brief. It is probable that if it were extended for another three months, improvement in Oral Reading and allied subjects would have been much greater than during the first three and a half months, for the experiment was stopped at a time when the pupils had just become well conditioned to the programme and were showing signs of rapid gains.

#### SUMMARY AND CONCLUSIONS

Five Std. II pupils were selected on the basis of intelligence and scholastic tests for Remedial Education in Oral Reading. Remedial measures extended over three and a half months on school days for about an hour a day and on certain Saturdays. School holidays and missed sessions reduced the time available for the experiment.

Gains made by the experimental pupils were compared to those of a control group, though matching of the two groups in respect of intelligence, degree of retardation, and age was not as rigorous as would have been desirable.

It was found that the experimental group made a significantly greater improvement in Oral Reading than the control. When

gains in Silent Reading and Spelling were combined with those of Oral Reading, the overall improvement of the experimental group was still significantly greater than that of the control at the 1% level of confidence. No remedial measures had been undertaken with regard to Silent Reading and Spelling.

These results are encouraging. They show that Remedial Education is a feasible proposition in Indian schools and that, given the service, Indian children can derive great benefits from it.

The success of the experiment indicates also that in the absence of a Centre specialising in such work it is possible to conduct remedial work in the ordinary school context, provided staff and facilities are available.

At the same time, there is need for investigation into the most appropriate intelligence and scholastic tests for use with Indian children. This is a difficult problem. Indians are by no means a "settled" and homogeneous community. There are wide differences among them in religion, language, and degree of Westernisation. Further, the whole system of Indian education in Natal is in a state of flux. Such a "shifting" sample does not lend itself kindly to the production of intelligence and attainment tests that will have a reasonable degree of permanence in the way of reliability and validity.

However, research cannot be halted by the mere promise of ideal experimental conditions to come at some indefinite date in the future. Rather, one has to proceed tentatively and cautiously with whatever tools are available and make the best of existing circumstances.

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## Is the present Matriculation System in South Africa satisfactory?

By R. S. NAIDOO, B.A., B.Ed.

It is a common practice throughout the world to measure the success or failure of schools by examination results, and this has led to an unhealthy state of affairs in which examinations have dominated the educational systems. The general, as well as the commercial public, has strengthened this domination by the demand for certificates based upon academic standards. Education is no longer productive of pleasure in achievement. It has been submergled completely by an all pervading examination system. The examination day itself has come to be regarded as Judgement Day by all concerned—pupil, teacher, parent and employer. In the secondary field, in particular, the result has been that the demands of the universities have coloured the whole picture and the needs of the few have governed the education of the many. The aim of secondary education has tended to become just preparation for entrance to the universities. The Matriculation examination further demands the drawing up of curricula and syllabuses by persons not always concerned with the teacher or the pupil. This has resulted in teaching becoming a businesslike preparation for the Matriculation entirely devoid of inspiration and joy.

According to Professor Vernon, examinations should fulfil four important functions. They should be:

- (a) tests of achievement;
- (b) efficiency tests of pupils, classes, schools and teachers;
- (c) prognostic tests;
- (d) means of developing perseverance and industry, some docility to discipline and calmness under pressure. These are regarded as essential for examination success.

Let us examine the Matriculation in the light of the above four criteria.

Firstly, the matriculation examination, or its provincial equivalent, is regarded as a guarantee of a definite standard of achievement. This assumption is becoming less and less justifiable with the passage of years. Consider the number of professional bodies in South Africa which have instituted their own examinations, e.g. Chartered Secretaries. It is a very commendable step, since these examinations do not lend themselves to cramming. Further, it is still possible to "spot" six essays, e.g. in History, and get a first class through cramming. It is generally becoming accepted that the Matriculation is not a fool-proof yardstick.

On the second score, a formidable range of practices comes to mind. The fact that examinations are a means to a particular end, and are not an end in themselves, is completely lost. The parent, if he has a choice of secondary schools, wants to know which school produced good Matric passes in previous years. The student, too, is worried. "Did I come to the right school? There is the possibility of being 'assured' of a merit pass in the other class!" The aims of education are ignored. The principal and teachers regard examinations as a means of "building" up prestige. Any work done in class must have just one purpose—preparation for the matriculation. Any "alleged digression" is promptly "checked" by the pupils—"Is that important for the matric?" The importance attached to examinations is so great in this respect that it has led to an unreal attitude to education as a whole.

Thirdly, does the matriculation possess a prognostic character? During the six years 1930-1935, 7,080 European students enrolled in universities throughout South Africa. Of these, Dr. E. G. Malherbe found in the course of a survey that 3,185 failed in their



first year at university. Of the failures, 1,744 (25% of the total enrolments) failed in two or more subjects. This is not the result of a freak year. It is based on the average results over six years. Therefore, it was concluded that the matriculation examination was a poor prognosis of university success. At Sastri College, in 1942, the S.A.G.T. was applied to all newcomers and a careful record of the I.Q.'s made. The I.Q. range was from 79 to 135. In 1943, in the Junior Certificate examinations, 22 with 100 + I.Q.'s failed, 18 with I.Q.'s of under 100 passed. The boy with an I.Q. of 135 obtained only a third class pass. In 1945, in the Matriculation, the students with the highest I.Q.'s did not all pass while there was one who was successful at the first attempt although he had registered an I.Q. of only 91! This may be a reflection of the S.A.G.T.! But it also indicates the failure of the matriculation as a prognostic test. The seriousness of the situation is realised when one considers the enormous human wastage and financial expenditure involved. Further, less than 5% of these students seek admission to a university and yet the majority have been affected by this examination. The matriculation examination, in addition to having a cramping effect on education, has proved to be a very ineffective instrument of selection.

Lastly, all the attendant virtues of a matriculation pass should not be taken seriously. Some of our best behaved students are those that fall in the matriculation, and it is not always the studious "bookworm" who succeeds in passing. In any case, these qualities to ensure success in the matriculation were stressed by a school of thought that prevailed yesterday. That school of thought has been largely discredited since.

"The "Matric" mentality is deep-rooted. The system cannot be "scrapped" overnight. Further, in a "young" country like South Africa, it has played its part in securing uniform standards throughout the country. Unfortu-

nately, it has come to dominate us and our educational system so much that today we have come to dread it in a most unreasonable manner. Natal recently instituted its own Senior Certificate Examination. The syllabuses are the same and the examination approach has not altered. Recently there have been more failures, but this is no indication of a better examination or a higher standard. Raw scores in six subjects are still being added together to arrive at the respective aggregates of students — though we have taught them that it is wrong to add together feet and inches or pounds and ounces.

What we need is a thorough overhaul of the present system. In terms of our psychological training the pupil should be considered. The British system of the School Certificate Examination must be instituted. It is not a difficult change, especially with our system of effective provincial control. Further, the school which is concerned with the pupil's training over four secondary years will at last have some say in his "school-leaving" certificate. The periodic internal test need not be an evil. It can be a means to achieve a good end — that of guidance. In fact, Professor Kandel calls it the only legitimate function of examinations. If it is our aim to secure the social efficiency of the individual in a democratic state, the school-leaving examination is the best. Here a pupil's special needs can be studied and catered for. Cultural and aesthetic education and some form of pre-vocational training can also be introduced if the present "curriculum for the mass" is discarded.

The universities, too, will benefit from this scheme. Melbourne University affords a good example. There, students are being admitted on the headmaster's certificate as well as per examination results. Statistics over seven years show that students admitted on headmaster's certificates have better records. Further, the university can extend its course by one year. After all, in South Africa we spend one year less in preparation



for the matriculation than in England, for instance. Therefore, those wishing to enter universities should prepare for and write an entrance examination. This method enables the university to do the job of selecting students. Whilst the majority (the school-leaving ones) will not be subjected to a curriculum that is of no immediate value to them, the few who are planning university careers will have the opportunity of preparing thoroughly for them. Perhaps this would also ensure that "irresponsible" adolescents would not "flood" the universities.

Examinations must be seen in their correct perspective and we must rid ourselves of the stranglehold of the Matriculation Examination. This is no doubt determined by the commercial and educational premium attached to it. One fails to understand how this system is allowed to continue, especially after we are taught that the only real learning is that which is based on insight and understanding, something that is not possible under the matriculation system of cramming.

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| Umzimkulwana (Staff and Pupils) .....                         | 6      | 10 | 0  |                   |    |    |
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| Colenso .....   | 7      | 8  | 0  | 2                 | 10 | 0  |
| Durban Girls' High School<br>(Staff and Pupils) .....         | 20     | 0  | 0  |                   |    |    |
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| Tongaat High .....  | 10     | 1  | 8  |                   |    |    |
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| Shri Vishnu (Pietermaritzburg) .....                          | 2      | 9  | 6  |                   |    |    |
| Isipingo Government Aided .....                               | 24     | 1  | 4  |                   |    |    |
| Braemar .....   | 2      | 6  | 8  | 13                | 4  |    |
| Khannie Govt. Aided (Staff and Pupils) .....                  | 3      | 3  | 0  |                   |    |    |
| Malvern Government Aided .....                                | 10     | 0  | 0  |                   |    |    |
| Mount Edgecombe .....   |        |    |    | 1                 | 12 | 6  |
| Ladysmith Windsor High .....                                  | 9      | 2  | 9  |                   |    |    |
| Sezela (Staff, Children and Parents) .....                    | 66     | 0  | 0  |                   |    |    |
| Howick (Staff and Children) .....                             | 3      | 2  | 6  |                   |    |    |
| Please note the following corrections in the previous issue:— |        |    |    |                   |    |    |
| 1. Greytown Secondary<br>(Not Woodlands High) .....           | 9      | 2  | 8  |                   |    |    |
| 2. South Coast Medressa .....                                 | 13     | 17 | 0  | } 2 contributions |    |    |
|   | 1      | 1  | 9  |                   |    |    |
| 3. Clairwood Senior Girls .....                               | 70     | 0  | 0  |                   |    |    |
| 4. Clairwood Junior .....                                     | 34     | 2  | 7  | 5                 | 0  | 0  |
| 5. Dartnell Crescent Indian Primary .....                     | 32     | 10 | 6  | } 2 contributions |    |    |
|   | 1      | 1  | 0  |                   |    |    |

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Vol. VI.

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No. 2



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**EDITORIAL****THE TEACHERS' CODE**

**A**T the last Conference of the Society a Code for Teachers was discussed. There was general agreement that such a Code was necessary and would be in the interests of all teachers. The subsequent adoption by the Society of the Code, framed by a Sub-Committee, was hailed by many who felt it would mean maintaining the high standards of personal conduct and integrity demanded of teachers in their relationship to their work and their fellow teachers, but more so in their relationship to their pupils. Others more cynical, felt that the Code would be a dead letter since no sanction other than an ineffectual moral one was to be applied against transgressors of any of the terms of the Code.

It seems now that this latter point of view has been substantiated and it is time for the Society to review the whole matter and to decide upon some way of making the Code an effective means of achieving the ends for which it was framed and adopted. And the Society should move expeditiously in the matter, for it is possible that the Administration may make drastic changes in the regulations governing the conditions of service for teachers. As it is, the new conditions of service for Bantu teachers, as framed by the Union Dept. of Native Affairs, precludes the Bantu teacher from access to legal representation at any enquiry or investigation.

It was necessary for us in a past issue of this journal to deplore the plethora of enquiries in which members of the profession were then involved. Those enquiries were distasteful to the Administration and repugnant to the general teaching body which felt the sting of contemptuous criticism levelled at it from those outside the fold.

We are gravely concerned again at the enquiries now taking place. The allegations enquired into are of a very serious nature and incalculable harm is being done not only to the profession, whose members feel besmirched, but also to the cause of Indian Education as a whole.

It is only within recent times that the conservatism of the Indian parent regarding the education of girls has broken down. It is only within recent times that girls have been allowed to proceed with their education after reaching puberty. It is only within recent times that girls have proceeded in such large numbers to higher education. This is progress, but this progress can be seriously retarded if the parents' confidence in the teacher is shaken.



It has been rightly said that when a boy is educated then an educated man is produced, but where a girl is educated then an educated family will result. And the large numbers of our girls at present being educated means so many more potential educated families among our people.

And it is this raising of educated families which is being jeopardised by the irresponsible and reprehensible conduct of some among us.

We must realise that as teachers we are the guardians of the morality of the Community, and it is in our hands to work the Community weal or woe. The Community, therefore, has a right to demand that men and women under whose care and guidance are placed its children are of the highest integrity and imbued with a high sense of morality—the word being used in its specific, everyday meaning as well as in its all-embracing one.

Therefore is it necessary that the Code which was adopted at Conference last year be stringently applied. And who is to apply it? That is a matter that should come up for discussion again at Conference this year, and ways and means must be found to apply sanctions against those who contravene the Code.

It is no consolation for us to know that situations such as those which have given rise to the present enquiries are not peculiar to Indian Schools and Indian Teachers. But it is certainly good for us to know the grim warning uttered by the Great Teacher when He said that it would be better for a man to have a millstone tied round his neck and be drowned in the deepest sea than that he should scandalise the young.

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## Are There Race Differences?

By K. P. NAIDOO, B.A., B.Econ., M.Ed.

Race, in its simplest terms, means common physical characteristics derived from a similar heredity.

It is very difficult to classify men into different races. According to Boring, Langveld and Wild, the main problem would be to identify the "inheritable physical characteristics" which differ from one group to another and this will serve as a criteria of race. A large number of such criteria have been

suggested including skin colour, eye colour, hair colour and texture, bodily dimensions, facial and cranial measure, blood groupings and endocrine gland activity. It must be admitted that the application of these criteria of race, raises difficult problems because of:—

- (i) Wide variability in all those characteristics within one racial group.
- (ii) Overlapping between groups in respect of these criteria.

- (iii) The changeableness of criteria according to the influence of environmental factors.
- (iv) The fact that a person might have the colour of one group, bodily proportions of another, and the head measurements of the third.

The study of race differences is made more difficult by frequent confusion of racial with natural or linguistic categories, e.g. "French race", "Latin" or "Aryan" race. In addition, race mixture, which has been going on for many generations, makes classification very difficult.

There is, therefore, no answer to the question whether there are racial differences. Racial mixing has been going on so extensively that it is difficult to get true strains. It is difficult to test for differences in Intelligence, because of language or broad cultural differences. Where this difference is not found, as in the United States of America with its population of Whites and Negroes, there are, however, socio-economic differences which make a big difference to the I.Q. scores. Social and cultural differences create personality differences. Moreover, a minority group discriminated against by the majority, develops certain defensive attitudes and traits. The majority does likewise if the minority is strong and dangerous.

Garrett points out another aspect of the problem of race differences. He makes mention of the belief among many in the native superiority of certain groups over other groups; among others is found the view that there are really no hereditary racial differences, such differences as appear being the result of "a wide variation in culture, kind of education and training, traditions and culture, relative isolation from other groups, and climatic and geographical factors". Garrett quotes Galton, who was a firm believer in race differences in native capacity. It is said that it was with the

intention of improving his own race that he started the eugenics movement in 1883. After an exhaustive study, Galton concluded that the Negro is 2 grades lower in mental capacity than the modern Englishman, who, in turn, is 2 grades below the ancient Athenian Greek. Galton's scale of intellectual ability contained 16 steps and arranged from very high to very low capacity.

Galton's conclusions and his scale have been criticised, the latter because it is arbitrary and subjective, the former on the ground that it is not justifiable to compare races on a basis of famous men produced, or in terms of progress.

The problem now is to find out what causes are responsible for small and variable differences in mental measurements between two racial groups. The difficulty is to isolate native factors from those of training and environment. Unfortunately, differences in language are a big obstacle, since tests would mean one thing to one group and another and different thing to another group. As Garrett points out, "culture and convention, habits of thought and action, and manner of living vary a great deal and their influences are very difficult to evaluate."

A large number of studies have been carried out to evaluate the influence of racial origin upon achievement. The results of some of these studies will now be discussed briefly.

Woodworth made a study of primitive people, similar to his pioneer study made at the St. Louis Exposition in 1904. His studies indicated that these races do not differ a great deal from the modern white European or American in keenness of vision, in hearing, in sensitivity to pain and pressure, or in delicacy of skin and muscle senses. A large list designed to gauge intellectual activity of a simple and rudimentary sort, submitted to the group, revealed that no reliable differences between whites and

many less cultured groups like the Eskimos, Indians (American), Filipino and Sengalese existed. But the African tribes (Negro and Pygmy) of small stature and extremely low culture did no better than low-grade or even imbecile Whites.

Because the feeble-minded White differs least from the normal in physical characteristics and motor abilities and most in language and verbal usage (here represented by the stock tests of general intelligence), the results make it appear that the intellectual gap between the civilized White and primitive people, is a distinct and wide one.

Other studies were also carried out in America with regard to performance of Negro in mental tests and, as a result of these, the inferiority of the Negro to the White in mental ability has often been quoted. It is, however, very difficult to find out how much of the Negro's inferiority is due, firstly, to his lower status; secondly, to inferior training; and, lastly, to lack of opportunity for wide contacts. This aspect of the problem will be discussed further under the section dealing with Intellectual differences.

### PHYSICAL:

In so far as physical differences between different groups are concerned, exhaustive investigations were carried out in America on brain size and its structure, and racial differences in growth.

The cranial capacity of members of different races are determined according to Klineberg by the "Seed or Water" method. The cranium is filled with seeds or water after the foramina have been plugged, and the contents are then poured into a capacity measure. Racial and National differences in average cranial capacity were pointed out by Martin, although the actual investigation was conducted by several investigators. The figures obtained showed that the average cranial capacity for European males was 1,450 c.c. Klineberg points out the

significance of the fact that the average cranial capacity of the European is exceeded by the "Kaffirs", as well as by the Chinese, Kalmucks, Buriats, Eskimo, American Indians, Maori, Tahitians, and others. Also a considerable variation was found within any one race. Consequently, any definite conclusion in regard to any direct relation between brain size and race cannot be arrived at. It is interesting to note that the largest brains, on the average, were found among the Eskimo whose culture is comparatively simple!

Another method used to determine cranial capacity was by the "shot method" (the cranium is filled with small shots, which are then emptied into a measuring vessel).

According to this "shot method", Europeans showed up somewhat better. The average was 1,550 c.c. for males and 1,380 for females. The male average was exceeded by the African Amaxosa and the Javanese, even though the "Kaffirs" and the Eskimo come very close. A great deal of overlapping, however, was noticed between the various groups. For instance, though the Hottentots' average is low, individual Hottentots may, and often do, have a cranial capacity greater than that of the average European.

Klineberg quotes Todd and Lindale, who carried out investigations with regard to social and economic status and cranial capacity. They compared the crania of Negroes and Whites of approximately the same social status and found the cranial dimensions showed no significant differences.

Bushmakim points out how unsound it is to associate brain capacity with culture. He found that the Buriats have on an average bigger brain weight than that of Europeans and still very much greater than that of the Russians. Thus there is ample proof to show that the argument that a smaller cranial capacity means inferior intelligence is unsound.



Racial differences in rate of growth was also a subject for investigation.

Klineberg quotes Herskovits, who points out that coloured boys grew faster than white boys in height and weight up to 16 years, but after that time the latter show somewhat greater stature.

Eruption and decay of permanent teeth among various races were also investigated. It was found that Coloured races were "more precocious than the Whites". It was pointed out that the Filipino and Zulus have a full set of permanent teeth between the ages 18 to 20, whereas among the Whites the 3rd molar is usually lacking at that age.

#### INTELLECTUAL:

Ferguson, the American psychologist, observed that the Negro was the equal of the White in tests involving purely sensory and motor functions; but the Whites were superior in those intellectual functions measured by the verbal tests. He subdivided his groups in accordance with the amount of white blood which they appeared to possess. In the Completion Test, his data showed pure Negroes to make a score of 69.2%, as high as that of the Whites; the  $\frac{3}{4}$  Negro made a score of 73.2%, the mulatto 81.2% and the quadroon 91.8%. Other tests along similar lines were carried out by Peterson, Lanier and Klineberg.

Mayo, in his study of Negro high school students in New York City, found that on the average they remained in school longer than the White students; they also averaged about 7 months older than White students judged to be roughly of the same social status. These were found to be somewhat inferior in school work, only about 30% doing as well as or better than the average White students.

Mayo's method of selecting Negro students was more stringent than that of the White students, for only the very ambitious and able Negro remained in the High School.

Thus perhaps the inferiority of the Negro is even greater than Mayo's figures indicate.

Ferguson gave a number of mental tests to White and Negro students in three Southern cities in an effort to study abilities less complicated, in an effort to study school marks. The Negro performances were  $\frac{3}{4}$  as good as those of the Whites. When classified as to skin colour, the Negroes with apparently the highest degree of White blood approximated most closely to the White norms.

Other studies carried out were those of McGraw, who tested 68 White and 60 Negro babies from 2 to 11 months old. The White babies did better than the Negro babies in the mental tests at each month. It must be noted here that the study, because of the age of the children, excluded many social and environmental factors that are difficult to equate. The results suggest heredity as the cause of the better performance of the White children. It must be noted, however, that the Negro children were not so well developed physically as the Whites or as well nourished.

Arlitt and Sunne also made studies of older children and they also found fairly consistent differences in mental performances in favour of Whites over the Negroes.

Thus, as far as mental ability is concerned the Negro comes out consistently below the White norms on tests set. Whether the differences are chiefly due to heredity or environment, it is difficult to say, but a reasonable view would be that hereditary differences play an important part. We must not also overlook the fact that there are overlapping of test scores, as many Negroes stand higher than Whites in so far as mental test performance is concerned.

Gardner Murphy, Barclay Murphy and Newcomb also conclude that on the present intelligence tests, Negroes make lower scores than do Whites, but point

out that schooling and length of residence in the city seem to affect the ratings of Negroes to such a great extent that they found it difficult to determine from the data they had at their disposal what the actual differences would be if environmental differences were eliminated.

They also made reference to the study carried out among the Orientals and Whites. Murdock carried out a study in Honolulu. He tested 12-year-old children. The racial constitution of these children were described as Anglo-Saxon, Chinese, Japanese, Portuguese, Korean, Hawaiian, Puerto Rican and Filipino.

From the group tests set, it was found that the Anglo-Saxon group was superior to the Chinese and Japanese; these in turn were superior to the others. When the tests were analysed into verbal and non-verbal elements, it was found that the inferiority of the Japanese and Chinese to the Anglo-Saxons was due to linguistic (English) parts of the test material.

#### **TEMPERAMENTAL:**

There have been very few studies of temperamental differences between Negroes and Whites. One study was made by McFadden and Dashiell. They found very small and unreliable differences on Downey Will Temperamental Test which is used for measuring temperamental and impulsive traits. They came to the conclusion that Negroes were given to sudden and complete impulsive reactions which are over and done with; that Whites are less liable to react violently than Negroes, but are unable to inhibit their reactions entirely.

Klineberg noted that a part of the so-called inferiority of Negroes to Whites was due to different attitudes towards life, and also to ideas concerning what is important and valuable in life. He found that Indians (American), while much slower than White children, were more accurate, the need for speed having no appeal to them.

The Orientals, particularly the Japanese and Chinese who were tested in America, are little, if at all, inferior to the native Whites, given equal opportunity for education and contacts with American life.

All the above studies on racial differences indicate the difficulty encountered. The important factors to be considered are differences in language, in customs, in culture, in attitude, in schooling and in social, economic and geographical conditions. There is also the difficulty of obtaining comparable samples and the importance of the evaluating of test scores.

It is quite possible, therefore, that true differences between races would never be found, but only differences between groups of somewhat different racial composition.

#### **PERSONALITY AND TEMPERAMENT:**

With regard to the problem of personality and temperament as applied to different races, Garth, in his study of Whites and Indians (American), came to the conclusion that Whites had "stronger personalities". This conclusion is also of no value because of its vagueness. Another study which has attracted more attention and quoted by Klineberg is that of Crane who carried out experiments among Whites and Negroes "in the degrees of inhibition", when faced with identical situations. The problem which Crane set himself to solve was "what is the psychological explanation of the impulsiveness, improvidence and immorality which the Negro everywhere manifests?" He came to the conclusion that it was due to defective inhibition. Crane further pointed out that in an elevator accident, "the Coloured man would at first be terrifically disturbed, and then comparatively calm, whereas the White man might exhibit more control at the outset, but would remain disturbed much longer!" It need not be mentioned that this inference needs further substantial proof.

Several other tests were also carried out and these might be listed briefly as follows:—

- (a) The Pressey X-O Test in which subjects were required to cross out those words which represented something they feared or disliked.
- (b) The House Mental Hygiene Inventory, which is a modification of the Woodworth Personal Data Sheet.
- (c) The Allport Ascendance-Submission Test.
- (d) Test for "social perception" by Kellogg and Eagleson.
- (e) Tests to measure suggestibility by Young.
- (f) Studies by two Chinese subjects in "self-rating".
- (g) Study by Lehman and Witty called "The Negro Child's Index of Social Participation".

All these tests no doubt considerably help in the understanding of this very important problem of racial psychology, but a great deal more investigation has to be carried out before definite conclusions can be arrived at.

#### MORALITY:

There are too many generalisations with regard to the predisposition of various races to different types of crime and crime in general. Some of these generalisations have been made on mere observation and some based on crime statistics. Anent this problem, Klineberg cites the views of Baur, Fischer and Lenz, who point out that in the U.S.A. there are more crimes committed by Negroes than by Whites. They came to the conclusion that this was obviously due to the fact that the Negroes have less foresight, and that they have less power of resisting the impulses aroused by immediate sensuous impressions".

Lombroso is also quoted by Klineberg, who refers to the question of a physical type of an individual or a group which may in some way signify a special criminal propensity. Lombroso

suggested that there were certain physical characteristics, the so-called "stigmata of degeneration" by which the true criminal could be recognised. Some of these characteristics are large, projecting ears, a receding forehead, asymmetrical bodily proportions, and others. Even though the signs of criminality were not directly racial, Lombroso refers to them so often as to suggest that indirectly, at least, race might be concerned. The characteristics he found in 45.7% of the criminals studied happened to be a Negro trait, like woolly hair, thick lips and flattened nose. He also mentioned oblique eyelids and scanty beard which are Mangoloid traits.

Lombroso was criticised on the grounds that he paid too much attention to the criminal population only and not enough to the non-criminal group of the same social and economic level, which might also have their share of the stigma!

Studies subsequently carried out by Goring have failed to confirm Lombroso's findings and the latter's theories are discredited by most students of race differences.

It is agreed by leading American psychologists that poor home conditions and lack of training in the early years account for a large proportion of the delinquency and emotional instability found in many Negro communities.

The problem of race differences is indeed a fascinating one, particularly in South Africa where there are to be found so many unscientific theories and misconceptions regarding the superiority/inferiority of certain groups. It is hoped in the near future the University of Natal or the Institute of Race Relations will sponsor a thorough investigation of this problem and thus dispel the false theories held by some of our leaders. This will undoubtedly help to bring about a more sympathetic understanding of the different races and thus bring about an abundance of that scarce commodity—racial harmony!



## First Northern Natal Scholars' Seaside Holiday

By K. P. BUGWANDIN and D. GOKOOL

During the Easter vacation a band of teachers under the leadership of a Durban businessman, Mr. J. P. Gokool, and the Principal of Dannhauser Indian School, Mr. B. Sookaloo, organised a highly successful seaside holiday and educational tour for the children of seven Indian schools in Northern Natal. The children, selected by the principals of the respective schools, arrived in Durban on the 29th of March and spent nine days visiting places of interest in Durban and its environs, as well as places on the South Coast as far as Park Rynie. What wealth of knowledge they gained can well be imagined.

Businessmen, social workers, professional men and the general public rallied round with financial assistance and gifts in kind to give the children those experiences which they will not easily forget in their lifetime. Among the many places they visited were the Durban Beach, the Amphitheatre, the Snake Park, the Coon Carnival at the City Hall, the Museum and Art Gallery, the S. African Broadcast House, the Wharfside, the Graving and Floating Docks, the Botanic Gardens, Lever Brothers' Soap Factory, the Borough and Indian Markets, the Central Fire Station, the M.L. Sultan College, printing presses, several clothing and furniture factories, the F.O.S.A. Settlement, Mt. Edgecombe, Umhlanga Rocks, the Isipingo Indian Festival, Dick King's House and Grave, Louis Botha Airport, the Wentworth Oil Refinery, the vessel "Kampala", where they had tea in the first class saloon, and a number of other places.

The need for such tours has been long felt and it is time that some organisation is set up to promote them for their human and educational values. It was said at a farewell function that many had thought about such tours for some time, but it took Mr. J. P. Gokool only a few weeks to make the

arrangements and bring to realisation a dream that he had when he was a resident of Northern Natal. He recalled his boyhood yearnings for a sight of the sea and it was amusing to hear what queer pictures he had of the sea in his mind. Realising how beneficial a tour of Durban would be to the lads of Northern Natal, he ventured on the scheme by himself and found willing educationists to encourage and assist him. From Northern Natal he got the wholehearted support of Mr. B. Sookaloo. Within a fortnight arrangements were made and thirty-five boys, accompanied by Mr. B. Sookaloo and Mr. R. A. Pillay of the Dundee High School, were brought by train to Durban and accommodated at the Hindu Tamil Institute. The grantee, Mr. P. R. Pather, and the Principal, Mr. V. K. Naidu, did their utmost to make the boys comfortable.

If there had been a suitable building at the seaside like the Hibberdene Home for European children many of the difficulties that the organisers were faced with to provide for the comfort and convenience of the children could have been obviated.

### BENEFITS:

Tours such as these prevent the creating in the minds of children of false impressions that sometimes occur by mere verbal descriptions of places and people, especially in geography lessons. This tour correlated History, Geography, Arithmetic, Citizenship and General Knowledge.

The boys, selected from seven different schools, did not know each other at first, but they soon became fast friends and were a happy family. They undoubtedly enriched their personalities by the tour. Each of the boys on his return to his respective school is likely to stimulate in his companions a desire to travel and see things for themselves.

## Some organisers of the Scholars Sea-Side Holiday



A. G. Naraidoo

L. Sookaloo

J. P. Gookool

As teachers we appreciate the value of such tours, for our aim is to teach the child to LIVE. Education within the four walls of a school cannot be complete. Real life experiences can be more potent than text books and chalk and blackboard instruction in the education of the child.

It will be an achievement and advancement in education when whole classes can come down for a short period from the Northern districts and beyond to the seaside home, continue normal school work there on a modified time-table sufficiently elastic to allow for excursions and healthy recreation in the beautiful sunshine of the Natal Coast.

Once there is a permanent building to accommodate such groups, the N.I.T.S. can pursue the scheme with the Natal Education Dept. Perhaps the Transvaal Education Dept. can also be persuaded to join such a scheme.

There is a somewhat similar scheme in operation at Dundee in Scotland to take children away

from the congested city to rural areas. Men like Dr. Coopan and Councillor Blakeley, an ex-principal, can visualise the operation of such a school if the support of the teachers and the general public is obtained.

Councillor Blakeley has promised to do his best in the Durban City Council to obtain a plot when allocations of land along the sea are being made to Indians. Men like Mr. P. R. Pather, Mr. A. S. Kajee, Dr. Naicker and others have offered their wholehearted support when the move is made to establish such a Home and School.

The N.I.T.S. had a sub-committee to deal with a seaside home project, and a wellwisher had offered a sum of money to start such a project. It is hoped that the tour of pupils from Northern Natal Schools will revive the sub-committee.

It was suggested at the farewell function to the pupils that a larger committee, comprising teachers and members of the public, should be formed to accelerate the scheme.

# The Development of Moral Ideas in Indian Children in Selected Urban Areas

By R. G. PILLAY, B.A., M.Ed.

The origin of this study dates back to the 25th August, 1953, when, during the course of his inaugural lecture, Professor Arnold Lloyd, Professor of Education, University of Natal, stated that it was impossible for people to co-operate unless the words they used in discussion meant the same to all the parties concerned. This sentence had special significance to us in South Africa, because of the multi-racial character of our population. This statement of the Professor inspired a group of M.Ed. students, representative of South Africa's multi-racial society, to undertake the present investigation. The project was undertaken by the following under the guidance of Professor Arnold Lloyd:

Mr. A. Noble: English speaking, Urban, Middle/Upper socio-economic group.

Mr. H. Getliffe: English speaking, Urban, Lower socio-economic group.

Mr. W. K. Douglas: Afrikaans speaking Urban children.

Mr. A. J. Pienaar: Afrikaans speaking Rural children.

Mr. M. Hurbans: Indian primary and secondary pupils in Rural areas;

and the writer: Indian primary and secondary pupils in selected Urban areas.

Arrangements have also been made for the survey to be conducted in Coloured and Bantu schools as soon as the necessary personnel have been found to undertake the task.

## AIM OF STUDY:

The aim of this study is to find out what certain key words, i.e. adjectives describing certain moral qualities, mean to primary and secondary pupils and to trace as far as possible:

- i. The pattern of development of meaning through childhood and adolescence.
- ii. The difference between the patterns for boys and girls in the same ethnic group.
- iii. The difference between girls of the different ethnic groups.
- iv. The difference between boys of the different ethnic groups.

In the present investigation we were concerned more particularly with the first two aims, as each member of the team was working with a particular ethnic group. Only a passing reference was thus made to the last two aims. It is proposed that someone will undertake a cross-cultural survey as soon as all the individual investigations have been completed.

## PLAN OF STUDY:

For the purpose of this investigation it was decided to test the pupils' reactions to the following eleven moral qualities: BRAVE, COWARDLY, HONEST, DISHONEST, GENEROUS, MEAN, KINDHEARTED, UNKIND, JUST, UNJUST, SHAMEFUL. The method used was to ask Primary children to write down a story, and Secondary children a story and definition, which illustrates their conception of the given moral quality. They may write a true incident, a story or they may use their imagination.

Criticisms have been offered in some quarters as to whether this story method is the most effective way of testing the children's awareness of these qualities. Our interest in what these stories may reveal of the particular moral qualities is not based on the assumption that there is a high correlation between moral knowledge and actual behaviour. Neither do we assert that word behaviour and a true conception of right and wrong necessarily go



hand in hand. It is probable that what a person actually does is a far better indication of what he really knows about right and wrong than what he says. If this statement is true then there is the very significant question of the relation between what a person says and knows on the one hand and what he does or would do on the other. This could well form the subject of a new investigation and study.

In our choice of the power of words as a medium of expression we were influenced by the fact that words have a social significance that cannot be easily ignored. The very heart or crux of the problem of character lies in the adjustment of persons to one another and this adjustment can never be complete until it has become articulate. The irony of the situation is that even the extreme behaviourists write books to express their views. Another significant fact to remember is that the fundamental folkways of all societies are rather completely reflected in sayings and slogans and are thus more easily accessible for study and reflection than the mores themselves. One could find out by word responses if a particular individual is aware of a certain moral quality.

Fifty samples comprising 25 boys and 25 girls from each of the ten age groups, 9 years to eighteen years to cover roughly from Std. One to Matriculation, making a total of five hundred samples, were tested.

The following information was asked for to obtain the background of each testee: Age; Standard; Boy or Girl; Religion; Religious Attendance; Attendance at Sunday school; Home Language; Father's occupation; Mother's occupation; Name of street in which he lives; Number of years he lived in the particular town. In addition the class teacher was asked to supply the following information regarding the testees: I.Q. (if available); General standard of child's work on a five-point scale, viz. — Outstanding, Good, Average, Weak,

Very Weak; The parents' social status in so far as the school is concerned, on a three-point scale, viz. — Above Average, Average, Below Average.

#### CHOICE OF SAMPLES:

In the selection of samples great care was taken to see that it was representative of the Indian community. Pupils were chosen from both Government and Government-Aided institutions and from schools which cater primarily for certain religious and linguistic groups and from those that cater for all Indian children, irrespective of religion or language. The testees were chosen from eight Government and twelve Government - Aided institutions. Another determining factor in the choice of schools was the inclusion of samples from a variety of socio-economic groupings.

#### ANALYSIS OF ESSAYS:

In analysing the essays the following factors were tabulated:—

- i. Type: Whether the essay had a material or moral bearing.
- ii. The Place where the particular act occurred.
- iii. Influence at work: School, Church, Culture, etc.
- iv. Meanings: Four-point scale: (i) No idea, (ii) Hazy idea, (iii) Satisfactory, (iv) Good.
- v. Person responsible for act.
- vi. Beneficiary or victim.
- vii. Racial Group of Responsible person.
- viii. Racial Group of Beneficiary or Victim.
- ix. Witness or Retributory Authority.
- x. Ultimate Result: Whether the person was punished, rewarded, reformed, etc.

From the analysis the following conclusions were reached for each of the eleven moral qualities:—

#### BRAVERY:

The following analysis of the essays on Bravery indicates the main trends of thought in Indian pupils of their conception of this moral quality:

Water rescues ..... 24%

|                                   |     |
|-----------------------------------|-----|
| Rescued from burning house .....  | 22% |
| Attacked burglars .....           | 18% |
| Fought animals .....              | 18% |
| Brave historical characters ..... | 7%  |
| Bravery in War .....              | 7%  |
| Other brave acts .....            | 4%  |

It is apparent from the above analysis that the closeness of the sea and the number of drowning fatalities, as well as the high praise given to sea rescues by the society at large, have had a profound effect on the child's thinking. So much emphasis is laid on this act of bravery, that even a number of girls depicted themselves as heroines in sea rescues, despite the fact that only a very small percentage of these girls know even the elements of swimming.

In rescues from a burning house the emphasis was more on saving an individual trapped within a burning house rather than on the mere extinguishing of the fire. Reference to historical characters was chiefly noticeable among the 9 and 10 year olds, while Bravery in War was reflected in the essays of the three upper age groups.

Boys made themselves responsible for most of the brave acts and in six of the age groups they assumed 100% responsibility and even in the other groups none recorded below 85%. The girls gave greater credit to boys for brave acts in the three lowest age groups, while from 12 to 16 years they shared joint responsibility. In the last two age groups there was clear evidence of girls making the boys responsible for brave acts, with the 18 year old girls recording a male responsibility coefficient of 87½%.

#### COWARDICE:

The content analysis of the moral quality of Cowardice is as follows:

|   |     |
|---|-----|
| Story of the Bear and the two friends ..... | 24% |
| Unfair blow or kick .....                   | 22% |
| Left friend in lurch and ran .....          | 18% |
| Hit someone smaller or weaker .....         | 18% |

|                                   |     |
|-----------------------------------|-----|
| Attack by gang .....              | 15% |
| Miscellaneous cowardly acts ..... | 3%  |

The reason for so many pupils writing on the fable of the Bear and the Friends, which was hardly mentioned in the European samples, may be attributed to the influence of vernacular education, as this story appears in the vernacular readers. In order to see whether this influence was really at work the writer took thirty of these samples and made a personal investigation. Twenty of them admitted reading same in a vernacular book this year; three had read it in the vernacular the previous year; four had it told to them by the teacher in the English school, and the remaining three pupils had heard the story at home from their parents.

Even in an anti-social act such as Cowardice the boys were prepared to shoulder responsibility. They accepted 100% responsibility in eight of the age groups and even in the remaining two groups, the 9 and 13 year olds, they recorded a Male Responsibility coefficient of 90% and 95% respec-

tively. As for the girls, the 9 year olds attributed 60% responsibility for the performance of cowardly acts by girls, but from this stage onwards there was a gradual drop until it reached 10% by the thirteen year olds. The last four age-groups averaged a female responsibility coefficient of 25%. It is a significant fact that none of the boys attributed a single cowardly act to girls in any of the age groups. But with the girls, except for the 10 and 11 year groups where girls and boys were made to share joint responsibility, they made the boys responsible for cowardly acts. The peak was reached at the 17 year level, when the boys were made responsible for 77½% of the acts.

This discriminatory attitude by the girls is also indicated in the succeeding chapters on anti-social qualities. The girls generally refused to accept responsibility for all anti-social acts but assumed

responsibility for the socially acceptable acts.

**HONESTY:**

The following is the content analysis of the essays on the moral quality of Honesty:

|  |     |
|--|-----|
| Returned found article (including money) ..... | 40% |
| Pardoned for speaking truth .....              | 21% |
| Stories with a moral depicting truth .....     | 20% |
| Never stole in spite of temptation .....       | 9%  |
| Honest Shopkeepers .....                       | 5%  |
| General .....                                  | 5%  |

By far the majority of the pupils referred to the returning of found articles as the best example of Honesty. In order to find out what influence was at work in making pupils to realise their obligation to society by returning these expensive articles, the writer took 75 of these samples and made a personal investigation. The following were the answers received:

- 51 cases: Told at school by the teachers.
- 10 cases: Parents will not allow us to keep found articles.
- 8 cases: The police will get us if we keep same.
- 6 cases: It is wrong for us to keep articles that don't belong to us.

From this it may be concluded that the teaching of the Three C's in schools is having the desired effect.

In the boys' essays they accepted responsibility for the majority of honest acts, reaching 100% in three age groups and recording an average of 85% for the remaining groups. Except for two age groups, the 13 and 14 year olds, the girls made themselves responsible for more honest acts than the boys. The peak was reached by the 17 year old girls who had a female responsibility coefficient of 65%. This is in keeping with the pattern being followed by the girls throughout these essays in that they accept responsibility for socially acceptable acts.

**DISHONESTY:**

The following is the content analysis of the essays on Dishonesty:

|                                     |     |
|-------------------------------------|-----|
| Copying in Examinations .....       | 25% |
| Stealing .....                      | 25% |
| Did not return found articles ..... | 21% |
| Not speaking the truth .....        | 18% |
| Dishonest Shopkeepers .....         | 8%  |
| General .....                       | 3%  |

The large number of cases that referred to copying gives one the impression that this undesirable practice is a common feature. It was pleasing to note, however, that in every case of copying reported, the culprit was eventually caught and punished, thus acting as a deterrent to others.

Boys did not attribute a single dishonest act to girls in seven of the age groups and even in the remaining three age groups the responsibility coefficient for girls averaged only 10%. In four of the age groups the boys shouldered 100% responsibility and even the remaining groups recorded over 85%.

In the Girls' essays, except for the 15 year olds, where both boys and girls were credited with equal responsibility, the girls made the boys responsible for a greater number of dishonest acts.

**GENEROSITY:**

The content analysis of this moral quality is as follows:

|   |     |
|---|-----|
| Helped Schools and Charitable Organisations ..... | 41% |
| Poor helping the poor .....                       | 21% |
| Rich helping the poor .....                       | 12% |
| Service to those in need .....                    | 12% |
| Lending things freely .....                       | 10% |
| General .....                                     | 4%  |

By far the majority of the pupils referred to financial assistance given to schools and charitable organisations. This is not surprising as the Indian community is well known for its sacrifice in the cause of Education and Social Upliftment. Even the poorest among the community have sacrificed enormously to provide education for their children. A fine



example of such community enterprise among the poor is the Illovo Indian School, which provides education for 418 pupils, and the whole building was erected by the Indian workers of the Illovo Sugar Estates, 75% of whom earn an average of £4 per month as field workers in the sugar-cane plantations. Welfare organisations that figured prominently in the essays were Fosa, Aryan Benevolent Home and the Arthur Blaxall School for the Blind.

In three age groups—the 12, 15 and 16 year olds—the boys took credit for 100% responsibility, while in none of the remaining groups did the responsibility coefficient fall below 80%.

In this quality of Generosity the girls did not follow the usual pattern of ascribing the good acts to themselves. In fact, in five age groups they gave greater credit to males and in one age group, the ten year olds, they recorded 100% male responsibility. This change in the usual pattern may be due to the fact that there are frequent calls made on their homes for donations to various charities and it is usually the father or the brother, as the breadwinners, that make the contributions. This was, thus, repeatedly reflected in the essays.

#### MEANNESS:

The following is the content analysis of the essays on mean acts by the testees:

|  |     |
|--|-----|
| Rich refusing to give help to poor ..... | 32% |
| Hoarding money (misers) .....            | 24% |
| Never lend things .....                  | 21% |
| Never help charities .....               | 10% |
| Will not share sweets, etc. ....         | 8%  |
| General .....                            | 5%  |

While 12% of the essays on Generosity referred to the contributions of the rich towards educational and social welfare organisations, there were 32% of the essays on Meanness which referred to the rich refusing to help the poor or even give alms to beggars. This antipathy towards the rich as reflected in these essays is also apparent among the pupils of the other racial groups. It was rather revealing to find, according to Mr. A. Noble, whose survey was among the Upper and Middle socio-economic group of the English speaking European children of Durban, that even in his samples this dislike of the rich persisted. This attitude may be due to two factors, either the apparent disregard for the poor by some of the rich, or the natural jealousy in some towards those more affluent than themselves.

In three age groups—the 10, 15 and 16 year olds—the boys accepted 100% responsibility for mean acts themselves, and in the other groups also there was a high responsibility coefficient, with none of them registering below 85%. Up to the age of eleven the girls accepted greater responsibility for mean acts than the boys. From this stage onwards the tendency was for girls to follow the set pattern of not accepting responsibility for anti-social acts. The differences between male and female coefficients was, however, very small up to the 16 year level. But the 17 year old girls made boys responsible for 85% of the mean acts, while they brought the girls' responsibility coefficient down to 20%. The eighteen year olds narrowed the gap slightly and their responsibility coefficients for males and females were 67% and 34% respectively.

*(To be continued in next issue)*

## Clairwood Branch Teachers tour Newspaper Works

Fifty teachers from the Clairwood Branch of the N.I.T.S. toured the "Natal Daily News" works in Durban, in batches of 17 per day, on the 3rd, 4th, and 5th April, 1956. They were conducted round the various departments by a guide provided by the Manager. The tours were highly interesting and educational.

For the first time many of the teachers learnt of the great pro-

cesses by which a daily newspaper was printed and published. Greatest interest was shown at the huge rotary machines that actually printed the paper. The teachers were told that some 64 thousand copies of a single issue can be printed in less than an hour. In the compositing department the teachers were presented with metal blocks with their names cast on them, as souvenirs.

*The picture below shows the first day's batch intently watching a technician developing a negative in the large and well-equipped photographic department.*



—Photo: Courtesy, "Daily News"

## COPY OF LETTER RECEIVED BY THE SOCIETY FROM THE N.E.D.: Re APPROVED DEGREE

On page 16 of the July issue of your publication "The Teachers' Journal", you have published an extract from a letter sent to you from this office, in connection with the requirements for an approved degree. From enquiries received from teachers as a result of this publication, it would appear that the definition is misleading. Included in the list under the heading "Recognised School Subjects" is psychology, which is not recognised as a school subject for the requirement that at least one major course be in a subject which can be taken for the Matriculation Examination of the Joint Matriculation Board or the Natal Senior Certificate.

The subjects listed as approved subjects are generally acceptable in so far as the 50% requirement of the total number of courses taken is concerned, but there are certain combinations of these courses which are not acceptable. It would be difficult to furnish a statement which would cover all the possible combinations and such a statement would be open to mis-interpretation.

In the interests of the teachers, I feel that it would be advisable for them to submit to this office a list of their proposed courses for advice before embarking on their courses.

## COPY OF LETTER SENT TO THE SOCIETY BY MR. S. R. MAHARAJ

Please convey to the Officials and Members my SINCERE THANKS for the cheque of ten pounds (£10) sent to me with the good wishes of the Society.

To know that colleagues in the profession are with me in my misfortune gives me added rays of hope and the courage to bear the strains and stresses of this earthly life.

Words really fail me to express the depth of my gratitude, hence when I say THANK YOU believe me when I say that it comes from the depths of my heart and it carries with it the thanks of my three dear children and my dear wife, who has borne with fortitude and is bearing courageously the burden of an invalid husband.

Once again, THANKS to one and all.

## Contributions to the "S. R. Maharaj Benefit Fund"

### 1. Clairwood Branch:

|                         |   |    |   |
|-------------------------|---|----|---|
| Mobeni .....            | 1 | 2  | 0 |
| S. Coast Madressa ..... | 1 | 2  | 6 |
| Luxmi Narayan .....     | 1 | 0  | 0 |
| Hillside .....          | 1 | 12 | 6 |
| Merebank .....          | 4 | 10 | 0 |
| Jacobs Road .....       |   | 17 | 0 |
| St. Michaels .....      | 1 | 3  | 0 |
| Isipingo .....          | 1 | 16 | 0 |
| Clairwood High .....    | 3 | 16 | 0 |
| Clairwood Senior        |   |    |   |
| Boys' .....             | 2 | 13 | 0 |
| Clairwood Senior        |   |    |   |
| Girls' .....            | 2 | 4  | 0 |

### 2. Dundee Branch:

|                   |   |    |   |
|-------------------|---|----|---|
| Pomeroy .....     |   | 6  | 6 |
| Burnside .....    | 2 | 5  | 0 |
| Omdraai .....     |   | 4  | 0 |
| Dundee High ..... | 3 | 5  | 0 |
| Glencoe .....     | 1 | 16 | 0 |

### 3. Ladysmith Branch:

|                  |   |   |   |
|------------------|---|---|---|
| Colenso .....    |   | 8 | 0 |
| Klip River ..... | 1 | 0 | 0 |

### 4. Durban Central:

|                         |    |    |   |
|-------------------------|----|----|---|
| May St. Madressa .....  | 1  | 7  | 6 |
| Dartnell Crescent ..... | 2  | 0  | 0 |
| Kathiawad .....         | 1  | 7  | 6 |
| Sastri College .....    | 17 | 0  | 0 |
| Surat Hindoo .....      | 7  | 1  | 6 |
| Greyville .....         | 5  | 11 | 3 |
| Depot Road .....        | 4  | 16 | 0 |
| Hindu Tamil .....       | 2  | 9  | 0 |
| Temple Girls' .....     | 2  | 7  | 6 |

### 5. Mayville Branch:

|                       |   |    |    |   |
|-----------------------|---|----|----|---|
| M.E.S. .....          |   | 3  | 5  | 0 |
| Mayville .....        |   | 3  | 19 | 6 |
| Hindu Institute ..... | 2 | 5  | 0  |   |
| A.Y.S. Platoon .....  |   | 12 | 6  |   |
| Manor Gardens .....   | 1 | 3  | 0  |   |





|                             |         |                         |          |
|-----------------------------|---------|-------------------------|----------|
| <b>MAYVILLE</b> — — — —     |         | <b>TONGAAT</b> — — — —  |          |
| Hindu Sangatan .....        | 1 5 0   | Indian High .....       | 5 0 0    |
| <b>PORT SHEPSTONE</b> — — — |         | Saraswati .....         | 2 2 6    |
| Oatlands .....              | 1 5 0   | Fairbreeze .....        | 1 15 6   |
| <b>P.M.BURG</b> — — — —     |         | Isnembe .....           | 2 4 0    |
| St. Anthony's .....         | 1 16 0  | Govt. Junior .....      | 2 8 0    |
| Sutherlands .....           | 1 13 6  | Emona .....             | 17 6     |
| Marian .....                | 10 6    | Vishwaroop .....        | 14 0     |
| Richmond .....              | 1 1 0   | Umhlali .....           | 10 0     |
| Mt. Partridge .....         | 1 1 0   | <b>UMGENI</b> — — — —   |          |
| Vedic Yuvuk .....           | 1 2 6   | Avoca .....             | 2 15 0   |
| <b>PINETOWN</b> — — — —     |         | Umgeni Govt. .....      | 4 5 0    |
| Fannin .....                | 17 6    | M. L. Sultan .....      | 1 8 0    |
| <b>STANGER</b> — — — —      |         | <b>UMKOMAAS</b> — — — — |          |
| New Guelderland .....       | 1 2 0   | M. M. Govender .....    | 6 0      |
| Shakas Kraal .....          | 2 2 6   | <b>UMZINTO</b> — — — —  |          |
| Stanger High .....          | 4 15 6  | Sezela .....            | 1 0 0    |
| <b>SYDENHAM</b> — — — —     |         | <b>GRAND TOTAL</b>      |          |
| S.R.S. Overport .....       | 10 10 0 |                         |          |
| Sanathan Sabha .....        | 1 5 0   | as at 19/5/1956 -       | £330 4 0 |

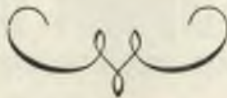
## Contributions to the Natal Indian School Building Trust Fund

The following teachers have signed stop-orders since 1st July, 1956, to pay towards the Natal Indian School Building Trust Fund. The names are listed according to the Branches of the Society.

1. **CLAIRWOOD:**  
Clairwood Senior Boys': A. Kuppasamy.
2. **DURBAN CENTRAL:**  
Depot Road: M. S. Francis, R. Roopnarain and R. Shukla.  
Temple Girls': S. P. C. Paladh, S. Reddy and S. T. Sul-laphen.  
Sastri College: T. Singh, S. S. Singh and L. Gangoo.
3. **LADYSMITH:**  
Nil.
4. **MAYVILLE:**  
Ahmedia: L. Morgan, A. H. Moola, D. Bundhoo and G. Pillay (Miss).  
Hindu Sungtan Girls': P. Naidoo, K. Maduray and M. Naidoo (Mrs.).  
Mayville: G. Delamoney.
5. **M.E.S.:** R. P. Naidoo.  
Riverview: A. R. Naidoo.  
Roosfontein: P. Naicker.  
Stella Hill: N. M. Dildar.
5. **NEWCASTLE:**  
Nil.
6. **PIETERMARITZBURG:**  
Nil.
7. **PINETOWN:**  
Nil.
8. **PORT SHEPSTONE:**  
Port Shepstone Govt.: S. A. Ebrahim.  
Umzimkulwana: S. Chetty.
9. **SYDENHAM:**  
Nil.
10. **STANGER:**  
Ashram: H. Jeenah.

- Ashville:** Y. N. Mahomed.
- Parukabad:** R. Debiky, B. Ellaya, S. Harburun, M. Pechey, J. T. Pillay, M. E. Vahed.
- Shakaskraal:** M. A. Moodley, M. Munian, S. Munisamy.
- Stanger High:** J. P. Cornelius, H. Gunasee.
- Tinley Manor:** R. Ramballey.
11. **TONGAAT:**  
**Saraswati:** R. Ponnann and I. Ramkaran.  
**Tongaath High:** B. L. Naidoo.  
**Vishwaroop:** A. Maistry.
12. **UMGENI:**  
**Umgeni Govt.:** K. P. Singh.
13. **DUNDEE:**  
 Nil.
14. **UMKOMAAS:**  
**M. M. Govender:** N. K. Gobind.  
**Naidoo Memorial:** H. S. Singh, N. Sunichur and M. Tilak.
15. **UMZINTO:**  
**Beneva:** G. C. Moodley.
- Chowthee:** H. Doolarkhan, G. A. Rassool, A. R. Sooful, P. Sarujdeen, M. M. Govender.
- Esperanza:** M. Gengan, J. T. Pillay, S. V. Reddy, G. P. Govender, P. Naidoo.
- Glen Albyn:** K. Moonsamy and R. Yetwaru.
- Kelso Junction:** H. S. Andrew.
- St. Anne's:** B. Bagharithee, K. C. Chetty and D. T. Hammond.
- St. Francis:** M. Sagadevan.
- Umzinto G/A:** G. V. Naidoo.
- Umzinto High:** R. S. Nowbath, G. A. Pillay, L. V. Reddy, A. Sriraman, P. M. Naidoo and K. A. Rama.
16. **VERULAM:**  
**Inanda:** M. V. Chetty, R. Rambaran and S. K. Reddy.  
**Umhloti:** N. N. Juta and S. Harrisunker..  
**Verulam High:** C. S. Pather.

The Natal Indian Teachers' Society expresses its thanks to the above members for their contributions. It may interest teachers to know that, to date, 1,118 members have signed stop-orders since the scheme was inaugurated. What of the 600-odd teachers on the permanent staff in our Indian schools who are still outside the scheme?





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*Publisher:* Historical Papers Research Archive, University of the Witwatersrand, Johannesburg, South Africa

*Location:* Johannesburg

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