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Current educational research: [reports from five South African universities, and one conference].

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Current Educational Research

SYMPOSIUM carries for the first time a survey of educational research being carried out in Southern Africa, together with notice of conferences of interest to teachers. All major institutions were asked to provide information; not all replied. We hope that in subsequent editions those who did not outline their research programmes will do so. Although some institutions are more active than others it would be helpful to many of our readers to have a full picture of current investigations.

We warmly invite individuals and institutions who do not recollect receiving our invitation to use our columns to notify us at once of work in progress. We shall be pleased to publish this information in our next issue.

University of Cape Town
(with which is incorporated the S. A. College)
Faculty of Education

TITLES OF THESES 1961.

B.Ed. II FULL COURSE.

Miss V. B. Curtin-Dealey: A Study of Comenius' "Orbis Pictus Sensualium" as an expression of his Educational Ideas.

Mr. M. L. Fielding: Attainment in English Composition in Std. VI in Selected English Medium Schools.

Miss V. K. Titlestad: Reading Interests in Stds. IX and X in Selected Schools in the Cape Peninsula.

B.Ed. ALTERNATIVE METHOD.

N. C. Appolis, transferred to 2nd Alternative Method: A survey of the traditional examination system in the Coloured Secondary Schools of the Cape Province and the study of the working and effectiveness of cumulative tests.

P. W. Biermann: The S.A. Nautical College, General Botha — its history, nature and contents and comparison with Overseas Colleges.

H. W. D. van der Linde: Higher Education among the Coloured People of the Western Cape, with special reference to the role played by the Protestant Churches.

J. W. van Stavel: The musical activity of the child with special reference to the musical activity at School of the Coloured Child.

Ph.D. CANDIDATES.

F. A. Bester: Die Etiologiese Agtergrond van die Gedragsmoeilike Kleurlingkind en die Implikasies daarvan vir sy Heropvoeding.

R. Bissett: A critical survey of the function of mathematics teaching in the Secondary School in the light of the probable future occupations of the pupils.

M. C. Botha: Finansiering van die onderwys in S.A. sedert Unie en die reperkussies daarvan op ons onderwysstelsel.

E. L. Maurice: A Comparative study of the Education of the Coloured people of the Cape and the Negro community of the United States of America.

W. H. Sceales: An appreciation and critical evaluation of the contribution of the English-speaking people in S.A. to leadership in education in this country.

G. van Wageningen: The Educational philosophy of Harold Rugg, Professor Emeritus of Education, Columbia University, U.S.A.

University of Natal
Department of Education

Under the Department of Education (Professor R. G. MacMillan) of the University of Natal, research (at present in progress and recently completed) includes the following fields:

1. **A study of Teacher-training in the Universities of the Commonwealth.** (Dr. H. B. Beresford).

This study concerns itself with the developing purpose of teacher-training at university level and makes a contribution towards the better standing of the need for more effective balance in the training of secondary school teachers in particular. Suggestions in regard to carefully guiding teaching experience are offered.

2. **Secondary Education for Indians in Natal** (Dr. S. R. Maharaj).

A study of curricula, methods, etc., in the Indian secondary schools in Natal. The lack of differentiation emerges as a serious weakness. The schools provide courses which suit a section of the more academically-minded but not the great majority. Suggestions are offered for the improvement of the situation.

3. **General Education in the United States of America** in special relationship to the needs of South Africa.

A study is being made of the purposes, content, method, etc., of "General Education" which is essen-

tially a study of one or more fields other than the especially selected area, e.g. engineering students spend some time on the humanities and the social sciences, students in the Faculty of Arts choose a science, and so on.

Mr. A. R. Williams has visited the U.S.A. twice in the course of this study.

4. **Compulsory Education as it affects the Coloured people of Natal.**

Natal is the only province in which compulsory education for Coloured children has been introduced. The background problems and the results in practice of this decision are being studied. (Mr. E. Bydell).

5. **Mr. R. G. Pillay** is making a study of the growth and development of Marianhill as an educational institution.

6. **Mrs. E. Bughwan** is studying the development of Education amongst Indian girls.

7. **Dr. P. D. Hey: The Rise of the Natal Indian Elite.**

During the past three years, forty elite Natal Indians families (defined as "a group of people of recognised pre-eminence in any field of social action, and therefore considered worthy of emulation") have been interviewed. The research was directed towards the understanding of the nature and background of Indian families who have achieved in the academic, political, medical and legal fields. The life histories of 2.400 Indians were described by informants and patterns of educational achievement were studied. Numerous histories of educational achievement and endeavour have been collected. Education amongst the Indian is largely family-centred and all religious and language groups are seeking educational qualifications with variations according to the degree of conservatism. In Natal it was found that the Christian and Tamil-speaking Hindus are amongst the more progressive, whilst the Gujurati and Moslem are the more conservative, though there were, of course, many individual variations within this pattern.

University of the Orange Free State

Educational Psychology

Certain Personality Traits and adjustment problems of gifted pupils.—D.Ed. Degree.

A study of Teacher Efficiency. (The efficiency of a group of 300 teachers is assessed by a rating scale. These scores are compared with the scores they obtained in differential abilities tests (and I.Q.) when they were high school pupils).—D.Ed.

Evaluation of instructional methods in a special school for sub-normal boys.—M.Ed.

Comparison of success at the Matriculation Examination and success in final examination at the Teachers' Training College.—M.Ed.

Universiteit van Suid-Afrika

DEPARTEMENT ONDERWYSMETODIEK EN ADMINISTRASIE.

M.Ed.:

L. Chesler: The Problem of Indoctrination in Education.

D. S. de Villiers: Die onderrig van Afrikaans in die laerskool—'n empiriese studie (saam met prof. E. H. Venter).

P. G. du Preez: Die leergang in Voorligting in Transvaalse hoërskole.

J. B. Koen: Die gebruik van strookfilms en skyfies in skole vir blankes in Transval.

S. S. S. Mokgokong: The history and educational and social implications of Afrikaans as the second language in the Bantu primary schools of the Transvaal.

P. D. A. Roux: Die vraagstuk van vry onderwys.

C. J. v.d. Walt: Die ontwikkeling van onderwys vir blankes in die Brakpan-distrik.

J. H. van Eeden: Enkele didaktiese aspekte by die onderrig van tikskrif.

D.Ed.:

J. L. de Beer: The system of appointment of teachers in New Zealand and South Africa — a comparative study.

F. W. Louw: Onderwysfinansies.

N. v.d. Walt: Druiping in die middelbare skool.

FILOSOFIE VAN DIE OPVOEDING.

M.Ed.:

J. P. J. van Rensburg: Nasionalisme en Onderwys.

D.Ed.:

J. le R. Cilliers: Die Opvoedingsteorie en -praktyk in die Kaap Provinsie gedurende die jare 1910-1960 as weerkaatsing van die rigtinge van lewensopvatting.

J. N. J. Kaegelenberg: Die filosofies-opvoedkundige onderbou van die didaktiek van Ernest M. Ligon.

F. H. Vorster: Christelik-Reformatiese Opvoedingsfilosofieë in die V.S.A.

R. J. Smit: Karakteropvoeding.

DEPARTEMENT EMPIRIESE OPVOEDING.

M.Ed.:

A. A. Badenhorst: Die begrip insig en die toepassing daarvan by die onderrig van Wiskunde.

J. A. Beyers: Die status en opvoedkundige pligte van die blanke laerskoolhoof in Transvaal.

A. J. Dekker:

H. du Buisson: 'n Ontleding van die verskillende faktore by die bepaling van onderwysbekwaamheid in Liggaamlike Opvoeding.

A. J. Eksteen: Opleiding en taak van die skoolpsigoloog.

J. J. Engelbrecht: Die onderrig van handskrif met besondere verwysing na die primêre skole van Kaapland.

A. G. Geeringh: Faktore wat die keuse van beroep in industriële gebiede beïnvloed met spesiale verwysing na die Oos-Rand.

S. Hirschorn: The single-textbook approach vs. the multiple-textbook approach in the teaching of English to Std. VI Afrikaans-speaking pupils.

J. G. J. Horn: Skolastiese versadiging by die subnormale.

P. P. Kirstein: Die gesindheid van die aspirant-onderwyser teenoor sy opleiding.

C. Levéy: Psychoanalysis and its pedagogical significance.

C. Rughubar: The socio-economic background, patterns of employment and leisure pursuits of Indian school-leavers in Ladysmith.

J. A. T. Wentzel: Die invloed van die omgewing op die skolastiese prestasies en persoonlikheid van verwaarloosde stadskinders tussen die ouderdom 6—16 jaar.

D.Ed.:

J. P. A. du Preez: Die opvoeding van die adolessent gesien in die lig van die Analitiese Sielkunde.

J. J. Eloff: 'n Ontleding van die emosionele probleme van die onderwyser in die klaskamer.

R. de V. Kilian: Leerprobleme op skool en die effektiwiteit van remediële onderwys.

H. L. Krige: Die invloed van Latyn en Wiskunde op skolastiese prestasies en sekere aspekte van die persoonlikheid.

J. S. Steenekamp: Beroepsgeskiktheid en beroepsukses met besondere verwysing na vak- en voorvakopleiding — 'n psigodiagnostiese ondersoek.

DEPARTEMENT HISTORIESE OPVOEDKUNDE.

M.Ed.:

J. P. J. Botha: Die Geskiedenis van die Heidelbergse Onderwyserskollege.

H. J. Dreyer: Die Ontstaan en Stryd van die Afrikaanse Middelbare Skole aan die Rand met spesiale verwysing na die Hoërskool Helpmekaar.

A. J. Francis: Post-Primary Education for Indians in the Transvaal, 1918—1958.

L. B. Knoesen: Die Geskiedenis van Kleurlingonderwys in Port Elizabeth.

C. N. Reddy: The Development of Secondary Education of Coloureds at the Cape in the 20th Century.

R. C. B. Sibisi: The Development of Secondary Education in Basutoland.

A. S. Harris: The Contribution of Christian Missions to Indian Education in Natal.

J. J. van Dyk: Onderwys in die Rustenburgse Distrik, 1910-1960.

D.Ed.:

E. P. Lekhela: The Origin, Development and Role of the Teacher Training Institutions for the Bantu of the North Western Cape. An historical-critical survey of the Period 1900-1954.

J. H. H. Visagie: Blanke en Nie-Blanke Onderwys in die Kaapse Skiereiland en Omgewing, 1910-1960.

University of the Witwatersrand

Department of Education

The University Department of Education is a post-graduate department restricted to students working for higher degrees in education. With as many as 35 B.Ed., 15 M.Ed. and 5 Ph.D. students at present registered with the Department, all of whom have to complete a dissertation or thesis in part or whole fulfilment of their degree, a considerable volume of individual work is being done.

The pace of the work tends to be slow since nearly all the students are part-time. This is particularly the case at the Ph.D. and M.Ed. levels where, naturally, a more weighty and original piece of work is demanded. However, it must not be thought that all the good work is confined to these levels for a number of outstanding dissertations have been and are being completed by B.Ed. students. The fact that most students are part-time makes for two further difficulties. It is too often not possible for them to undertake a subject which requires experimental work in schools, and it is difficult to get group research work organised. There is no doubt that more attention must be given to the problem of study leave on full pay for teachers who wish to improve their academic qualifications.

Fortunately there is one such group project under way at the moment. As readers know, the researches of Jean Piaget into the intellectual and general cognitive development of children have aroused tremendous interest in educational circles. Overseas, particularly in England, much of his work is being repeated and other research of a similar nature, owing its inspiration to Piaget, is being carried out. South Africa, with its different cultural and racial groups, offers an excellent field for this sort of research. A number of the students of the Department are now engaged in researches of this type. In this work, the Department is fortunate in having the guidance and assistance of personnel of the National Institute of Personnel Research, particularly in the persons of Dr. Biesheuvel and Dr. Hudson. It is hope that more students will be attracted into this field; and that group work in other fields can be started.

Other researches of an experimental nature are being conducted on such topics as the Results of Remedial Education, School Counselling and Personality Development, Social Relations between Afrikaans and English-speaking pupils in Parallel Medium Schools (a sociometric study), Personality Differences between Gifted and Normal children and the English Reading Ability of Indian children of Different Language Groups.

Many of the students' researches take the form of a survey (sometimes an historical account) of some aspect of education. Current topics include a Comparison of Vocational Guidance in Johannesburg and Birmingham, Aspects of Technical Education in South Africa, Adult Education, Aspects of Science Teaching in Transvaal Schools, the Causes of Student Failure at University, Backwardness in Coloured Schools and the Reading Ability of Training College Students.

Not all the current research of the Department has been listed above. Nor has any mention been made of work completed. Readers who might be interested in obtaining further information — who might, for example, wish to acquire some details of the researches quoted — are invited to contact the Department.

Transvaal Teachers' Association 57th Annual Conference at Roodepoort Town Hall

(Public sessions, unless "Conference Business" is specified).

Monday, 25th September, 1961.

9.45 a.m.	Opening of Conference by Mayor of Roodepoort.
11.00 a.m.	Address by Director of Education.
11.45 a.m.	Induction of President, Mr. R. Powell— Presidential Address.
1.00 p.m.	Civic Luncheon to Conference delegates and their wives and to distinguished guests.
2.30 p.m.	Addresses by Dr. H. Holmes: Aims of Teacher Training, and Mr. Mr. W. I. v.d. Westhuyzen: Selection for Teacher Training.
4.30 p.m.	Conference Business.

Tuesday, 26th September, 1961.

9.00 a.m.	Addresses by: Mr. W. Waldman: Content vs. Method in Teacher Training. Mr. R. F. Weaver: Certification — its place in Teacher Training.
11.30 a.m.	Conference Musiness.
2.15 p.m.	An address on Audio-visual aids.
2.45 p.m.	Conference Business.

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