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Research projects of interest to educationists: [Reports from three South African universities]

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1963
Johannesburg College of Education
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Rose, B.W. (1962/1963). Research projects of interest to educationists: [Reports from three South African universities]. Symposium: A Journal for Education in Southern Africa, pp. 75-76.

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RESEARCH PROJECTS OF INTEREST TO EDUCATIONISTS

UNIVERSITY OF THE WITWATERSRAND, Johannesburg. Department of Education

TITLES OF THESES

M.ED. CANDIDATES:

F. E. AUERBACH: An enquiry into history text-books and syllabuses in Transvaal High Schools.

B. A. BRAAF: An investigation into the personal qualities of two samples of successful and unsuccessful Coloured Teachers in the Transvaal.

A. FARRAH: A development study of the perceptual abilities of sub-cultural groups in South Africa.

I. P. FRIELINGHAUS: The educational curriculum in the light of the philosophy of symbolic forms.

J. GEDDES: The inter-relationship of teacher and child in the primary school.

MRS. E. H. LEWIN: Recent developments in ego psychology and their significance for the education of adolescent girls.

MISS J. M. LOBBAN: An investigation into musical education in the Transvaal Schools.

K. A. MURRAY: The training of chemical analysts, with particular reference to South Africa.

H. S. SCHWÄR: Giftedness and its correlation with personality and other variables.

N. O. H. SETIDISHO: Arithmetic in some Nigerian Primary Schools—A study of number readiness and attainment and their environmental determinants.

A. SOLOMON: Technical education in South Africa—Current trends and developments.

PH.D. CANDIDATES:

M. G. CLARKE: A study of visual perception in relation to educational progress amongst African pupils.

H. W. HOSKEN: The educational implications of the development of the concept of geometric space in various cultural groups in South Africa.

I. J. KRIEL: A comparative and critical study of the standard of the usage of English as a first language in Transvaal schools.

D. J. SCHEEPERS: A comparative study of the organisation and effectiveness of vocational guidance services in Birmingham, England, and Johannesburg, South Africa.

UNIVERSITY OF CAPE TOWN
Faculty of Education

1. The functions and prospects of English-medium teacher training in South Africa, Prof. R. E. Lighton, *Symposium, A Journal of Education for Southern Africa,* September, 1960 pp. 45—52.
2. Graduation Address, Prof. R. E. Lighton, *Gazette of the University of the Witwatersrand,* June, 1961, pp. 14—16.
3. The Education of the Child in the Family Circle, Prof. R. E. Lighton, *Report of the Family Congress,* October, 1961, pp. 119—132.
4. Voortrekkerwerk en die Junior Sekondêre Kursus, J. L. le R. Cilliers, *Die Unie,* No. 11, Mei 1961, bl. 575—576.
5. Junior Sertifikaat Algemene Wetenskap, J. L. le R. Cilliers, *Die Wetenskap-Onderwyser,* No. 4, Aug. 1961, bl. 27—28.
6. Studie-tendense in die tale, J. L. le R. Cilliers, *Die Unie,* No. 3, Sept. 1961, bl. 164—167.
7. Studie-tendense in die Wetenskappe, J. L. le R. Cilliers, *Die Unie,* No. 4, Oktober 1961, bl. 225—227.
8. Studie-tendense in vakke met 'n beroepstendens, J. L. le R. Cilliers, *Die Unie,* No. 5, November 1961, bl. 294—297.
9. Studie-tendense in Sosiale, Kuns- en ander vakke, J. L. le R. Cilliers, *Die Unie,* No. 6, Desember 1961, bl. 335—337.
10. *Sir John Herschel and Education at the Cape,* 1834—1840, W. T. Ferguson and R. F. M. Immelman compilers, Oxford U.P., 1961, XII, 94 pp.
11. The use of Leisure, Prof. R. E. Lighton, *Lantern,* Vol IX, No. 4, April—July 1960, pp. 84—86.

B.ED. THESES

1. Die opvoedkundige werk en bydrae van dr. Andrew Murray: Mej. M. M. Borman. Work completed in 1959.
2. The teaching of English literature in South Africa today at the school-leaving and university entrance level: Miss M. I. Honikman. Work completed in 1959.
3. The activity movement and its influence upon education in the Cape Peninsula—English and Social Studies: Miss H. E. Johnston. Work completed in 1959.
4. Die betekenis van die moderne linguistiek vir die skoolgrammatika: Mej. F. B. Mostert. Work completed in 1959.
5. The history and development of the education of the Coloured people in the George-Knysna area up to 1952: J. J. Davids. Work completed in 1960.
6. Contribuion of Irish Dominican sisters to European education in the Cape Peninsula: Miss K. E. Henney. Work completed in 1960.
7. Die beheer van onderwys in Suid-Afrika met besondere verwysing na die verdeelde beheer op middelbare skoolvlak en die bevindings van sekere kommissies van ondersoek in dié verband: J. F. Louw. Work completed in 1960.
8. Die rekonstruksie van die persoonlikheid met besondere verwysing na die funksie en vormende waarde van ideale in die moderne opvoedingsproses: Mej. E. H. Raidt. Work completed in 1960.
9. Modern humanistic training through English literature with some reference to South African conditions: P. J. H. Titlestad. Work completed in 1960.
10. Written English composition in the sixth standard at selected English-medium European schools in the Cape Peninsula: M. L. Fielding. Work completed in 1961.
11. An investigation into the reading interests of pupils in Standards IX and X in selected English-medium White schools in the Cape Peninsula: Miss V. K. Titlestad. Work completed in 1961.

UNIVERSITY OF NATAL
Department of Education

Some of the investigations which have been recently completed or which are still proceeding, are as follows:

1. A study of the aims and purposes of General Education considered particularly at the transition stage between school and university.
2. The historical development of the educational efforts made by the Roman Catholic Church in Natal in respect of Africans.
3. An investigation into the educational and social problem which preceded and succeeded the extension of the Compulsory Education Law in Natal to the Coloured (mulatto) community. The particular interest lies in the fact that this is the only non-white section in South Africa to which such a law applies.
4. The problems associated with the level of entry to vocational schools are being studied. At present pupils are admitted ex the primary school (i.e. at approximately 12—13 years of age). Should this continue or should pupils be admitted after one year in a general secondary school or even, perhaps, after the completion of the junior secondary school stage?
5. Education amongst Asiatics in Natal has made great strides in the last twenty years. Progress in education of Asiatic girls, however, has lagged behind owing to social and economic factors. As these have improved or been removed, so has the number of women receiving education increased.
   A study is being made by an Asiatic woman graduate of these developments.
6. A comparative study of teacher-training as conducted in university departments of education in selected countries of the Commonwealth has been completed.
7. A study of secondary education for Asiatics in Natal has been completed. The number of Asiatic pupils receiving secondary education increased from a mere 50 pupils in 1924 to 3,755 in 1958. Most Asiatic parents prefer an academic course for their children. The investigation, however, shows clearly the great need for differentiation in the form of "streaming" and for the inclusion of subjects such as commercial subjects, domestic science, woodwork, music and art, which have little or no place in the Asiatic schools at present.
8. A study of developments in the construction of physical science syllabuses in Natal over the last four decades. An attempt is being made to relate modern scientific developments and the needs of our society to what is taught in the field of physical science in secondary schools.
9. A study of some first-year university problems with an eye to the re-organization of the upper standards of the secondary school and the first-year of tertiary education.