

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Steve

Age: 14 years

## Academic Performance

Subject average %

Boys in class average %

Rank position amongst  
boys in class

1st term	Final term
39%	45%
48%	51%
10	11

Self Esteem  
(Scores on CSEI)

Score

Mean score of population

Standard score

1st term	Final term
70	62
65	63
+0,5	-0,1

Classroom Behaviour  
(ratings on DESB)

Underachiever

Poor learner

Achievement anxiety

Management problem

1st term	Final term
	X
	X
X	X
X	X

Attendance of Group  
Sessions

Max. possible attendances

Actual attendances

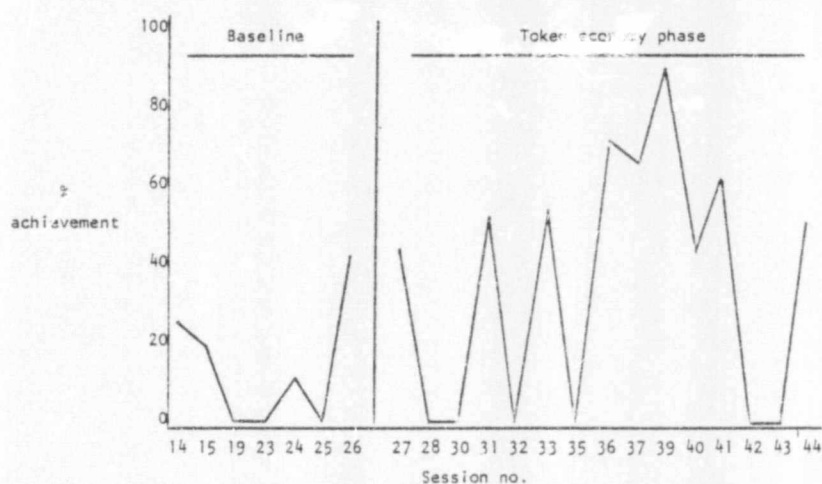
Absences with excuses

Absences without excuses

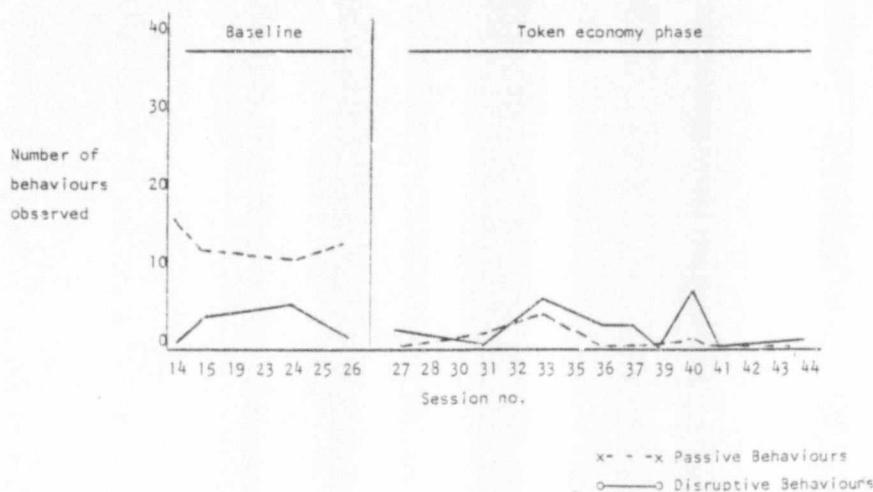
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
43	91%
0	0%
4	9%
43	91%

Achievement relative to maximum shown possible achievement on token economy



Effects of token economy on passive and disruptive study behaviours



### Summary

#### Reasons for selection

Steve was selected for the group owing to poor academic performance, disruptive classroom behaviour, and somewhat isolated classroom position.

#### Relevant observations

During the group Steve was soon identified by other members as a 'naughty boy' in class, and as a result of his own behaviour, and the need of the group members to have an identified 'problem' member to relieve pressures for poor school performance or group performance in activities, acquired the role of scapegoat. Much intervention by the worker in the group was oriented towards changing group attitudes to him, while at the same time trying to improve his study habits and hopefully his academic performance. (see Chapter 9, p.114-121)

#### Results of intervention

The application of the token economy in the group resulted in some change in group attitude toward Steve, members who previously ridiculed his efforts to answer questions, now encouraging his participation. This was probably due to the fact the whole group benefitted by his improved performance, in terms of points earned for the group. In addition, although Steve's behaviour was often disruptive in the group, and teasing by other members continued to some extent throughout the group, he experienced, as a result of personal crises at school, overt support from them at critical periods.

While Steve improved his performance on the token economy through the group's existence, combined with a drop in behaviours inhibiting learning, he showed no improvement in academic performance at school, and his teacher rated his behaviour as having deteriorated during the school year. Steve experienced a poor relationship with his teacher who sometimes assaulted him in class. The writer's intervention was

not successful in improving this relationship of mutual hostility. It is suspected that Steve's behaviour and his teacher's attitudes and expectations of him combined to make him a scapegoat in the classroom as well.

Prior to his group experience Steve scored highly on the self-esteem inventory - a somewhat unrealistic score in terms of his school performances and relationship with peers and teachers. After the group experience his score of self-esteem dropped, indicating perhaps a more realistic self appraisal. It may be hypothesised that increased self-awareness is not necessarily related to improved self-esteem.



## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Harold

Age: 15 years

Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
60%	65%
56%	58%
3	1

Self Esteem  
(Scores on CSEI)

Score  
Mean score of population  
Standard score

1st term	Final term
68	80
65	63
+0,3	+1,4

Classroom Behaviour  
(ratings on DESB)

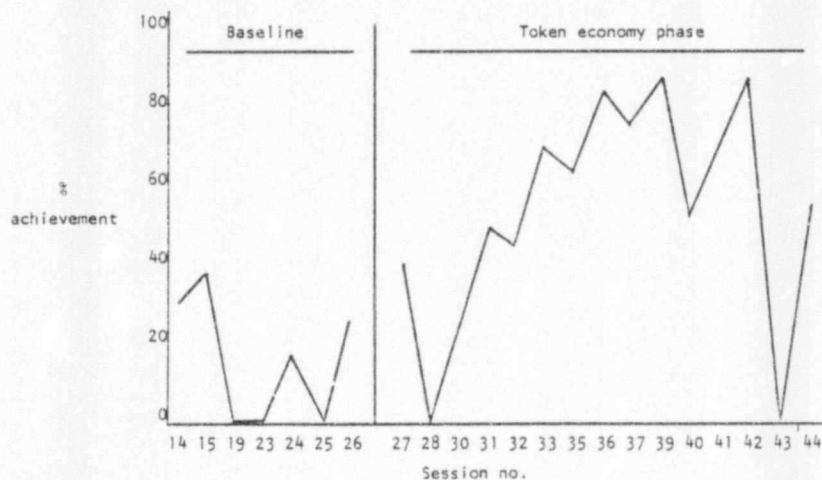
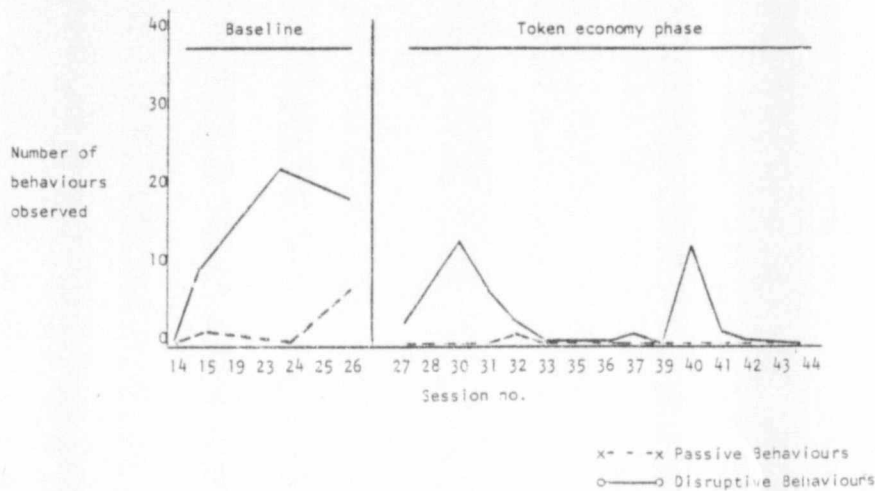
Underachiever  
Poor learner  
Achievement anxiety  
Management problem

1st term	Final term
	X
X	X
	X

Attendance of Group  
Sessions

Max. possible attendances  
Actual attendances  
Absences with excuses  
Absences without excuses  
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
44	94%
1	2%
2	4%
45	96%

Achievement relative to maximum shown possible achievement on token economyEffects of token economy on passive and disruptive study behaviours



## Summary

### Reasons for selection

Harold was selected as a potential model for the group, owing to good academic performance, average self-esteem score, appropriate classroom behaviour, and membership of a classroom subgroup of pupils with similar attributes.

### Relevant observations

Harold attended forty-five out of forty-seven group sessions, excusing himself for one absence, making for a 98% rate of attendance. While not emerging as the most popular member of the group, Harold was consistently identified by others as its leader (see Table 6, p.178). He captained the soccer team, for which he carried out organisational tasks, and often led quiz time periods on the token economy. Harold tended to be dominant, to lose his temper quickly and indulge in physical attacks when annoyed. The worker used a time-out procedure to try to extinguish this behaviour (see Chapter 9, p.124). and this was successful in the group situation. In addition, Harold modeled the worker's attitudes and behaviours toward Steve (the scapegoat), and was often supportive towards him (see Chapter 9, p.116).

### Results of intervention

In the group, Harold showed responsiveness to the token economy, improving his performance on it while exhibiting a decrease in behaviours likely to inhibit learning. In session 40 (see p.151) a lapse in self-control resulting in a rise in disruptive behaviours and low rewards was met with anger and a walk-out from the group. In the following session, however, Harold's behaviour was again controlled and returned to a low level of disruptiveness. Notably this lapse occurred during the termination phase of group life. An earlier display of aggression (see Chapter 9, p.124) was controlled by a time-out procedure.

Harold's academic performance showed some improvement after the group, as did his self-esteem score. His teacher, however, related his behaviour as having deteriorated in the classroom situation, his confident approach being interpreted as 'cheeky'.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Roberto

Age: 14 years

## Academic Performance

Subject average %

Boys in class average %

Rank position amongst  
boys in class

1st term	Final term
53%	61%
48%	51%
5	1

Self Esteem  
(Scores on CSEI)

Score

Mean score of population

Standard score

1st term	Final term
72	54
65	63
+0,7	-0,8

Classroom Behaviour  
(ratings on DESB)

Underachiever

Poor learner

Achievement anxiety

Management problem

1st term	Final term

Attendance of Group  
Sessions

Max. possible attendances

Actual attendances

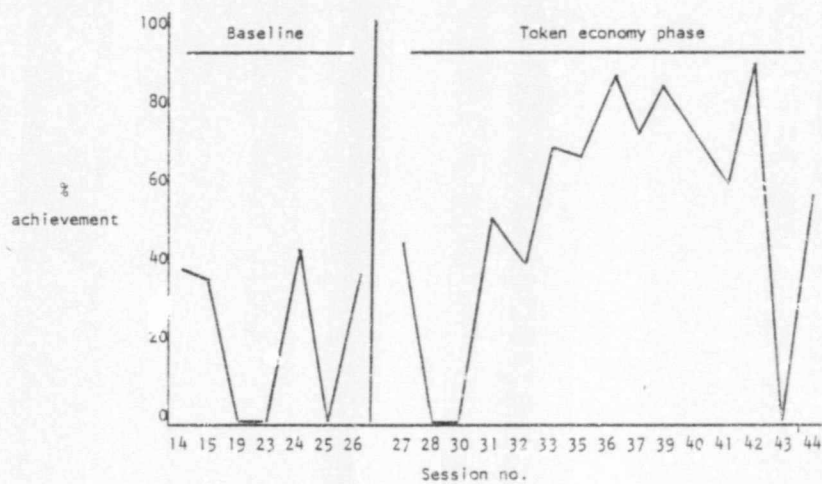
Absences with excuses

Absences without excuses

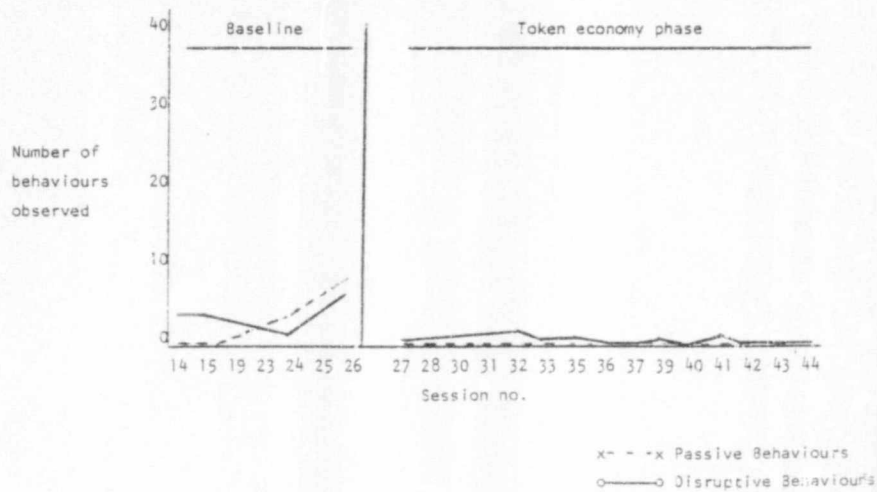
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
46	98%
0	0%
1	2%
46	98%

## Achievement relative to maximum shown possible achievement on token economy



## Effects of token economy on passive and disruptive study behaviours





### Summary

#### Reasons for selection

Roberto, owing to his 'good' classroom behaviour, his high self-esteem, his average academic performance and membership of a classroom subgroup comprising individuals with similar attributes, was selected as a model for the group.

#### Relevant observations

Roberto was a quiet boy, regarded by his peers as being a mathematics boffin. He was delegated duties which involved handling or planning group finances. He was occasionally teased in the group, and although this was observed to increase toward the end of group life, was never in danger of being isolated in or rejected from it.

#### Results of intervention

During application of the token economy, Roberto showed improvement in study behaviours associated with a drop in behaviours likely to inhibit learning (though these were minimal prior to the program). His academic performance improved and there was no deterioration in his classroom behaviour.

Despite this, Roberto experienced a sharp drop in his self-esteem score after the group. At the time of the second (post-group) testing Roberto was experiencing a crisis in his personal life in terms of future domestic and schooling conditions related to his cultural and racial identity, and was subject (for an unknown reason) to an increase in teasing by his peers. It is proposed these factors may have affected his self concept.



## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: John

Age: 15 years

Academic Performance

Subject average %

Boys in class average %

Rank position amongst  
boys in class

1st term	Final term
56%	57%
48%	51%
3	4

Self Esteem  
(Scores on CSEI)

Score

Mean score of population

Standard score

1st term	Final term
64	66
65	63
-0,1	+0,3

Classroom Behaviour  
(ratings on DESB)

Underachiever

Poor learner

Achievement anxiety

Management problem

1st term	Final term

Attendance of Group  
Sessions

Max. possible attendances

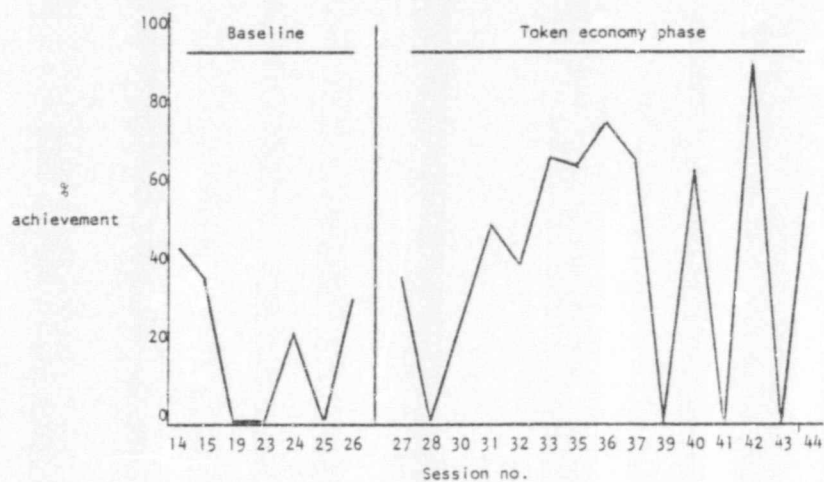
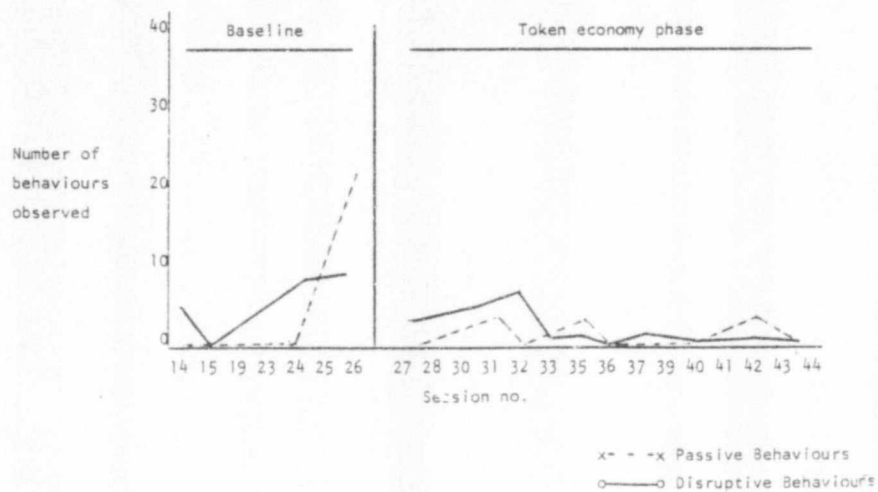
Actual attendances

Absences with excuses

Absences without excuses

Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
43	92%
2	4%
2	4%
45	96%

Achievement relative to maximum shown possible achievement on token economyEffects of token economy on passive and disruptive study behaviours

### Summary

#### Reasons for selection

Owing to his adequate school performance, average self-esteem, appropriate school behaviours and membership of a subgroup comprising individuals with similar attributes, John was selected as a model for the group.

#### Relevant observations

John was a keen member of the group, eager to please the worker and popular with his peers. If ever two captains, or a vice-captain, were needed, John was second choice after Harold. Attending forty-three out of forty-seven group sessions, with two excuses for absences, John had an attendance rate of 96%.

John's behaviour regressed and his attendance of the group became erratic during the termination phase of group life.

#### Results of intervention

John's academic performance showed no change after the group, neither did his classroom behaviour, which remained appropriate. John showed a small improvement in his self-esteem score. During the group he showed an improvement in performance on the token economy.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Edward

Age: 15 years

## Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
53%	54%
56%	59%
8	10

Self Esteem  
(Scores on CSEI)

Score  
Mean score of population  
Standard score

1st term	Final term
68	50
65	63
+0,3	-1

Classroom Behaviour  
(ratings on DESB)

Underachiever  
Poor learner  
Achievement anxiety  
Management problem

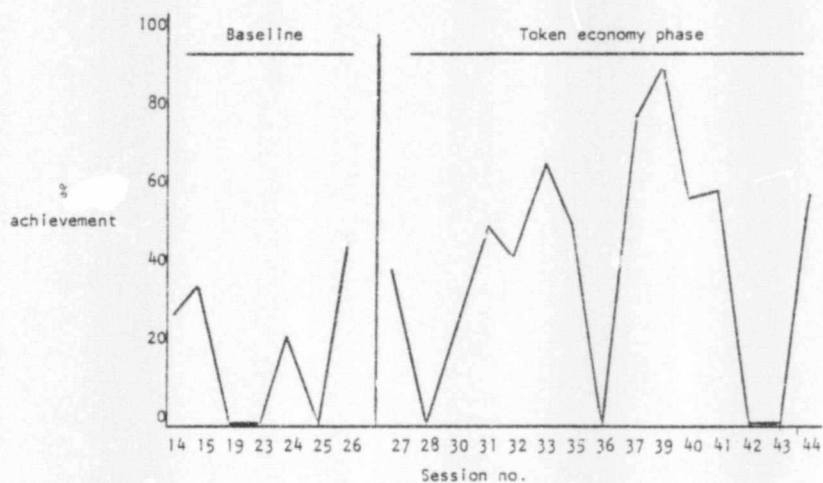
1st term	Final term
	X
X	
X	X

Attendance of Group  
Sessions

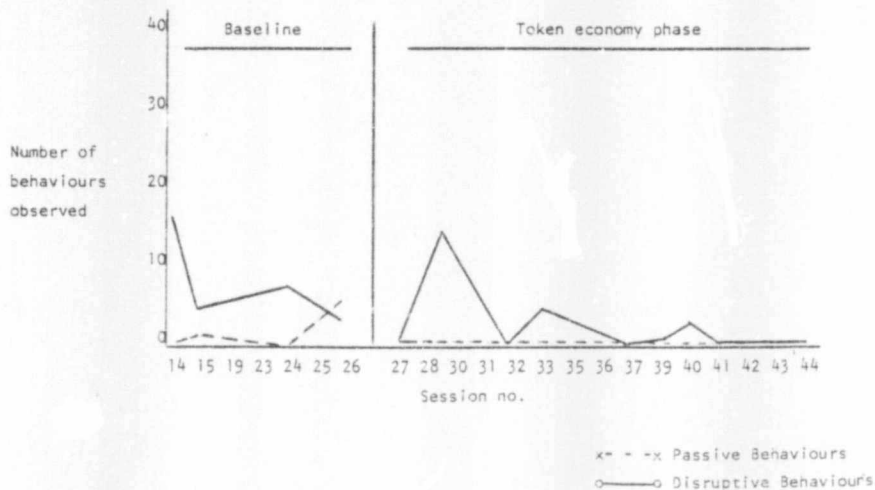
Max. possible attendances  
Actual attendances  
Absences with excuses  
Absences without excuses  
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
41	87%
0	0%
6	13%
41	87%

## Achievement relative to maximum shown possible achievement on token economy



## Effects of token economy on passive and disruptive study behaviours





### Summary

#### Reasons for selection

Edward was selected for the group in terms of his below average academic performance, disruptive classroom behaviour and isolated social position in the classroom.

#### Relevant observations

Edward attended forty-one out of a possible forty-seven group sessions, having an attendance rate of 87%. In the group he assumed the role of joker or clown (Heap, 1977) making others laugh, but often distracting them from task oriented behaviours or discussions. The worker found a simple approach of stopping group process to discuss the effects of Edward's actions on group decision making, and relating his behaviour in the group to classroom situations and teacher responses, to be useful not only in controlling such behaviour but as a means of relating pupil behaviour causally to teacher response.

#### Results of intervention

After group work intervention Edward's classroom behaviour showed no improvement from his teacher's point of view, a slight drop in academic performance, and a drop in self-esteem score (possibly owing to increased self awareness).

During application of the token economy in the group, he showed an improvement in study behaviours.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Ivan

Age: 14 years

## Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
53%	55%
56%	58%
8	9

## Self Esteem

(Scores on CSEI)

Score

Mean score of population

Standard score

1st term	Final term
36	44
65	63
-2,9	-1,5

Classroom Behaviour  
(ratings on DESB)

Underachiever  
Poor learner  
Achievement anxiety  
Management problem

1st term	Final term
	X
	X
X	X
	X

Attendance of Group  
Sessions

Max. possible attendances

Actual attendances

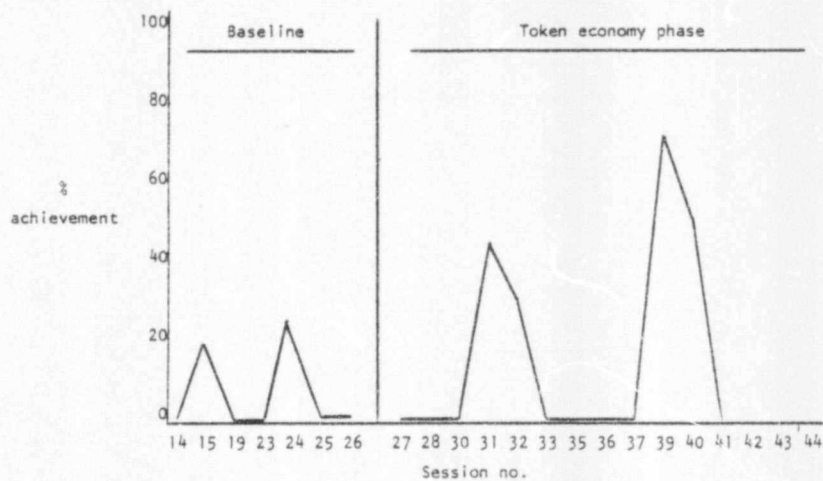
Absences with excuses

Absences without excuses

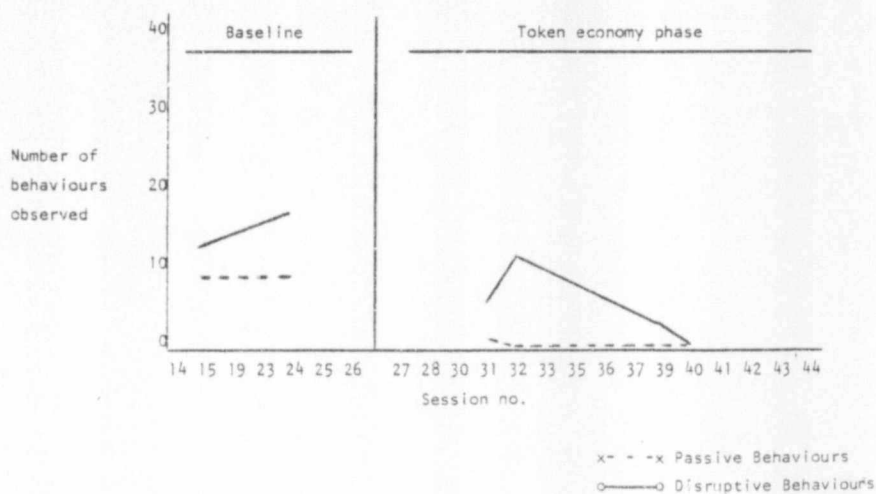
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
27	57%
1	2%
19	41%
28	60%

Achievement relative to maximum shown possible achievement on token economy



Effects of token economy on passive and disruptive study behaviours



### Summary

#### Reasons for selection

Ivan was originally not selected for the group owing to his central position in a classroom subgroup comprising a number of classroom malperformers, and his potential to subvert group purpose. However, a teacher, despite discussion to that effect, brought Ivan to the first group session, leaving little alternative but to accept him as a member. (see Chapter 8, p.92)

#### Relevant observations

Ivan adopted the role of 'playboy' in the group, being involved on terms he dictated. While never dropping out, he attended only twenty-seven out of a possible forty-seven group sessions, with one excuse for an absence, making for a 60% attendance rate. He maintained membership status despite absences, sending his financial contributions to group outings even when he did not personally attend. When he did attend group sessions, his abilities to articulate and willingness to enter discussions and role plays were valuable assets to group growth. (see Chapter 9, p.116) He seemed to want to be involved in the group but at the same time to maintain his independence. He remained an individual though not an isolate in the group situation, and verbalised discontent with what he regarded as immature behaviour by other group members.

#### Results of intervention

During the few sessions Ivan attended, his study performance improved on application of the token economy.

In the classroom, however, his academic performance remained below average and his behaviour was judged by his teacher to have deteriorated. Ivan's self-esteem score improved but was still below average. Ivan's self-esteem prior to the group was very low despite popularity revealed in the classroom sociomatrix, and the maintenance of individual, as opposed to confirming, behaviour patterns in the group situation.



## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Bruce

Age: 14 years

## Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
59%	65%
56%	58%
4	1

Self Esteem  
(Scores on CSEI)

Score  
Mean score of population  
Standard score

1st term	Final term
70	74
65	63
+0,5	+0,9

Classroom Behaviour  
(ratings on UESB)

Underachiever  
Poor learner  
Achievement anxiety  
Management problem

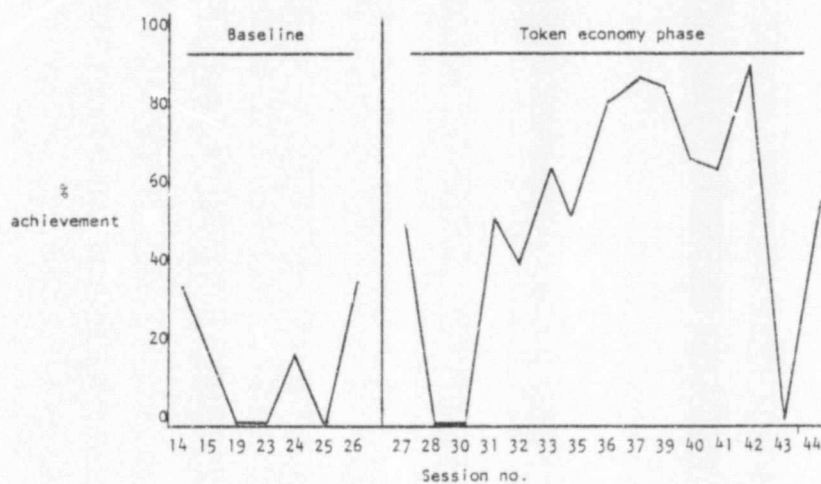
1st term	Final term
	X
	X

Attendance of Group  
Sessions

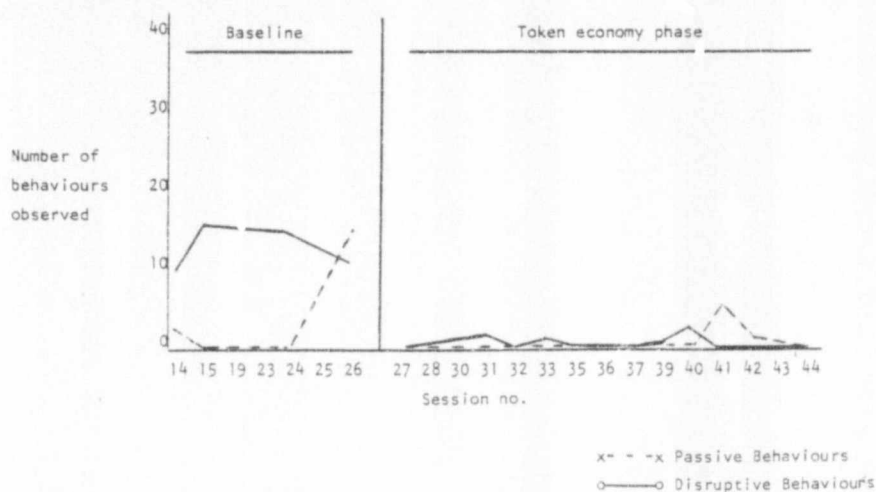
Max. possible attendances  
Actual attendances  
Absences with excuses  
Absences without excuses  
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
42	90%
2	4%
3	6%
44	94%

Achievement relative to maximum shown possible achievement on token economy



Effects of token economy on passive and disruptive study behaviours



x - - x Passive Behaviours  
o — o Disruptive Behaviours

### Summary

#### Reasons for selection

Bruce was selected as a model for the group in view of his high self-esteem, adequate academic performance, appropriate classroom behaviour and membership of a classroom subgroup comprising pupils of similar attributes.

#### Relevant observations

Bruce was revealed to be a very popular group member in sociomatrices but never assumed any task leadership roles in group life. He participated actively in all group activities, including work and play, as well as any teasing of scapegoats or isolates. He attended forty-two out of a possible forty-seven sessions with two excuses for absences, making for a 94% attendance rate.

#### Results of intervention

During the group, Bruce showed improvement in study behaviours associated with drops in passive and disruptive behaviours during study periods. External to the group he showed some improvement in academic performance and self-esteem, although for some reason his teacher rated him as being a poor learner and suffering achievement anxiety.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Hector

Age: 15 years

## Academic Performance

Subject average %

Boys in class average %

Rank position amongst  
boys in class

1st term	Final term
51%	54%
48%	51%
6	5

## Self Esteem

(Scores on CSEI)

Score

Mean score of population

Standard score

1st term	Final term
86	60
65	63
+2,1	-0,3

Classroom Behaviour  
(ratings on CSEB)

Underachiever

Poor learner

Achievement anxiety

Management problem

1st term	Final term
X	X
X	X
	X
X	X

Attendance of Group  
Sessions

Max. possible attendances

Actual attendances

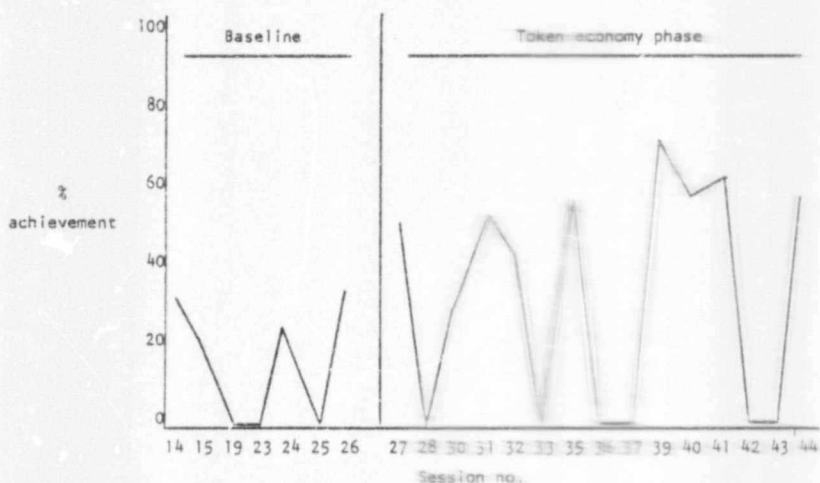
Absences with excuses

Absences without excuses

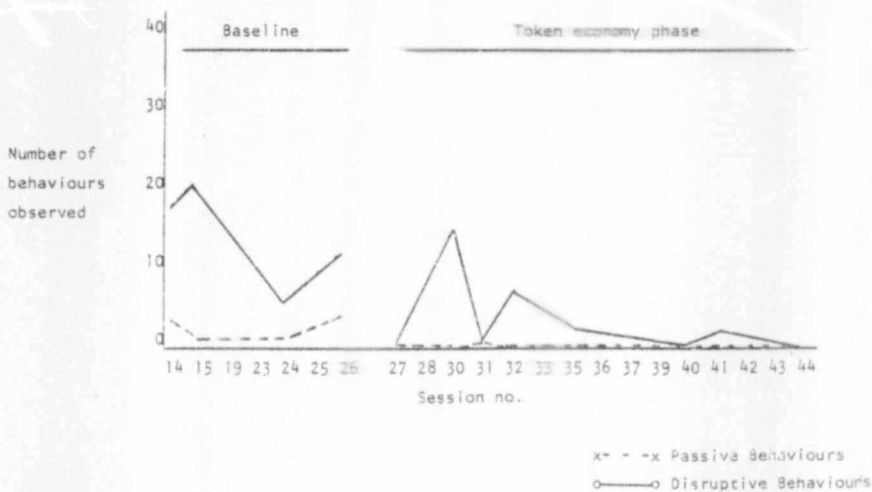
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
47	100%
37	79%
3	6%
7	15%
40	85%

## Achievement relative to maximum shown possible achievement on token economy



## Effects of token economy on passive and disruptive study behaviours





### Summary

#### Reasons for selection

Hector was selected for the group essentially because of his disruptive classroom behaviour, though he was an average achiever and had an extremely high self concept score. A classroom sociomatrix revealed him to be an isolate, and a teacher informed the writer that he thought Hector to have an 'inferiority complex' because of his negroid appearance. In view of these factors, his self-esteem score was regarded as perhaps more significant of a defence than a true self-rating, especially as it was associated with a high 'lie' score on the test.

#### Relevant observations

Hector's behaviour was often manipulative in the group. He tended to lead the group in fights during soccer matches and seemed often to be involved in fights outside the group situation.

Within the group, however, he was sometimes overly deferent to the worker, apologising for group behaviours and trying to calm the group when it was disruptive (see Chapter 11, p.151). However, the writer always had the impression that these behaviours were for his benefit, lacking any real conviction or involvement in group life.

#### Results of intervention

Hector attended 85% of group sessions (thirty-seven out of forty-seven, with three excuses). His self-esteem score decreased markedly, owing possibly to increased self-awareness. While showing some improvement in study behaviours in the group, he showed no change in his poor classroom behaviour and improved little in academic performance.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Tony

Age: 15 years

## Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
47%	54%
48%	51%
8	5

## Self Esteem

(Scores on CSEI)

Score

Mean score of population

Standard score

1st term	Final term
70	64
65	63
+0,5	+0,1

Classroom Behaviour  
(ratings on DESB)

Underachiever  
Poor learner  
Achievement anxiety  
Management problem

1st term	Final term
	X
X	
X	X

Attendance of Group  
Sessions

Max. possible attendances

Actual attendances

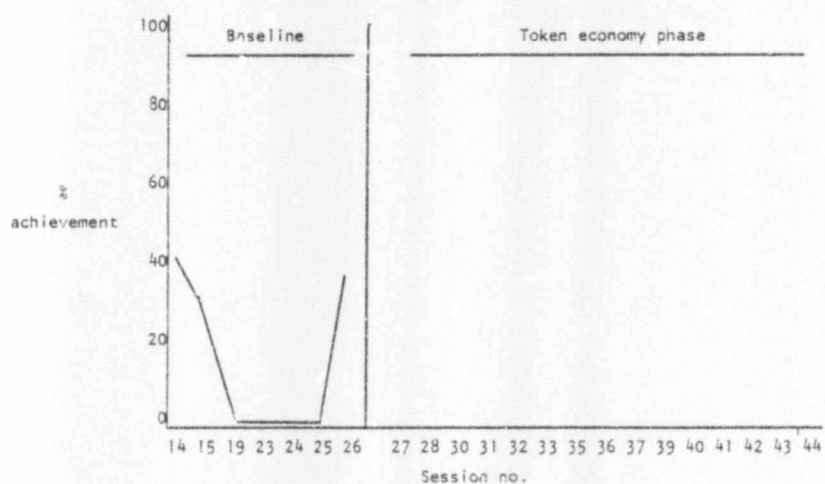
Absences with excuses

Absences without excuses

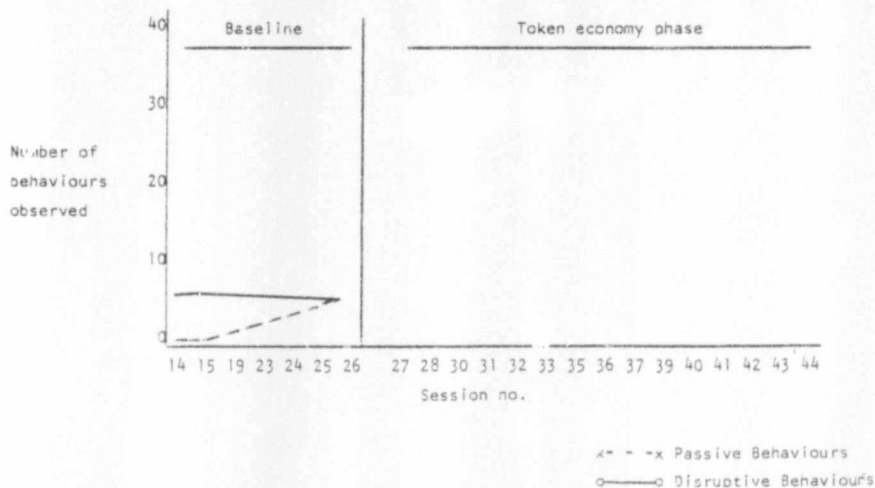
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
34	100%
16	47%
1	3%
17	50%
17	50%

Achievement relative to maximum shown possible achievement on token economy



Effects of token economy on passive and disruptive study behaviours



## Summary

### Reasons for selection

Tony was chosen for the group owing to his inadequate academic performance and disruptive classroom behaviour.

### Relevant observations

Tony threatened to drop out of the group after seven sessions but returned after the worker had made efforts to make the group more attractive. (see Chapter 13, p.174). However, after the work phase began (Chapter 10), he dropped out in session 34.

He attended eighteen sessions, with one excuse for an absence, before leaving the group, making for a 56% attendance rate.

Tony's popularity in the group seemed to decline, an observation confirmed in a comparison of group sociomatrices (see Figure 17, p.177). The writer proposes that Tony found another social group to fulfil his needs, as a result of this.

### Results of intervention

Despite leaving the group without ever becoming involved in the token economy scheme, Tony's academic performance over the year improved. Owing to this failure to involve him in the token economy, Tony's academic results were not considered as part of the experimental group's results. Tony's self-esteem and classroom behaviour did not improve as a result of his group experience.



## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Eugene

Age:

## Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
38%	37%
48%	51%
12	13

Self Esteem  
(Scores on CSEI)

Score  
Mean score of population  
Standard score

1st term	Final term
52	60
65	63
-1,3	-0,3

Classroom Behaviour  
(ratings on DESB)

Underachiever  
Poor learner  
Achievement anxiety  
Management problem

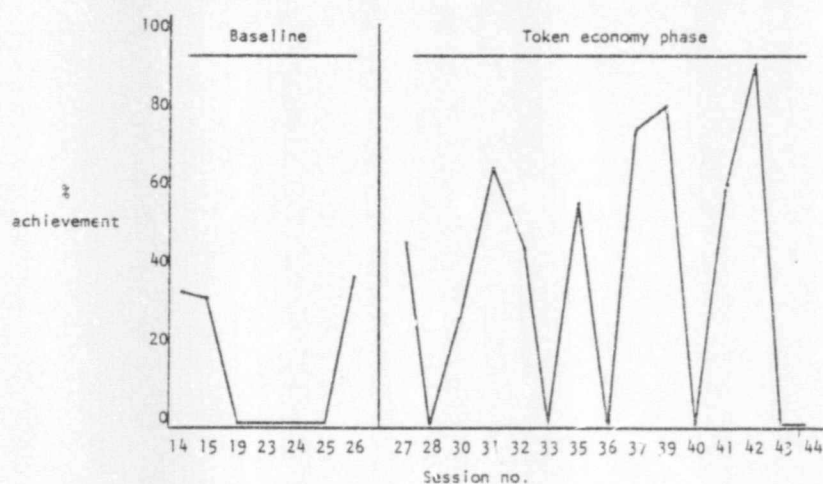
1st term	Final term
X	

Attendance of Group  
Sessions

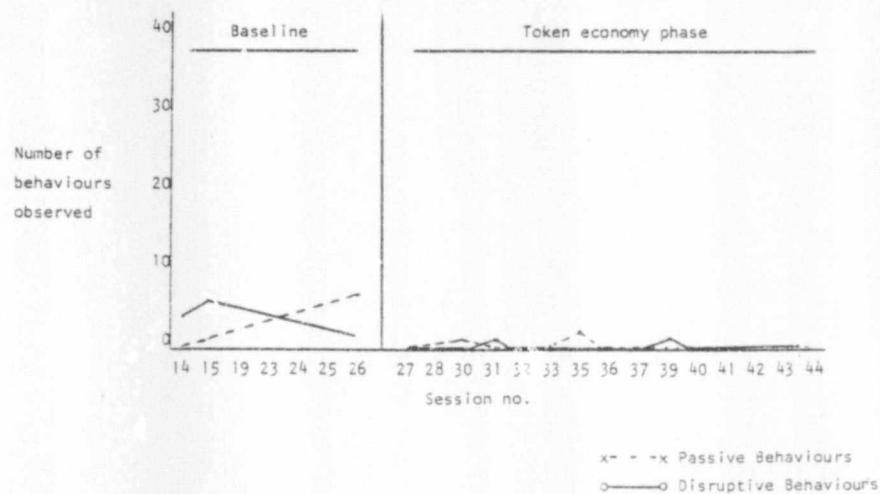
Max. possible attendances  
Actual attendances  
Absences with excuses  
Absences without excuses  
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
36	100%
28	78%
2	5%
6	17%
30	83%

## Achievement relative to maximum shown possible achievement on token economy



## Effects of token economy on passive and disruptive study behaviours



### Summary

#### Reasons for selection

Eugene was not originally selected for the group, but joined it after Pierre and Gordon dropped out. His poor academic performance, identified achievement anxiety, low self-esteem and isolated social position in the classroom were factors leading to his selection by the worker, with member concurrence.

#### Relevant observations

Eugene attended twenty-eight out of a possible thirty-six group sessions, excusing himself twice for absences, resulting in an 83% rate of attendance. He was the butt of some teasing in the group and not being an able soccer player, tended to have low status in the group. At the termination stage he missed several sessions, owing largely to extragroup bullying by Hector. He occupied a neglected isolate position for much of the group's life.

#### Results of intervention

Within the group, Eugene's performance on the token economy, i.e. study behaviours and immediate retention of knowledge, improved. While not indulging in a high rate of behaviours likely to inhibit learning during the baselining phase, these behaviours still dropped during the token economy phase. Although still below the population mean, Eugene's self-esteem score rose somewhat after social group work intervention. There was no improvement in Eugene's academic performance after the group, and although having no psychological test results, the writer suspects low intelligence to account for this to a large extent.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Charles

Age: 13 years

Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
55%	56%
56%	58%
7	7

Self Esteem  
(Scores on CSEI)

Score  
Mean score of population  
Standard score

1st term	Final term
58	72
65	63
-0,7	+0,8

Classroom Behaviour  
(ratings on DESB)

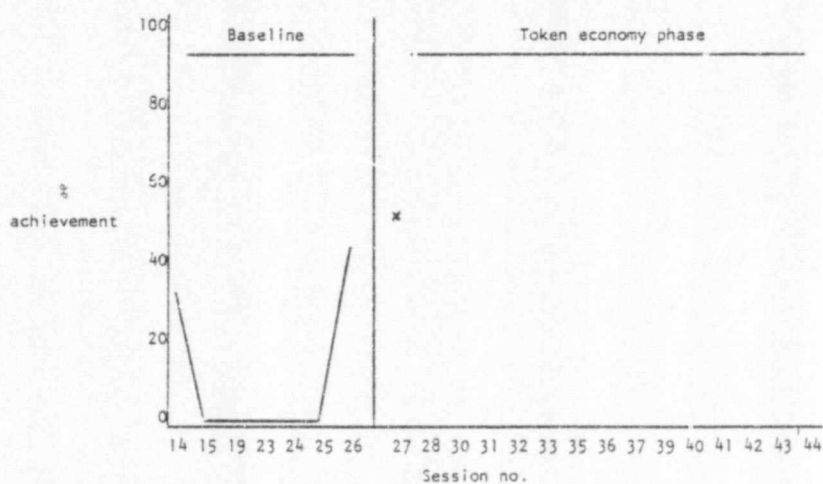
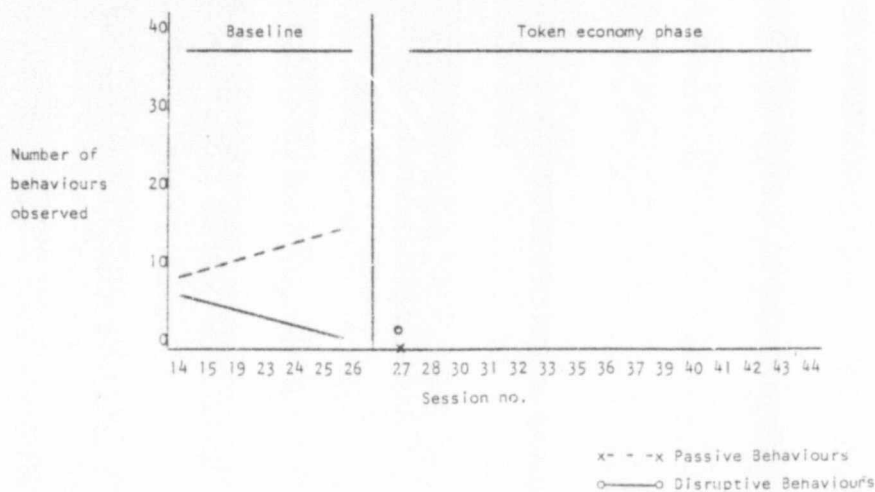
Underachiever  
Poor learner  
Achievement anxiety  
Management problem

1st term	Final term
	X
X	

Attendance of Group  
Sessions

Max. possible attendances  
Actual attendances  
Absences with excuses  
Absences without excuses  
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
16	100%
8	50%
0	0%
8	50%
8	50%

Achievement relative to maximum shown possible achievement on token economyEffects of token economy on passive and disruptive study behaviours



### Summary

#### Reasons for selection

Charles was not originally selected for the group but after Gordon and Pierre dropped out was chosen in terms of his poor self-esteem, isolated social position in the classroom, inappropriate classroom behaviour and slightly below average academic performance.

#### Relevant observations

After initial acceptance by the group, who made efforts to assist him when short of money and to involve him in group activities, Charles was rejected as being uninterested in the group and as abusing their efforts. The group labelled Charles as unwilling to work and dishonest. (see Chapter 13, p.174)

#### Results of intervention

Charles attended six out of a possible sixteen group sessions, making for a 38% attendance rate. His attendances became progressively confined to 'reward' sessions. External to the group Charles showed no improvement or deterioration in school performance, improvement in classroom behaviour and improvement in self-esteem, despite dropping out before the token economy was really applied.

## INDIVIDUAL DIAGNOSTIC/RESULTS ANALYSIS

Name: Geoffrey

Age: 13 years

Academic Performance

Subject average %  
Boys in class average %  
Rank position amongst  
boys in class

1st term	Final term
54%	57%
48%	51%
4	4

Self Esteem  
(Scores on CSEI)

Score  
Mean score of population  
Standard score

1st term	Final term
74	76
65	63
+0,9	+1,1

Classroom Behaviour  
(ratings on DESB)

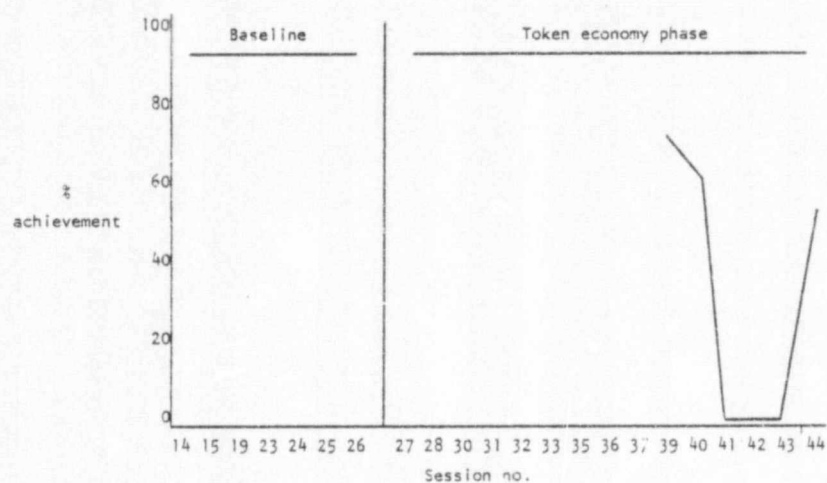
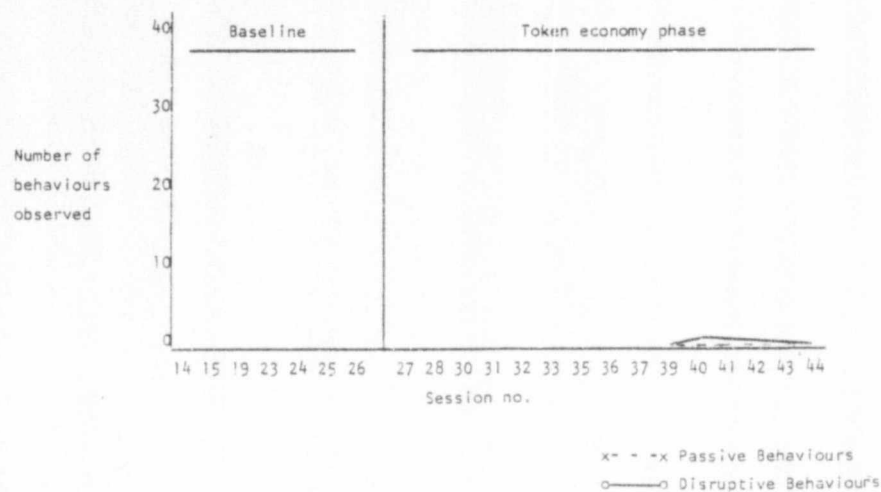
Underachiever  
Poor learner  
Achievement anxiety  
Management problem

1st term	Final term

Attendance of Group  
Sessions

Max. possible attendances  
Actual attendances  
Absences with excuses  
Absences without excuses  
Attendance rate  
(sessions attended and  
absences with excuses  
included)

Number	Percentage
10	100%
6	60%
1	10%
3	30%
7	70%

Achievement relative to maximum shown possible achievement on token economyEffects of token economy on passive and disruptive study behaviours

SummaryReasons for selection

Geoffrey was selected by other group members to join the group at a late stage in group life (session 37).

Relevant observations

Geoffrey had insufficient time to assume any role in the group, and was not a very interested group member, attending six out of a possible ten sessions, with one excuse for an absence. This made for a 70% attendance rate.

Results of intervention

External to the group Geoffrey showed no improvement in academic performance, no deterioration or improvement in classroom behaviour and very slight improvement in self-esteem score. As no baseline had been taken on his study behaviour, behavioural changes in the group were difficult to assess.



**Author** Anstey Mark

**Name of thesis** Structuring Social Group Work To Assist Socioeconomically Deprived Pupils With Study Behaviour. 1979

***PUBLISHER:***

University of the Witwatersrand, Johannesburg

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