

**AN INVESTIGATION INTO
THE READING HABITS
OF SOME INDIAN
HIGH SCHOOL PUPILS
ON THE EAST RAMP**

JESSIE LAGA

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CHAPTER ONE

INTRODUCTION

Previously, Education in South Africa was divided on a Provincial Level, and although different race groups were taught separately, pupils of each race group wrote the same public examination. However, over the years, legislation had been effected and each race group was expected to follow different syllabi and write a separate public examination at Matriculation Level.

The Department of Indian Affairs introduced an Oral English Examination in 1972. The total English mark is 400 representing 100%.

The mark allocation is as follows :

Written Work	Paper 1	Essay	100
	" 2	Language	
		Comprehension	100
	" 3	Literature	<u>120</u>
			<u>320</u>
Oral Work		Reading	10
		Speech	20
		Conversation	<u>50</u>
			<u>80</u>

This mark allocation was revised in 1981:

Reading	20
Speech	20
Conversation	<u>40</u>
	<u>80</u>

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The reason for the introduction of such an examination is to assist pupils to develop and improve their Speech and Conversation in English and encourage pupils to read widely. Pupils in standards 8, 9, 10, are expected to read 8 - 10 books besides the set works and present these books for discussion to the English teacher for Conversation. In standard 10 the pupils are tested by the teacher as well as the Inspector of English.

I have been teaching English for a number of years and it is evident that pupils are not reading the books they are expected to read. Pupils read the study aids or listen to friends discussing the plot of a book. Sometimes, pupils see films based on books and feel prepared for their Oral Examination. These pupils who do not read the recommended literature are unable to discuss their reading with confidence and their knowledge of the books is limited.

Although our children speak more English than in the Vernacular, they do not read sufficiently to help them build a good vocabulary, to develop good speech and gain a broad knowledge of English literature. We know that reading has been one of the most important resources of gaining knowledge.

- Down through the generations great and good men have testified to the influence of a book or books in their lives. The Greeks believed in the effects of literature on the growing boy, and Plato wrote in , THE REPUBLIC ,
' we should do our utmost that the first stories that they hear should be so composed as to bring the fairest lessons of virtue to their ears. '

Much later, Stephen Vincent Benét wrote:

' Books are not men and yet they are alive. ' - (1)

Many writers have written on this topic and of the richness of the literary works, the enjoyment of reading, and the breadth of knowledge it brings. Various types of reading material is available to students, but how much of this material are our children reading? There is need to investigate this problem, and undertake this survey, to look into their reading habits. What do the pupils read in their leisure? Do they themselves feel the need to read, and are they sufficiently motivated? What factors encourage this leisure reading?

THE PROBLEM

The child learns to read at school. The time available to both teacher and pupil is such that the child can learn little more than read. The exercise he needs to absorb the richness of the language of his communication to become articulate in it and to use it effectively in his everyday relations, must ultimately depend on the reading he does on his own. The time spent at school represents only a small part of the total learning time he needs if he is to cope successfully with his environment. There is thus a tremendous responsibility on the child to teach himself.

THE PROBLEM IS: What are the factors that encourage this self-teaching and what are the factors inhibiting it?

RESEARCH DESIGN

I was compelled to draw my sample from the only two High Schools on the East Rand. I interviewed 72 High School pupils in standards 8, 9, 10 in Benoni and Springs during August / September 1982 in order to ascertain their reading habits and to test their level and rate of reading.

72 Children - 36 Boys 36 Girls in each School

Standard Range

Std 10	12 Pupils	6 Boys	6 Girls
Std 9	12 "	6 "	6 "
Std 8	12 "	6 "	6 "

Performance

Boys	2 Above Average	2 Average	2 Below
Girls	2 "	2 "	2 "

The interviews were conducted at home purposely, in order to gain some information of their living standards and in particular to gain evidence of reading material at home. All interviewees were pupils of School A and School B. The students in both schools were selected in terms of their academic performance in equal numbers for both sexes.

$\frac{1}{3}$ had an above average class record
 $\frac{1}{3}$ had an average class record
 $\frac{1}{3}$ had a below average class record

This procedure was adopted in order to gauge whether there was a relation between school performance and reading habit. The pupils were selected in consultation with the respective class teachers in both schools.

I received cordial response from both pupils and those parents who were at home at the time of the interview. I administered the questions to the pupils and in most cases the parents took a keen interest. In all instances the parents were anxious to know whether the interview and the accompanying tests were related to the school performance. In each case I explained the nature of the problem and my academic interest in it. A fellow colleague accompanied me in all the interviews and he administered the Vernon Word Recognition Test and the Test for the Rate of Reading.

In order to obtain an overall picture of their home background I had to question the interviewees on the number of bedrooms in the home, whether they share a bedroom with either a sister or a brother, where they do their homework, where their books are kept, what their hobbies are, do they read about their hobbies?

CHAPTER TWO

REVIEW OF THE SIGNIFICANT RESEARCH

Research into the reading habits of High School pupils is limited and Research in different countries will follow patterns that are particular to a national and social setting. High School pupils' reading habits will vary depending on the literacy of the population, the development and the economic growth of the country. Several factors influence their reading, the home background, reading habits of parents, siblings and peers, motivation by teachers, intrinsic motivation, the availability of reading material in the home, etc. There is a variety of literature available, viz. magazines, periodicals, daily and weekly newspapers, novels and plays (classical and contemporary), which can be read.

For the purpose of this research review, we shall concentrate on studies made in the last five years. Much information was obtained on American Research but I was unable to trace recent British Studies completed on this topic. The South African research field in this area is very limited and recently only one PH. D dissertation was attempted but remained incomplete.

2.1 J. M. GARDNER

A Study of the Reading Habits and Reading Interests of South African High School pupils with particular reference to the Cape.

Two other studies were reflected but these were in Afrikaans. Therefore for the South African Research I had to look at research completed earlier than five years. Although these studies are not directly related to this investigation, some aspects of their research work is applicable. None of these studies will match the situation in Benoni and Springs, but it is essential we study the results of some of this research in order to illuminate and support the results obtained by the present survey.

South African Research

2.2 ANN TORRANCE (1973)

An Investigation of the Leisure Reading Interests of some High School pupils on the East Rand.

The work of Mrs. Torrance was more directed to the area of the Senior Secondary Phase, and her findings are relevant to the present study. She took 150 standard 8 pupils aged fifteen, and 100 standard 10 pupils aged seventeen, and subjected them to two sets of questionnaires. After presenting her results in tabular and graphical form, Mrs. Torrance reached the conclusion that the reading tastes of the standard 8 group in particular, need widening and deepening. Her recommendation to assist in this was the use of carefully chosen text books in English lessons.

I endorse Mrs. Torrance's conclusions but from my findings I conclude that much must be done initially to encourage reading in this age group.

2.3 R. B. CODINGTON (1974)

A Survey of Reading Interests and Tastes of some English speaking Junior Secondary children in the Transvaal.

In order to ascertain the amount of reading done by children in standards 5, 6, and 7, their preference for different types and categories of books and what characteristics the most popular books share, Codington administered two sets of questionnaires to pupils in schools situated in areas peopled by the lower socio-economic group.

Results: He concluded that pupils in the Junior Secondary Phase are very interested in stories of Adventure and Mystery particularly when there is some heroic element. Humour, Religion and Animal stories make up the balance of the categories that really hold the interest of these pupils. His recommendations are that books which are prescribed should meet the needs of the pupils in the Junior Secondary Phase. Tucker's Guidelines should be followed in the selection of books for children which recommends shorter stories, promotion of a moral ordered view of life, descriptions of situations which are identifiable, themes presented must be of life ahead of them.

Although this research was conducted with children in the Junior Secondary Phase, there is a correlation between his findings and the present survey. Stories of Adventure showed up as the most popular in my work.

British Research

2.4 J. J. TAYLOR (1972)

Vast influence of Comics upon the Reading Habits of Secondary School pupils, cannot be ignored in Studies of Reading Interests and Tastes.

Taylor took some 2000 pupils covering the whole ability range in two Grammar and two Secondary Modern Schools in Britain. He aimed to discover among other things,

- how many and what kinds of books,
magazines and comics were read during
the month of the survey. - (2)

Taylor discovered that boys preferred Comics about War, Sport and Adventure with characters behaving in the manner expected. The girls were interested in Fantasy World stories and Romantic books. This marked difference of interest between boys and girls showed up in the present survey as will be seen later in the results. Taylor's findings also indicated that boys gave up comic reading far earlier than girls did, and that there was a definite relationship between comic reading and television watching. He was distressed at the low verbal content of comics and stressed that teachers have a duty at school to provide other reading material.

2.5 CLIFF MOON (1972)

Another Research into the Influence of Comics on children's Reading Habits was conducted on a small scale by Moon in five schools in the Bristol Area of Great Britain. He took 75 boys and 29 girls at the low end of the Junior Secondary Phase and studied:

- the relationship between incomplete attempts at reading fiction and reading age; length of book, academic ability and effort into school work; the influence of sex differences on reading habits; the effects of reading age, effort, academic ability and manual ability on patterns of reading; and finally, the possibility that excessive comic reading habits detracts from book reading. - (3)

Moon's findings indicated that boys were more avid comic readers than girls, and that girls were more likely to read long books which boys would not even attempt - or if they did; would probably not complete.

From the present survey I find there is a similarity between Moon's results and present findings. (Refer to Tables I7.1 and I7.2)

Moon found no evidence for the belief that comic reading detracts from book reading. This result is at variance with that of J. J. Taylor who was extremely concerned that comic reading would take up so much time that book reading would suffer. Moon found that even though pupils read widely in magazines and picture type comics, there was evidence that some good books are still being read with encouraging frequency even if teachers drive them to read.

American Research

2.6 P. S. SIMPSON (1977)

Relationship between Attitudes towards Reading and Attitudes towards Self as related to Reading Achievement.

The investigator found that the reading habits of the children was significantly related to the self perception of the children. Children who were more confident and had a positive self-image, were also good readers.

2.7 G. W. J. ROURKE (1977)

Made a comparison of the Recreational Reading Habits of selected Ninth Grades, and their Parents.

He investigated reading habits of 595 ninth grade pupils and parents. He found a positive relationship between the parents and children's reading habits. Parents who read widely and had a large selection of reading matter motivated their children to read with them. These parents also influenced their children in the number of books purchased.

Rourke's findings are very significant in the present survey. Only those children in the above average group had parents who influenced them to read. Generally parents do not motivate their children to read.

2.8 P. L. GUNTHER (1979)

An Investigation of Factors related in the Development of twelve Sixth Grade Students' Reading Habits.

Investigation was designed to identify factors related to the Development of Reading Habits. Focus was on four major areas.

- (1) Factors in School Environment
- (2) " " Home "
- (3) Personal Characteristics
- (4) Non-reading related Factors

The results of the study revealed significant differences between the positive and negative reading habits of groups in each of the four major areas investigated. Students in the positive, negative groups differed significantly in terms of self-confidence, poor reading habits, parents reading habits, availability of material in the home, reading ability, reading strategies, reading interests, parent involvement.

Conclusion: There are many factors which differentiate students with positive and negative reading habits. Although factors were investigated separately the results of the study indicate that these factors cannot be isolated when promoting development of positive reading habits. We must consider the four factors when wishing to promote the reading habit.

Lynn's findings are very significant to the present study and this is corroborated by the fact that similar factors which determine the development of positive and negative reading habits were shown up in the present investigation.

2.9 C. S. TALAN (1980)

A Correlative Analysis of Reading Achievement, Reading Attitude, Home Literary Environment and Self Concept in the Middle School.

Purposes of the study were to determine whether reading attitude specific aspects of home literary environment, reading achievement and self concept are correlated to any significant degree and to determine whether factors such as sex and grade level significantly affect the correlations.

In her results there were significant correlations between reading attitude and number of non-school required books read the previous year, number of books owned amount read to a child, amount of newspapers read on a daily basis and reading achievement, number of magazines in the home.

Some of these variables were examined in my investigation and they do promote good reading habits as seen from the conclusions.

2.10 G. H. KENYON (1979)

A Study of Relationship of Student/Parent Perceptions of Student Reading Interests and Home Reading Environment.

This study investigated personal reading interests and home reading environment in three groups of students.

(1) Above Average Reading Achievement Group.

(2) " " " "

(3) Below " " " "

Results: Significant differences were found in the Above Average Group with girls reporting the greater interest in reading. Girls in all three performance groups enjoyed a richer home reading environment than boys. However girls in the Above Average Group and Average Group experienced a

richer home reading environment than did students in the Below Average Group. Among students in all three groups the mother was reported as taking the greatest interest in the student's reading. More total family interest was evident in the Above Average Achievement Group.

2.II K. K. KAMSONE (1978)

The Reading Habits and Interests of the Rural Malays. A methodological study of printed media, exposure in rural areas of Selanger (Malaysia).

The purpose of this study was to evaluate the extent to which the rural Malays have been exposed to the various printed media in the State.

Results of the survey showed that 75.1% of the respondents read newspapers, 14.4% read magazines and 7.2% read books.

CHAPTER THREE

HOUSING OF THE COMMUNITY IN BENONI

The area set aside for the Indian community is approximately four kilometres from the town of Benoni. Previously, no provision was made for growth and there was no drainage laid out. Council homes were not provided and families who had business premises lived behind their shops, working class families lived in dwellings of poor standards, provided by landlords who were unscrupulous.

Approximately ten years ago the Town Council of Benoni, felt guilty of their neglect and replanned the Indian Area now named Actonville. Council homes were provided and plots size 50' by 50' were sold, after delapidated dwellings were demolished and a small tract of land was incorporated into the township. Families had to prove that they were residents of Benoni in order to qualify for ownership of a Council home, or buy a plot 50' by 50'. Many displaced families in and around Johannesburg sought the opportunity to acquire a home in Benoni. The question of housing has been a very serious problem with all the darker race groups, people want some accomodation at any cost.

With the population increasing as a result of natural growth and the influx of families from Natal, seeking job opportunities, the Council erected cheaply constructed large blocks of flats. These flats each contain two bedrooms and a lounge, and the other necessary facilities. The rooms are approximately 12' by 12'.

Presently, the population is approximately 15 000 people living in an area about three square kilometres, so it is not surprising to find families living in outbuildings and garages. The Council homes contain three bedrooms and the sub economic homes have two rooms. Since the plots are small, families owning their own properties have double storey houses.

Sport Facilities

In the past, soccer and cricket was played on any gravel patch, or grassy field the club members could obtain from the Council. About five years ago a soccer stadium had been constructed and four tennis courts provided. There are no other facilities for sport. A few women and girls use the tennis courts. There is no organized sport (League basis) for women and this side of their activities is not promoted or encouraged.

Library Facilities

The public library is situated in the residential area and the floor space is 30 x 20 metres. A full time librarian is in attendance. The assistant librarian was cooperative and gave me the information I required.

Adult Membership	615
Children	4056

<u>No. of Books</u>		<u>Adults</u>	<u>Children</u>	<u>Adults</u>	<u>Children</u>
Fiction	Eng	2000	1800	Afr. 1100	800
Non-fiction	"	3200	800		

Reference 500 books

World Book Encyclopaedia Britannica

JP/Pre-School Grades books 1500

There is a reasonably wide selection of magazines and daily newspapers.

Times: The library is open from:

Monday: 10:30 to 19:00

Tuesday: 11:30 to 18:00

Wednesday: 10:30 to 19:00

Thursday: 11:30 to 18:00

Friday: 10:30 to 19:00

Saturday: 09:30 to 12:00

The librarian mentioned that more primary school pupils were members but that the high school pupils did come to seek reference material. At least 80% of the school going population are members but only a paltry 5% of the adult population utilised this facility. This could be due to their indifference to books, no cultivation of a reading taste, closing time of the library could be inconvenient, or insufficient stock of good literature could be a further deterring factor.

Schools available in Proximity

To date there are three Primary schools ranging from Grade I to Standard 5. One High School sufficiently provides the needs of a high school education for pupils, viz. the William Hills High School. Because of the rapid rise in population resulting from an influx of families from Natal seeking job opportunities in the Transvaal another school was established ranging from Grade I to Standard 8.

Presently in the three primary schools the roll is approximately 700 in each school. The high school has a roll of 1000. The fifth school ranging from Grade I to Standard 8 has a roll of about 800 pupils.

All these schools are situated in different sections of the area, while as the high school which was given new premises is situated towards the south end of the Township. Two of the primary schools have new brick buildings where as pupils of one primary school use very old pre-fabricated premises.

Schooling for all Indian pupils is free and pupils are asked to pay a school fund of one rand or two rand per year. School text books and stationery is provided to all pupils. Schooling was made compulsory for all children up to the age of fifteen in the year 1974. However, there is not a very strict control where Inspectors are sent to householders to see that all children below this age are attending school; there could be a very small number of pupils below this age who are out of school.

Facilities for sports are provided and soccer is the only game for boys played on a competitive basis in the primary school, and for the girls it is netball. School Number 4 and the Primary School with a pre-fab building share a common sports ground which is gravel and sandy. Two tennis courts have been constructed adjacent to school number 4. The high school, in new premises, has a soccer field and a cricket pitch.

The School Library

I interviewed the qualified teacher librarian who is in charge of the library at the high school. She complained that the library is very small for a school with a roll of 1000 pupils. The annual allocation based on student enrolment, supplied by the Department was insufficient to stock the library with an adequate supply of books and there is a lack of reference material. The pupils in standards 9 and 10 often came into the library, either seeking reference material or looking for some good novels. Pupils in the lower standards did not come to the library often and she said she has tried to inspire them to read, by using attractive covers, and displaying the new books, and keeping the library open all day till 2:30 pm. She realizes that much has to be done to promote their reading. This young lady resigned in June and the library has been closed since August, as the Department could not replace her, and no one on the staff was able to cope with running the library as well as doing the normal day's teaching.

Nature of the Community in Bakerton, Springs

The population comprises mainly of Muslims, Hindus with a small proportion of Christian families. Members of these groups have built their own mosques, temples and halls where they hold their prayers and community functions. Five vernacular languages are spoken by this small community, families of the same language group tend to live among themselves. One has a situation where one community inhabiting the same small area is divided because of religion and language groupings.

Technical schools are provided by the various groups, pupils attend these schools soon after they complete with the English school; it is not surprising to find high school pupils in these afternoon classes. The demands of these vernacular and religious institutions means limited time for pupils and this affects their reading habits and performance at school.

Sporting Facilities

The soccer field was used for the extension of the area so the local soccer clubs have no sporting venue of their own, they are compelled to use facilities provided for the Indian school, the only other alternative is the Grootvlei Mine Stadium which the African Mine Workers use. There is only one solitary tennis court built and maintained by the Indian Community. There are no parks, swimming pools, children's playground, sports complex or civic centre.

Transport

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Transport

There is no efficient transport system. The only means of

access to the city centre, is a single bus which they share with the abandoned Coloured Community residing in shacks and the slums of Payneville.

The Library

There is one Municipal Library in town, and this is purely for the use of the White Community. Several times our school pupils had made attempts to get to the library to use this facility in order to complete assignments, obtain reading material, either fiction or non-fiction and to acquire reference books in English and other subjects. On every occasion, pupils were told that they could not enter the library. Teachers contacted the librarian who explained that the library was a Municipal one and the by-law did not permit the other race groups to use this facility. Thus pupils had to travel to Johannesburg in order to complete certain sections of their work. All this must have an effect on their reading habits, even if pupils are not motivated by parents, a well stocked library for the use of all people can be a source of encouragement to promote reading habits.

Schools Available

There is only one school in Springs ranging from Grade I to Standard 10 situated in the midst of the residential area. The school is a prefabricated structure with gardens and lawns separating the various sections of the school and the special subject rooms. The pupils range in age from 6 to 18 and boys and girls attend this one school. The number of subject choices is limited because of the small roll and pupils have to study those subjects offered. Most children of

school going age are at school, but there are a very small number of children who leave school because they cannot cope and fail.

The total roll of the school is approximately 420, of these at least 100 pupils are travelling from the outlying districts. Two small buses transport pupils from as far as 60 kilometres away. Parents of these children have businesses in these small towns and Springs is the nearest school to which they can send their children. Since the Nigel School and Balfour School are primary schools, pupils from these areas have to attend the Springs School. A bus is provided for these pupils and approximately 55 pupils travel in this bus.

Since the school does not have a large population, class numbers rarely exceed 30 - 35 pupils. In standards 8, 9, 10 the numbers are even smaller, the number in the matric class rarely exceeds 25.

The School Library

There is a fair selection of books which have been purchased over the years from the annual library allocation. A sum of money is made available by the Department of Indian Affairs for the purchase of books and allocation is based on the roll of the school. A teacher librarian is responsible for the care of the library and to attend to the needs of all pupils in the school. However the teacher librarian is a part-time librarian and has other responsibilities, ie. teaching different standards. This does not give him sufficient time to pay full attention to the library.

The teacher librarian is a very important person in a school, and he can do much to motivate the reading habits of our children. It is unfortunate that a situation prevails where any English teacher who is willing to undertake the responsibility of the library becomes the teacher librarian, irrespective of his qualification.

Housing of the Community in Springs

The population of about 2000 live approximately 3 kilometres from the town of Springs, in an area a kilometre square. Families had been allocated very small plots of land. Dwellings range from small brick cottages to small wood and iron homes, others lived behind their shops and are still living in crowded conditions. No provision was made for natural growth, and eventually a situation arose where families occupied unused shops, outbuildings and garages. Some of our pupils live under such unhealthy and difficult conditions. Recently, the Springs Council, used the sports ground to extend the area, to ease the overcrowding of families. Here a number of Council homes were built and private plots sold.

This extension of the Group Area for Indians in Springs has eased and improved the living conditions of the community to a certain extent, but the basic problem of health, housing and educational facilities has not been solved.

Investigations by Sociologists and Educationists in particular, have shown that children living in adverse and deprived conditions do not perform as well as those living in better conditions with complete equality of opportunity.

CHAPTER 4.

QUESTION 5

Are you a member of the local library?

TABLE: 5.1. SCHOOL A

	SEX	STD 8		STD 9		STD 10	
		YES	NO	YES	NO	YES	NO
A	Girls	-	2	2	-	-	2
	Boys	1	1	1	1	-	2
B	Girls	1	1	2	-	-	2
	Boys	1	1	2	-	-	2
C	Girls	-	2	1	1	1	1
	Boys	1	1	1	1	-	2
TOTAL	PUPILS	4	8	9	3	2	10
SEX	G/B	1G 3B	5G 3B	5G 4B	1G 2B	1G 1B	5G 5B

MEMBERS		NON-MEMBERS	
15		21	
Girls	Boys	Girls	Boys
7	8	11	10
Percentage		Percentage	
42%		58%	

From the table, it would appear that our high School pupils do not use the local Library. Although the sample was not a large one, all standards and all ability groups were represented and the table gives some indication of membership of the Library. The matriculation students explained that the pressure of work and the preparation for the final examination left them little time to go to the Library. Std 9 pupils showed that they attended the local library for their needs.

In Std 8 there appears to be a lack of concern, and going to the Library for their leisure reading material does not seem to give them any delight.

SCHOOL B

It has been mentioned previously that there is no library in the Indian area of Bakerton. Therefore the school pupils rely on borrowing books from their peers, or selecting books which are in the school library or the school text book room. Pupils in all standards use the text book room, since the library at school is not well stocked with suitable leisure reading books for these older pupils.

QUESTION 6

How many books did you read in 1980/81?

TABLE 6.1 (SCHOOL A)

STD EIGHT (8)			STD NINE (9)			STD TEN (10)		
GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
A	20	10	15	6	38	10	12	57
	8	10	10	7		20	15	
B	5	12	20	10	44	12	18	48
	12	20	6	8		10	8	
C	6	16	20	26	39	40	20	72
	6	20	10	3		6	6	
TOTAL	57	88	81	40	121	98	79	177

Total number of books read by co-respondents in Stds 8,9, & 10.

	GIRLS	BOYS	TOTAL
Averages	236	207	443
Percentage	13	11	12
	53	47	100

QUESTION 6

How many books did you read in 1980/81?

TABLE 6.2 (SCHOOL B)

STD EIGHT (8)			STD NINE (9)			STD TEN (10)		
GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
A	20	35	20	10	58	30	15	63
	9	16	20	8		15	3	
B	2	3	8	4	49	30	16	74
	10	5	25	12		18	10	
C	10	8	11	16	45	15	4	51
	15	5	13	10		25	7	
TOTAL	66	72	138	102	152	133	45	188

Total number of books read by cc-respondents in stds 8, 9 & 10.

	GIRLS	BOYS	TOTAL
Averages	301	177	478
Percentages	17	10	13
	63	37	100

In response to question six it was very evident that girls read more books than boys. Indian girls are very domesticated and discouraged from participating in too many outdoor activities while boys go out more and play sports. The increase in the number of books read by girls in Springs could be attributed to the fact that since the number of pupils in each class is small they have a close contact with one another and with their teachers.

QUESTION 7

List the titles of the books you have read this year?

In reply to the above question, here are some of the books which appeared more frequently on their list.

SCHOOL A

STANDARD EIGHT

White Fang

Jack London

STANDARD NINE

Black Like Me

H. Griffith

East of Eden

J. Steinbeck

Jane Eyre

C. Bronte

Pride and Prejudice

J. Austen

The Promise

J. STEEL

Cry the Beloved Country

A. Paton

The Virgin and the Gypsy

D. H. Lawrence

Petals in the Wind

STANDARD TEN

To Sir With Love

R. Braithwaite

Black Like Me

H. Griffith

Jane Eyre

C. Bronte

Lady Chatterly's Lover

D. H. Lawrence

Tess of D'Urbervilles

T. Hardy

The Virgin and the Gypsy

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Petals in the Wind

Withering Flowers in the-
Attic

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D. H. Lawrence

Tess of D'Urbervilles

T. Hardy

The Virgin and the Gypsy

D. H. Lawrence

Petals in the Wind

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SCHOOL B
STANDARD EIGHT

The Pearl	J. Steinbeck
Lord of the Flies	W. Golding
The Diary of Anne Frank	A. Frank
The Old Man and the Sea	E. Hemmingway

STANDARD NINE

The Pearl	J. Steinbeck
The Mayor of Casterbridge	T. Hardy
Wuthering Heights	E. Bronte
Tess of D'Urbervilles	T. Hardy
Jane Eyre	C. Bronte
The Old Man and the Sea	E. Hemmingway
Lord of the Flies	W. Golding
Cry the Beloved Country	A. Paton
Far from the Madding Crowd	T. Hardy
My Darling, My Hamburger	P. Zindel

STANDARD TEN

The Pearl	J. Steinbeck
Lord of the Flies	W. Golding
The Old Man and the Sea	E. Hemmingway
Silas Marner	G. Elliot
Animal Farm	G. Orwell
Jane Eyre	C. Bronte
Pride and Prejudice	J. Austen
Tess of D'Urbervilles	T. Hardy
Wuthering Heights	E. Bronte
Women in White	

From titles listed by pupils in Std 8, looking at the answers to question 7 there are boys who have not read a single book, so they could not supply a single title. Those who read were able to give titles of one or two books. Therefore only one title appears on our list as being the most popular book read by some pupils in Std 8.

Std 9 pupils, have a need to do some leisure reading and it is encouraging to note books such as "Jane Eyre, The Virgin and the Gypsy" selected for leisure reading.

Std 10 pupils, know they have to prepare for their oral examination and therefore show evidence of having read at least six books each. Once again books by D. H. Lawrence, C. Bronte and Thomas Hardy appeared most often in their reading.

In School B, there is a difference in the reading of Std 8 pupils who readily named titles of books they had read. Several books listed by both pupils in Std 9 and 10 are common. When questioned about this, pupils explained that they had requested for books from the English Text Book shelves, since there were very few books in the School Library suitable for their reading. They preferred to read books prescribed for past matriculation and Std 9 classes as these were easily accessible.

QUESTION 8

Do you discuss books you have read with friends?

TABLE 8.1 (SCHOOL A)

	GIRLS			BOYS			GRAND TOTAL	
	TOTAL		%	TOTAL		%		
Yes	14	a	64	8	a	36	22	
		b	78		b	44		a 61
No	4	a	29	10	a	71	14	
		b	22		b	56		a 39
	18			18			36	

QUESTION 8.2 (SCHOOL B)

	GIRLS			BOYS			GRAND TOTAL	
	TOTAL		%	TOTAL		%		
Yes	18	a	64	10	a	36	28	
		b	100		b	56		78
No	-	a	0	8	a	100	8	
		b	0		b	44		22
	18			18			36	

Percentages "A" represented the difference between boys and girls.

Percentages "B" represents the difference amongst girls only and boys only.

School A

A greater number of sample selected in school A do discuss books with their peers as reflected in the table. Of this number, the girls show eagerness to discuss their leisure reading more than the boys. Of all the girls only 22% do not discuss their reading while the percentage for boys is 56.

School B

In School B number of girls entering discussion of their reading exceeds that of the boys, since all girls gave a positive answer. 44% of the boys do not discuss their reading. This could be attributed to the fact that boys read less books than the girls.

Parents of pupils in all groups are not avid readers. Only a $\frac{1}{4}$ of the parents in all groups purchase books. Motivation from parents cannot be rated as high. The American Investigation by G. H. Kenyon 1979 and G.S. Talan 1980 show that home literary environment positively affects pupils reading habits. Home literary environment for our pupils cannot be regarded as high. If parents do not read, their children may not develop good reading habits at an early age, and this in some way will affect their leisure reading and performance at High School. In School B, pupils in the above average group, indicated that their parents purchase books for themselves.

QUESTION 9

Which of the following do you do with books that you have completed reading:

TABLE 9.1 (SCHOOL A)

STD	DO NOTHING	GIVE THEM AWAY	COLLECT	EXCHANGE	BORROW
8	3	-	1	8	1
9	1	-	3	7	5
10	-	1	1	8	7
TOTAL	4	1	5	23	13
	9%	2%	11%	50%	28%

TABLE 9.2 (SCHOOL B)

STD	DO NOTHING	GIVE THEM AWAY	COLLECT	EXCHANGE	BORROW
8	1	-	1	10	7
9	-	-	3	5	7
10	-	1	3	8	3
TOTAL	1	1	7	23	17
	2%	2%	14%	47%	34%

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9	1	-	3	7	5
10	-	1	1	8	7
TOTAL	4	1	5	23	13
	9%	2%	11%	50%	28%

TABLE 9.2 (SCHOOL B)

STD	DO NOTHING	GIVE THEM AWAY	COLLECT	EXCHANGE	BORROW
8	1	-	1	10	7
9	-	-	3	5	7
10	-	1	3	8	3
TOTAL	1	1	7	23	17
	2%	2%	14%	47%	34%

From this tables we note that 50% of all pupils interviewed exchange books. They mentioned they exchange books either with their friends or at the school library. Pupils are not keen to collect books . Some pupils mentioned the lack of space in their homes and others were unable to provide any answers; some said they were content to obtain books from the school library.

QUESTION 10

How many books have you bought in the last two years?

TABLE 10.1 (SCHOOL A)

STD EIGHT (8)				STD NINE (9)				STD TEN (10)			
GIRLS		BOYS	TOTAL	GIRLS		BOYS	TOTAL	GIRLS		BOYS	TOTAL
A	1	10	12	4	Nil	Nil	8	6	4	4	16
	1	Nil		Nil	4	Nil	4	Nil	6	Nil	6
B	Nil	Nil	0	15	2	2	21	3	5	Nil	Nil
	Nil	Nil		4	Nil	Nil	4	Nil	2	5	2
C	Nil	5	14	Nil	Nil	Nil	15	2	Nil	Nil	2
	5	4		15	Nil	Nil	15	Nil	Nil	Nil	Nil
TOTAL		7	19	26	38	6	44	11	12	23	23

Total number of books bought by pupils in Std 8, 9 & 10.

GIRLS				BOYS				TOTAL			
Average		56	37	93							
Percentage		3	2	2.5							
		60	40	100							

QUESTION 10.

How many books have you bought in the last two years?

TABLE 10.2 (SCHOOL B)

STD EIGHT (8)				STD NINE (9)				STD TEN (10)			
GIRLS	BOYS	TOTAL		GIRLS	BOYS	TOTAL		GIRLS	BOYS	TOTAL	
A	4	6	10	Nil	5	20		4	5	20	
	Nil	Nil		5	10			10	1		
B	Nil	Nil	12	Nil	Nil	7		2	3	12	
	8	4		3	4			4	3		
C	20	Nil	23	Nil	15	24		10	Nil	19	
	3	Nil		2	7			Nil	9		
TOTAL	35	10	45	10	41	51		30	21	51	

Total number of books bought by Std 8, 9 & 10.

	GIRLS	BOYS	TOTAL
Average	75	72	147
Percentage	4	4	4
	51	49	100

School A

In looking at table 10.1 there is a very marked difference between the number of girls and the number of boys who purchased books. The Table 6.1 and 6.2 it was clear that girls read more books than boys, and it would follow that they would spend more on books than boys, since they are keen to read. Std 9 pupils seem to have more time to get to the book-shop to purchase books. Std 8 pupils are just not motivated to purchasing books. There is no clear indication that pupils in the above average group purchased more books, according to our table pupils in the C Group purchased the same number of books as those pupils in other Groups.

School B

Table 10.2 also shows the difference between the sexes where girls purchase more books. Although Std 9 and 10 pupils showed no difference in the number of books they purchase, In comparison to this, Std 8 pupils showed a low figure of books purchased. Pupils at School B, may have wished to create an impression by giving a higher number of books than they actually purchased.

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Table 10.2 also shows the difference between the sexes where girls purchase more books. Although Std 9 and 10 pupils showed no difference in the number of books they purchase, In comparison to this, Std 8 pupils showed a low figure of books purchased. Pupils at School B, may have wished to create an impression by giving a higher number of books than they actually purchased.

QUESTION 11

How many books have you received as presents and / or prices
in the last two years?

TABLE 11.1 (SCHOOL A)

	STD 8	STD 9	STD 10		
	TOTAL	TOTAL	TOTAL	TOTAL	%
A	6	5	6	17	59
B	2	5	2	9	31
C	2	-	1	3	10
TOTAL	10	10	9	29	100

TABLE 11.2 (SCHOOL B)

	STD 8	STD 9	STD 10		
	TOTAL	TOTAL	TOTAL	TOTAL	%
A	10	12	10	32	68
B	1	3	4	8	17
C	2	-	5	7	15
TOTAL	13	15	19	47	100

QUESTION 11

How many books have you received as presents and / or prizes in the last two years?

TABLE 11.1 (SCHOOL A)

	STD 8	STD 9	STD 10		
	TOTAL	TOTAL	TOTAL	TOTAL	%
A	6	5	6	17	59
B	2	5	2	9	31
C	2	-	1	3	10
TOTAL	10	10	9	29	100

TABLE 11.2 (SCHOOL B)

	STD 8	STD 9	STD 10		
	TOTAL	TOTAL	TOTAL	TOTAL	%
A	10	12	10	32	68
B	1	3	4	8	17
C	2	-	5	7	15
TOTAL	13	15	19	47	100

Books received as presents.

In the sample of 36 pupils in School A only one pupil in Std 8 gave me the name of the books his parents had bought as presents. Some interviewees smiled when asked whether they received books as presents, they said that it was a very rare occurrence. Pupils indicated the prizes they received and as expected, Pupils in group A in all three standards received the highest number of prizes. Girls received more prizes than boys in standard ten.

In the sample of 36 pupils in School B only one girl and one boy in the matriculation class said that they received books as presents. Although in School A there was a marked difference in the number of prizes received between the girls and boys, In school B the difference is not high. School B has a small roll, and the same pupils receive prizes for various subjects, since competition is limited. Mention must be made by pupils in standard 8 C prizes are presented to them for good work in Typing, Housecraft and Woodwork.

One very important point was evident from this question, books are not items which are likely to be purchased as presents by parents or aunts and uncles.

QUESTION 12

Do your parents buy books for themselves?

TABLE 12.1 (SCHOOL A)

	A		B		C		TOTAL	
STD	YES	NO	YES	NO	YES	NO	YES	NO
8	2	2	2	2	2	2	6	6
9	-	4	2	2	1	3	3	9
10	2	2	-	4	1	3	3	9
TOTAL	4	8	4	8	4	8	12	24
	33%	67%	34%	66%	33%	67%	33%	67%

TABLE 12.2 (SCHOOL B)

	A		B		C		TOTAL	
STD	YES	NO	YES	NO	YES	NO	YES	NO
8	3	1	2	2	-	4	5	7
9	2	2	-	4	1	3	3	9
10	3	1	2	2	1	3	6	6
TOTAL	8	4	4	8	2	10	14	22
	67%	33%	34%	66%	17%	83%	39%	61%

QUESTION 12

Do your parents buy books for themselves?

TABLE 12.1 (SCHOOL A)

	A		B		C		TOTAL	
STD	YES	NO	YES	NO	YES	NO	YES	NO
8	2	2	2	2	2	2	6	6
9	-	4	2	2	1	3	3	9
10	2	2	-	4	1	3	3	9
TOTAL	4	8	4	8	4	8	12	24
	33%	67%	34%	66%	33%	67%	33%	67%

TABLE 12.2 (SCHOOL B)

	A		B		C		TOTAL	
STD	YES	NO	YES	NO	YES	NO	YES	NO
8	3	1	2	2	-	4	5	7
9	2	2	-	4	1	3	3	9
10	3	1	2	2	1	3	6	6
TOTAL	8	4	4	8	2	10	14	22
	67%	33%	34%	66%	17%	83%	39%	61%

QUESTION 13

Do you parents buy books for your brothers and sisters?

TABLE 13.1 (SCHOOL A)

STD	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	NEVER
8	-	1	7	-	4
9	-	1	9	-	2
10	-	1	10	-	1
TOTAL	-	3	26	-	7
		8%	72%		30%

TABLE 13.2 (SCHOOL B)

STD	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	NEVER
8	-	4	4	4	-
9	-	2	5	3	2
10	-	2	4	4	2
TOTAL		8	13	11	4
		22%	36%	31%	11%

In both schools the majority indicated that their parents purchase books for siblings only sometimes. In the column under "OFTEN" only 15% of the total sample in both schools responded favourably. There was not a single response for "VERY OFTEN" in both schools.

This gives a good indication of the home literary environment and the motivation parents give their children. Can our parents of this sample selected do much more to encourage their children to read and provide a richer literary environment? ^{when} Studying the home background and the occupations of parents, there are many handicaps that were easily discernable.

QUESTION 14

Which of the following newspapers does your family purchase?

TABLE 14.1 (SCHOOL A)

NEWSPAPERS	TOTAL	PERCENTAGE
Rand Daily Mail	12	33
The Citizen	5	14
The Star	31	86
The Sowetan	2	5
Sunday Times	32	89
Sunday Express	4	11
Sunday Tribune	-	-
The Leader	-	-
Graphic	-	-
The Natal Post	1	2

QUESTION 14

Which of the following newspapers does your family purchase?

TABLE 14.2 (SCHOOL B)

NEWSPAPERS	TOTAL	PERCENTAGE
Rand Daily Mail	15	41
The Citizen	8	22
The Star	33	91
The Sowetan	-	-
Sunday Times	33	91
Sunday Express	16	44
Sunday Tribune	3	8
The Leader	4	11
Graphic	4	11
The Natal Post	6	16

The Sunday Times and The Star are the most popular newspapers with the entire sample of pupils. Some pupils mentioned that they do not purchase The Star everyday, perhaps three times a week. The Sunday Express is read by a greater number of pupils in School B than in School A.

The Leader and The Graphic are weekly newspapers reporting news about Indians mainly in Natal. Pupils in School A showed no interest in these weekly newspapers. They made similar comments regarding the Sunday Tribune which is a Natal based newspaper. A few pupils in School B indicated keenness to read these newspapers, they said they enjoyed reading about the Indian Community in Durban.

The Rand Daily Mail is less popular than The Star. It is a morning newspaper and pupils are not relaxed to read it. Others said they did not purchase the newspaper since members of the family do not have the time in the morning. Fathers brought The Star home every evening and pupils were at ease to spend time reading it.

In the Natal Post, there are reports of news of the Indian, African and Coloured communities. Only 2% of the pupils in School A showed an interest in this newspaper, whereas 16% of the pupils in School B purchased this newspaper.

A possible explanation for pupils in Springs reading the Natal newspapers could be that they live in a very small community and show keenness to read about Indians in other centres, whereas pupils in Benoni have sufficient around them being a part of a large community.

QUESTION 15

Name the magazines you read regularly.

TABLE 15.1 (SCHOOL A)

MAGAZINES	TOTAL	PERCENTAGE
Readers Digest	13	36
Plain Truth	5	14
Family, Radio and T.V	5	14
Scope	3	8
Time	2	5
Living and Loving	1	2
Science	1	2
Fair Lady	4	11
Huisgenoot	2	5
Car and Motoring	2	5

QUESTION 15

Name the magazines you read regularly.

TABLE 15.2 (SCHOOL B)

MAGAZINES	TOTAL	PERCENTAGE
Readers Digest	13	36
Plain Truth	5	14
Fiat Lux	1	2
Family, Radio and T.V	15	41
Scope	8	22
Time	10	28
Living and Loving	1	2
Fair Lady	7	19
Huisgenoot	2	5
Car and Motoring	2	5
Darling	4	11
Charmaine	2	5

Q1. List 10

Name the magazines you read regularly.

TABLE 15.2 (SCHOOL B)

MAGAZINES	TOTAL	PERCENTAGE
...	13	36
...	5	13
...	1	2
...	15	41
...	8	22
...	10	28
...	1	2
...	7	19
...	2	5
...	2	5
...	4	11
...	2	5

The Readers Digest tops the list in the magazine section in School A while Family, Radio and T.V is very popular in School B. The Readers Digest is read by at least a $\frac{1}{3}$ of a sample in both schools, the Time magazine is popular with pupils in School B, and so is the Scope.

The girls prefer to read Fair Lady. The magazine Living and Loving was not very popular because it contains many articles which married women appreciate. Girls mentioned they like to read these light magazines which feature a number of short romantic stories, articles and pictures on fashion, and baking.

TABLE 16.2 (SCHOOL B)

	F I C T I O N	NON-F I C T I O N	A D V E N T U R E	R O M A N C E	S C I E N C E	T R A V E L	B I O G R A P H Y	H I S T O R Y	C O M E D Y	P O L I T I C S
3	B	G	B	G	B	G	B	G	B	G
Std 8	4	5	2	1	6	6	5	-	1	4
Std 9	6	6	-	-	5	6	6	-	N	1
Std 10	5	4	1	2	6	5	5	1	1	-
TOTAL	15	15	3	3	17	17	16	1	1	6

Std 8	4	5	2	1	6	6	5	-	1	4
Std 9	6	6	-	-	5	6	6	-	N	1
Std 10	5	4	1	2	6	5	5	1	1	-
TOTAL	15	15	3	3	17	17	16	1	1	6

QUESTION 16

Indicate your preference of reading material?

QUESTION 16

Indicate your preference of reading material?

Each pupil was asked to make four choices of reading material in order of preference. The description of the material was broadly divided into fiction and non-fiction. The results include a clear preference for fiction. The adventure section proved most popular in both schools with 86% showing a tendency to read this type of literature. The romance section was most popular with the girls, 81% rating it high in their order of preference. Comedy followed next with 64% girls and 50% boys indicating their desire for this category of reading material. In both schools there was not one respondent who showed any interest in the section on travel. This gives some indication that our children do not travel. Many factors attribute to this, socio-economic conditions, as well as lack of facilities which deter parents from travelling out. The question is - where to go?

In the broad division of literature into fiction and non-fiction the findings proved true to expectation, i.e. most respondents preferred substantial fiction (26) to non-fiction (10) but there was no difference between boys and girls regardless of which standards they were in.

Time and again it has been proved by many investigators that girls read more than boys, and in the conclusions of this survey we have arrived at similar findings. Girls read more books than boys where as the newspapers are more popular with the boys.

QUESTION 17

Which one of the following do you read most often?

TABLE 17.1 (SCHOOL A)

LITERATURE	GIRLS			SUB-	BOYS			SUB-	GRAND
	A	B	C	TOTAL	A	B	C	TOTAL	TOTAL
Books	5	1	3	9	1	1	1	3	12 26%
MAGAZINES	1	5	1	7	3	1	1	5	12 26%
NEWSPAPERS	1	1	4	6	3	4	2	9	15 33%
COMICS	-	1	1	2	1	2	2	5	7 5%

PERCENTAGE BREAKDOWN

LITERATURE	A	B	C	GIRLS	BOYS
Books	50%	17%	33%	75%	25%
MAGAZINES	33%	50%	17%	58%	42%
NEWSPAPERS	26%	33%	41%	40%	60%
COMICS	14%	43%	43%	29%	71%

QUESTION 17

Which one of the following do you read most often?

TABLE 17.2 (SCHOOL B)

	GIRLS			SUB	BOYS			SUB	GRAND
	A	B	C	TOTAL	A	B	C	TOTAL	TOTAL
LITERATURE									
Books	4	2	2	8	2	-	1	3	11 25%
Magazines	-	2	2	4	3	-	4	7	11 25%
Newspapers	0	1	1	5	2	3	1	6	11 25%
Comics	1	2	2	5	-	4	2	6	11 25%

PERCENTAGE BREAKDOWN

LITERATURE	A	B	C	GIRLS	BOYS
Books	55%	18%	27%	73%	27%
Magazines	27%	18%	55%	36%	64%
Newspapers	45%	35%	19%	45%	55%
Comics	9%	55%	36%	45%	55%

There is a clear indication from the Table 17.1 and 17.2 that books are not popular with pupils in the A Group. The girls showed a preference for books. The reading of newspaper was more popular with boys than the reading of books. When compared to boys, the girls showed a preference for books. Comics featured well with a rate of 71%. 42% of the sample read magazines of their choice.

QUESTION 18

Do you set time everyday for reading?

TABLE 18.1 (SCHOOL A)

GIRLS		BOYS	
YES	NO	YES	NO
14	4	5	13
78%	22%	28%	72%

TABLE 18.2 (SCHOOL B)

GIRLS		BOYS	
YES	NO	YES	NO
9	9	8	10
50%	50%	44%	56%

In School A girls showed a greater responsibility concerning their leisure reading, while as in School B, 50% of the girls answered positively. Once again boys indicated that they are less anxious to take up reading material.

QUESTION 19

Why do you read?

TABLE 19.1 (SCHOOL A)

	GIRLS		BOYS		GRAND TOTAL	
	TOTAL	%	TOTAL	%		
To relax	11	73	4	27	15	28
For Interest	12	46	14	54	26	49
To Learn	7	58	5	42	12	23
Compelled To	-		-			
	30		23		53	

TABLE 19.2 (SCHOOL B)

	GIRLS		BOYS		GRAND TOTAL	
	TOTAL	%	TOTAL	%		
To Relax	6	75	2	25	8	19
For Interest	16	53	14	47	30	70
To Learn	-	0	5	100	5	11
Compelled To	-		-			
	22		21		43	

Boys and girls said they read for interest while as a greater number of girls in both schools responded to reading for relaxation.

QUESTION 20

Do you find reading too much like school work?

TABLE 20.1 (SCHOOL A)

	GIRLS		BOYS		GRAND TOTAL	
	TOTAL	%	TOTAL	%		
Yes	1	5	-	0	1	3
No	17	95	18	100	35	97
	18		18		36	

TABLE 20.2 (SCHOOL B)

	GIRLS		BOYS		GRAND TOTAL	
	TOTAL	%	TOTAL	%		
Yes	-	0	3	17	3	8
No	18	100	15	83	33	92
	18		18		36	

Very few pupils answered positively to this question in School B it was only 8%. In School A 3% said reading was like school work. Pupils said that schoolwork was demanding and one had to keep pace with work. Many said that they are compelled to study certain sections of the work that gave them no pleasure.

S = SHARING.
O = OWN.

59

FATHER'S OCCUPATION	SCHOOL A MOTHER'S OCCUPATION	NO. OF PEOPLE LIVING IN HOUSE		No. of bedrooms.
			S O.	
Director	Housewife	6	0	4
Assembler	Deceased	12	5	6
Deceased	"	4	5	2
Salesman	"	6	5	3
Clerk	Housewife	6	5	3
Businessman	"	16	5	8
Businessman	Saleslady	6	5	3
Salesman	Housewife	7	5	3
Salesmanager	Housewife	6	5	3
Shop-keeper	Saleslady	10	5	3
Storeman	Housewife	6	5	2
Salesman	Housewife	5	5	2
Businessman	Housewife	6	0	5
Salesman	Housewife	7	5	4
Salesman	Housewife	6	5	3
Deceased	Clerk	6	5	2
Salesman	Housewife	6	5	3
Teacher	Housewife	4	5	2
Machine Operator	Housewife	8	5	3
Businessman	Housewife	7	5	3
Salesman	Housewife	5	5	3
Deceased	Dressmaker	6	0	4
Businessman	Saleslady	8	5	3
Salesmanager	Teacher	4	0	3
Sales Supervisor	Housewife	7	5	4

Businessman	Housewife	10	5	0.
"	"	6	0	4
Clerk	"	5	0	5
Businessman	"	5	0	3
Director	"	4	0	3
Retired	"	10	5	5
Businessman	"	6	5	3
Teacher	Housewife	2	5	4
Deceased	Dressmaker	6	5	3
Businessman	Nurse	4	5	2
Teacher	Machinist	6	5	3.

S = SHARING
O = OWN

61

SCHOOL B

FATHER'S OCCUPATION	MOTHER'S OCCUPATION	NO. OF PEOPLE LIVING IN HOUSE	NO. OF BEDROOMS
			S O
Salesman	Housewife	7	5 3
Businessman	"	7	5 3
Mechanic	"	7	5 3
Tailor	"	5	5 3
Shopkeeper	"	8	5 3
Salesman	"	3	0 2
Deceased	"	2	5 1
Foreman	"	6	5 3
Window Dresser	"	7	5 3
Shopkeeper	"	3	0 2
Deceased	"	4	5 1
"	"	5	5 3
Foreman	Housewife	6	5 3
Businessman	"	8	5 3
Salesman	Kardex Clerk	5	5 2
Deceased	Telephone Operator	5	5 2
Shop Owner	Housewife	7	5 4
Salesman	Clerk	6	5 3
Shopkeeper	Saleslady	4	0 3
Tailor	Housewife	8	5 4
Salesman	Saleslady	4	5 2
Shopkeeper	Housewife	10	5 5
Businessman	Housewife	10	5 4
Salesman	Housewife	4	0 3

			5	0
Disabled	Housewife	5	0	3
Hawker	"	7	5	2
Storeman	"	5	5	2
Clerk	Telephone Operator	7	5	2
Businessman	Housewife	6	0	4
Supervisor	Housewife	8	5	3
Shopkeeper	Housewife	3	0	2
Businessman	Housewife	12	5	2
Shopkeeper	Housewife	17	5	6
Deceased	Housewife	16	5	6
Unemployed	Deceased	5	0	3
Deceased	Factory Worker	4	5	2

			5	0
Disabled	Housewife	5	0	3
Hawker	"	7	5	2
Storeman	"	5	5	2
Clerk	Telephone Operator	7	5	2
Businessman	Housewife	6	0	4
Supervisor	Housewife	8	5	3
Shopkeeper	Housewife	3	0	2
Businessman	Housewife	12	5	2
Shopkeeper	Housewife	17	5	6
Deceased	Housewife	16	5	6
Unemployed	Deceased	5	0	3
Deceased	Factory Worker	4	5	2

TABLE 22.1 SCHOOL A

STD 8		RATE OF READING	CHRONOLOGICAL AGE	READING AGE
A	G1	245	15.4	18.4
	G2	210	16.8	14.8
	B1	230	16.0	18.2
	B2	170	16.0	16.0
B	G1	200	16.0	13.3
	G2	170	15.5	13.0
	B1	180	15.6	16.0
	B2	130	16.7	14.7
C	G1	180	16.0	13.8
	G2	210	15.1	15.8
	B1	130	16.11	13.2
	B2	170	16.6	14.2
STD 9				
A	G1	220	16.7	17.2
	G2	200	16.9	18.4
	B1	210	17.1	17.6
	B2	180	16.11	16.8
B	G1	220	16.1	17.4
	G2	220	16.0	17.2
	B1	180	16.8	15.6
	B2	220	17.7	16.2

C	G1	210	16.7	14.4
	G2	170	16.11	12.8
	B1	170	17.4	14.2
	B2	150	16.5	14.0

STD 10

A	G1	245	18.0	18.6
	G2	220	17.3	18.0
	B1	220	18.3	15.4
	B2	238	18.0	16.5

B	G1	210	17.9	17.6
	G2	200	17.1	17.8
	B1	200	17.5	17.2
	B2	220	17.11	17.2

C	G1	190	17.8	14.9
	G2	190	17.1	14.3
	B1	180	20.0	14.2
	B2	142	19.6	15.2

TABLE 22.2 SCHOOL B

STD 8		RATE OF READING	CHRONOLOGICAL AGE	READING AGE
A	G1	220	16.1	17.9
	G2	210	15.0	17.4
	B1	230	16.1	17.6
	B2	200	15.1	17.2
B	G1	190	15.0	16.9
	G2	220	16.4	17.8
	B1	210	16.0	17.0
	B2	180	15.0	16.0
C	G1	180	19.0	16.2
	G2	190	16.2	16.8
	B1	180	15.6	15.4
	B2	200	18.2	15.8
STD 9				
A	G1	235	16.9	19.6
	G2	245	17.6	21.0
	B1	230	17.0	19.6
	B2	225	17.9	19.2
B	G1	235	16.2	19.0
	G2	230	16.0	18.0
	B1	200	16.11	16.8
	B2	235	16.2	19.0

C	G1	195	18.0	17.0
	G2	185	18.0	16.8
	B1	180	17.3	16.0
	B2	190	17.3	17.8

STD 10

A	G1	240	17.11	19.0
	G2	245	18.3	19.8
	B1	230	18.1	19.0
	B2	225	18.4	19.0

B	G1	230	18.0	18.0
	G2	240	17.8	19.8
	B1	230	17.8	17.0
	B2	235	19.0	18.8

C	G1	190	17.7	16.0
	G2	150	17.1	15.0
	B1	200	18.1	18.0
	B2	185	18.0	16.0

C	G1	195	18.0	17.0
	G2	185	18.0	16.8
	B1	180	17.3	16.0
	B2	190	17.3	17.8

STD 10

A	G1	240	17.11	19.0
	G2	245	18.3	19.8
	B1	230	18.1	19.0
	B2	225	18.4	19.0

B	G1	230	18.0	18.0
	G2	240	17.8	19.8
	B1	230	17.8	17.0
	B2	235	19.0	18.8

C	G1	190	17.7	16
	G2	150	17.1	15.0
	B1	200	18.1	18.0
	B2	185	18.0	16.0

In both schools the tables show that almost all pupils in the above average group, in all standards, have a good rate of reading, and scored well on the Vernon's Word Recognition Test. The boys in the Average group are not reading according to their age level, whereas the girls show a higher rate of reading.

Pupils in the Below Average Group require much training and guidance to improve their level of reading.

Once again girls obtained higher scores than boys on the Average.

I was unable to obtain the Reading Rate for Indian children and therefore cannot compare the reading rates of pupils in the sample to the standardized reading rate for Indians.

It is not surprising that our pupils fall below the British Standard. However, it is a matter for concern and everyone who is involved in the process of education of our children should make every effort to improve all aspects of Reading of our children.

CHAPTER FIVE

CONCLUSION

The overall picture received after looking at the questions and tables is that our pupils in the high school are not reading sufficiently during their leisure. Their reading habits have been neglected, what are the reasons for this neglect? The problem could be at the primary school, teachers can do much in the early years of the pupils' schooling to encourage and nurture pupils into good reading habits and parents' motivation at this stage can be a very strong force as well. This problem if investigated should produce interesting results. The vernacular school occupies a major part of the afternoon and this could be a very significant factor which prevents pupils in the primary school from enjoying leisure reading. They also have to cope with homework from the English school. Sometimes, the vernacular school demands much from the pupils and their attention is divided, leaving them little time for themselves.

Home literary environment plays an important part in the development of good reading habits. In the case of both areas after visiting 36 homes in each area, Actonville and Bakerton, there was no evidence of a bookcase in the lounge or dining room. Only the one boy in standard 8, in the entire sample of 72 pupils showed me his set of Encyclopaedia which his parents had purchased. Pupils mentioned that books were kept in their bedrooms in boxes, in cupboards or on shelves in their bedrooms.

Tables 12.1 and 12.2 indicate that only 39% of the parents buy books for themselves and purchase of books for their children is not something they do regularly. Pupils do not receive books as presents except book prizes from the school for their academic performance. They themselves do not show any anxiety to collect books. It would seem that in many homes the majority of the books are either school library books, or school text books.

The impression I had, after the visits to the majority of homes was that the father has little time to read anything else beside the newspaper. Mothers are occupied with household chores and do not read regularly. However, some pupils mentioned that their mothers do sometimes read popular women's magazines. That is the amount of literature the majority of the parents read. When touching on this sensitive area of parents reading habits, mention must be made of the attitudes and social practises of the parents. Parents in business generally, tend to pay scant attention to their children's school work and some even boast of the fact that they have made their fortunes with the barest minimum of formal education, viz. standard 6 or 8. So even if their children do not do well at school, they can always fall back on their businesses. This is the reason why a number of these children spend most of their leisure time helping in their parent's businesses. The working class parent on the other hand, is very keen for his child to perform well at school but can or will do no more than a verbal chastisement, once in a while.

He is far too concerned about making ends meet and is exhausted physically and mentally, to be bothered with the child's homework or reading programme. "That is the teacher's work, surely", is the typical response.

Both these groups of parents also have a very vigorous social mobility, especially with the very closely knit extended family system. There are enough weddings, engagements, parties, funerals and casual social intermingling which seem compulsory. This does take its toll on the child's leisure time being squandered on inane discussions.

The majority of mothers, as will be noticed from the survey, are housewives and their attitudes singly, can be very influential toward the child's performance at school. Although most of these mothers are very concerned and perturbed about their children's education, they unfortunately do not have a comprehensive understanding of the process of education. This was confirmed by the Plowden Report which states;

- Parental attitudes to the process of education, to school and to books have emerged as in the primary school study as of far greater importance than social class or occupational level as far as school attainment is concerned. - (4)

Another factor, which this study has not even touched upon, is the detrimental effect the introduction of television has had on the reading habits of children and parents alike.

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Another factor, which this study has not even touched upon, is the detrimental effect the introduction of television has had on the reading habits of children and parents alike.

- One plausible reason for their lack of interest in reading is the obvious correlation with an increase in television viewing. we should use this fact to attempt to attract them back to the reading habit. - (5)

Whatever little leisure time is left, taking into consideration sporting, religious and social activities, the television consumes the balance of the time. So, school work in general, and reading in particular is neglected.

In reviewing literature to be included in this investigation, I read other studies which showed a high correlation between parents' reading and pupils reading habits. I quote one Investigation. ...

C. M. Rickert

- Eighth Grade Student's reading achievement its relationship to parents perceptions of selected factors in the home environment. - (6)

Purpose of the study was to examine the relationship of eighth grade students reading achievement to their parents attitude towards reading, their parents attitude towards the school reading programme and reading related activities.

Conclusions: There was a positive relationship between the reading achievement of those eighth grade students classified as good readers and their parents attitude towards reading and the frequency with which reading related activities are currently conducted by all parents.

With the home far from being a source of encouragement and guidance, it is therefore imperative that another area of stimulation be discovered which will play an important part in nurturing pupils' reading habits. Without doubt the school library should fill this vacuum and must become the focal point of all pupils' training and guidance for the development of their reading habits. In 1980 the Department of Indian Affairs instituted an invaluable programme to equip each school with a fully operational library resource centre. However, two important factors delay this programme, an adequate number of qualified librarians who should be occupied full time in the library and a suitable building near the library which should be fully equipped.

What is the position in our high school libraries, let alone the primary school. This could be another problem which should be investigated particularly in view of the fact that the library at school must now be the pivot around which all educational activities should revolve. The teacher librarian plays a vital role in developing both young and older readers at school. He or she must recognise what the young ones and the adolescents are reading and make provision for their tastes. The librarian must make the library dynamic and active, supply more serious material for the avid reader and capture the reluctant readers, by introducing them to the value of reading. Teenagers must be encouraged to link their academic work with their reading. The teacher librarian has a tremendous task and other members on the staff, especially those in the English Department, can do much to

make a library the unifying force linking all subjects across the curriculum. Every teacher must promote the use of the library to the pupils.

The introduction of several programmes by all members of the staff will help to introduce the reading habit to our younger children. All children do not develop at the same rate in their reading, so there is a need to help pupils develop certain specific skills. This will help them to build their self confidence which is important to their reading habits and tastes.

There are several ways to encourage reading interests, using Bulletin Board displays planned by students, dramatization of scenes or characters from books, reviews of new books, book displays, etc. The magazine table should be filled with magazines which interest the pupils. Students must be given an opportunity to discuss their reading in class. All this effort will pay invaluable dividends to our children. It is the devotion of teachers and the commitment of their work which will help our children. In addition to this the Department controlling Indian education should now implement the plan of instituting resource centres in all high schools. They should also provide scholarships for prospective and aspiring candidates for teacher librarianship.

All training given by adults together with the effort and time spent by the pupils on reading will lead them to appreciate the great works of literature.

Another vital programme which seems to be neglected at our schools, both primary and high, is an intensive and systemic remedial reading clinic for those pupils who have special problems which cannot be rectified in the classroom. The Department of Indian Affairs is offering a mini course, full-time for three months, which will equip teachers to attend to these special reading difficulties.

Most concerned and committed Educationists of esteem, have criticised the inadequacies of the De Langa Commission on Education, to meet the challenges of the eighties. Yet the Government found some of these recommendations far too revolutionary to implement.

Schools are agents for change, in attitudes and value systems. If we have one educational system, where children of all ethnic groups can go to non-racial schools, these schools will then be instrumental in inculcating a new multi-cultural educational system which will forge a common humanity. This can bring a semblance of normality in this distorted and abnormal society and peace and goodwill will prevail.

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APPENDIX I

Copy of Questionnaire

A QUESTIONNAIRE TO TEST THE READING HABITS OF INDIAN

SECONDARY SCHOOL PUPILS

- I. Sex: Male Female
2. Age (in years):
3. Reading age:
4. What standard are you in?
5. Are you a member of the local library? Yes No
6. How many books did you read in 1980 and 1981?
7. List the titles of the books you have read this year.

8. Do you discuss the books you have read with your friends?
 Yes No
9. Which one of the following do you do with books that you have completed reading:
 - 9.1 Do nothing
 - 9.2 Give them away
 - 9.3 Collect them
 - 9.4 Exchange them
 - 9.5 Borrow
10. How many books have you bought in the last two years?.....
- II. Write the title of books you have received as presents or prizes in the last two years.

12. Do your parents buy books for themselves? Yes No

13. Do your parents buy books for your brothers and sisters?

Often Very often Sometimes Seldom Never

.....

14. Which of the following newspapers does your family purchase?

Rand Daily Mail The Citizen The Star

Sowetan Sunday Times Sunday Express

The Voice Golden City Express Sunday Tribune

The Leader The Graphic The Natal Post

15. Name the magazines you read regularly.

.....

.....

.....

.....

16. Indicate your preference of reading material listed below.

Fiction Non-fiction

Adventure Romance Science

Travel Biography History

Comedy Politics

17. Which one of the following do you read most often?

17.1 books

17.2 magazines

17.3 newspapers

17.4 comic

18. Do you set aside a fixed time for reading? Yes No

19. Why do you read?

19.1 To relax

19.2 For interest

19.3 To learn

19.4 Compelled to

20. Do you find reading too much like school work?

20.1 yes No

20.2 If yes, why?

.....

20.3 If no, why?

.....

FATHER'S OCCUPATION :

MOTHER'S OCCUPATION :

HOME BACKGROUND :

1. Number of bedrooms in the home?

2. Do you share a bedroom with another member of the family?

3. Where do you do your homework?

4. Where do you keep your books?

5. What are your hobbies?

6. Do you read about these hobbies?

.....

.....

.....

.....

.....

.....

APPENDIX 2

Tests Used

(J) Vernon's Word Recognition Test

Standardized British Test to Reading Age of 21 years

Individually Administered

(2) Rate of Reading

Since leisure reading is being investigated, use popular novel or magazine.

Count number of words

No. of words

TIME

VIII	Rough estimate of rate should be						224 wpm
IX	"	"	"	"	"	"	237 "
X	"	"	"	"	"	"	250 "

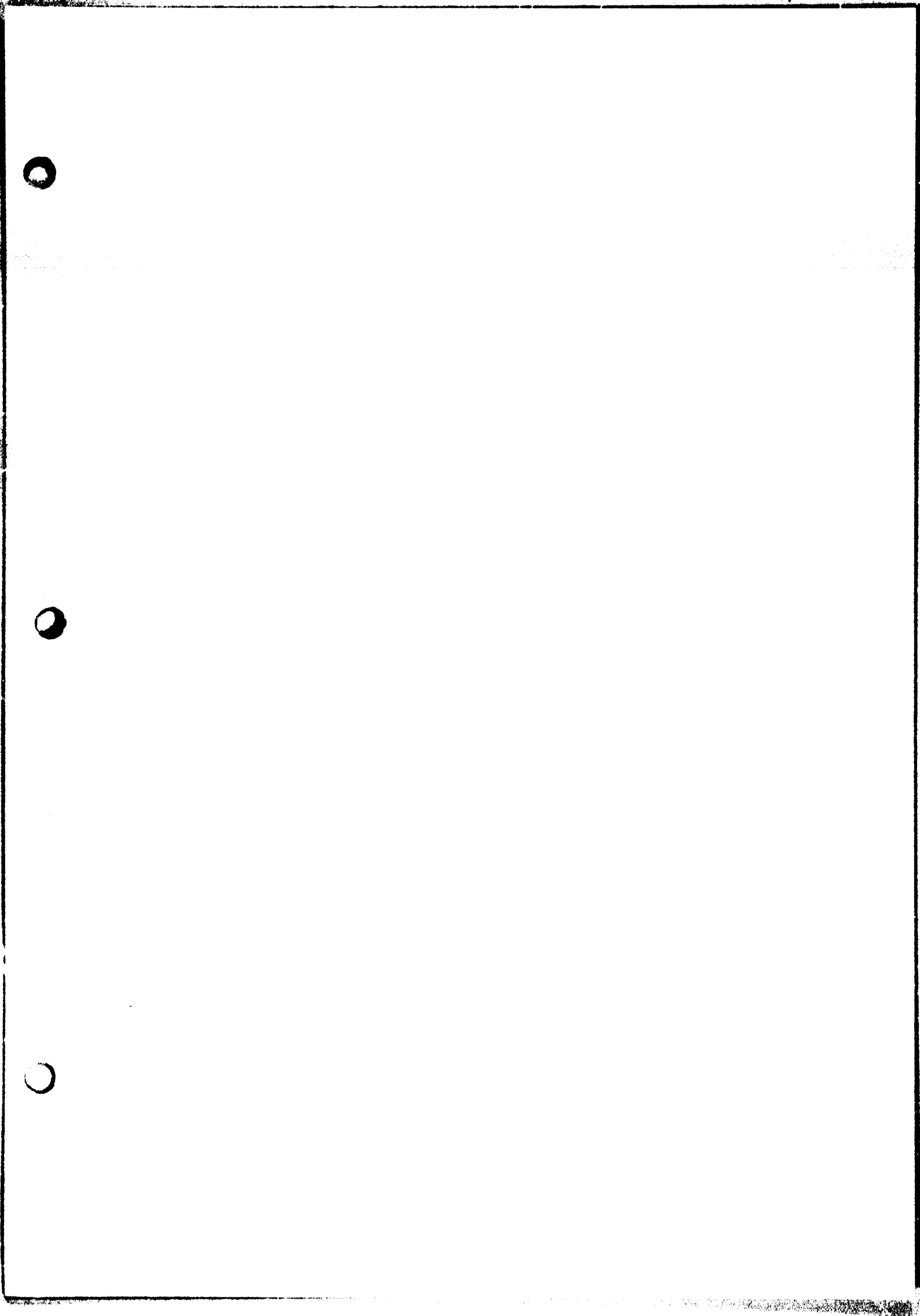
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