

THE 'ABOUT TO TEACH' COURSE -  
AN INTRODUCTORY ORIENTATION COURSE  
FOR SECONDARY TEACHERS IN TRAINING

AN EVALUATION OF STUDENT ASSESSMENTS

DISSERTATION

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DEDICATION

TO THE TUTORS AND STUDENTS  
OF 1982, 1983 AND ESPECIALLY 1984

And a man said, Speak to us of Self-Knowledge.  
And he answered, saying:  
Your hearts know in silence the secrets of the  
days and the nights.  
But your ears thirst for the sound of your heart's  
knowledge.  
You would know in words that which you  
have always known in thought.  
You would touch with your fingers the naked  
body of your dreams.

And it is well you should.  
The hidden well-spring of your soul must needs  
rise and run murmuring to the sea;  
And the treasure of your infinite depths would  
be revealed to your eyes.  
But let there be no scales to weigh your un-  
known treasure;  
And seek not the depths of your knowledge  
with staff or sounding line.  
For self is a sea boundless and measureless.

Say not, "I have found the truth," but rather,  
"I have found a truth."  
Say not, "I have found the path of the soul."  
Say rather, "I have met the soul walking upon  
my path."  
For the soul walks upon all paths.  
The soul walks not upon a line, neither does it  
grow like a reed.  
The soul unfolds itself, like a lotus of countless  
petals.

(Gibran, 1923, pp. 65-66)

Then said a teacher, Speak to us of Teaching.

And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm, nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.

(Gibran, 1923, pp. 67-68)

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NOTES FOR THE READER

1. In the first two chapters I have used the first person and in chapters three to six I have used the third person. The reason for the former is to demonstrate my involvement with the course and to effect a much more relaxed and informal style. In the latter, the main reason for using the third person is to offer a more formal and seemingly objective account of the actual research in the hope that this might adequately reflect my attempts at objectivity.
2. One of the tutors was a female but I have taken the liberty of changing all references to her so that the impression is gained that all the tutors were males. The reason for this is in the interests of anonymity.
3. A short glossary of abbreviations used is felt to be necessary. These are: ATT - About To Teach; HDE - Higher Diploma in Education; GEM - General Education Method; and HOD - Head of Department.
4. Some explanation is needed about how I classified students into either Art or Science students. Briefly, if at least one of the method courses offered was an Arts subject, then that student was classified as an Arts student. Those doing method courses in any two of the following were classified as Science students: Mathematics, Physical Science, Biology, Computer Science, Accountancy, Commerce, Geography and Physical Education.
5. I have deliberately avoided a too formal style of presentation and writing for two reasons: firstly, because I am more comfortable with it and feel it is the best way to present this research and secondly, because I hope it will be more interesting and enjoyable to read.
6. Since the Appendices run to over 400 pages, permission has been granted to print these back-to-back so that the thesis does not have to be bound in two separate volumes.

ABSTRACT

This piece of research is an attempt to evaluate the assessments made by secondary teachers in training of an introductory orientation course offered during the first seven weeks of the 1984 H.D.E. course in the Department of Education of Rhodes University. This course, the About To Teach (ATT) course, was introduced in an attempt to obviate some of the perceived problems that students experience in the initial months of their H.D.E. year.

The course was first offered in 1982 and in both 1982 and 1983 it was assessed by the students. The evaluation of the assessments offered in those two years provided much of the background for this in-depth look at student assessments of the 1984 ATT course.

Briefly, the course attempts to offer the students a stimulating, meaningful, interesting and enjoyable learning experience which will help them to orientate; prepare them adequately for their first teaching practice and the reception later of the offerings of the core theory discipline of Philosophy, Sociology and Psychology.

The course itself is a piece of action research and its underlying assumptions are essentially humanistic in nature. Its planners have attempted to bracket as many assumptions as possible and to espouse only those assumptions which are basically positive in nature. It does not attempt to prescribe or offer any dogma which can or must be assessed in any formal sense; it attempts to meet the students from whatever stages in their development they are at when they arrive to commence their H.D.E. year; and it does not attempt to compel the students in any way whatsoever. It is a course which must stand or fall on its own merits.

Since the researcher is himself an involved participant in the process, he felt that the completion of a detailed questionnaire and interviews with a sample of the students would be the most economical and the best means of obtaining data for as objective an analysis as possible. To further obviate the possibility of researcher bias all the responses collected have been included in the appendices so that the reader may satisfy him/herself that the interpretations made and conclusions drawn are reasonable.

Briefly, the chief conclusion of this researcher is that the overwhelming majority of the students perceived the course as offering them a meaningful learning experience. In addition, it can be argued that the course is, in effect, a guidance course in that it appears to be preparing students for experiences which they still have to come across.

Most are generally critical of other courses offered during the H.D.E. year and many make an appeal for, or suggest, a much more integrated approach along the lines of the ATT course. There is a definite appeal for a coherent H.D.E. experience which is meaningful and 'people-centred'.

By no stretch of the imagination can the findings of this particular piece of research be generalised to any other context since it is very definitely specific in both context and setting. However, the researcher is quietly confident that his conclusions and recommendations make a great deal of sense within the specific context of this study.

CHAPTER 1INTRODUCTION

The first About to Teach (ATT) course was presented during the first quarter of 1982, the same time that I took up a post in the Department of Education at Rhodes University.

The only surviving document giving some idea of the kind of thinking and planning which went into the course prior to its commencement (Appendix A) gives a clear indication of the kinds of concerns behind the presentation of this rather unique course.

In this introductory chapter I propose to offer some explanation as to why certain members of staff in the Department felt that it was necessary to present such a course during the initial stage of the HDE course. I do not propose to put forward any developed theoretical perspectives; instead, I will merely draw upon material in Appendix A; the results of my own discussions with members of staff and students; and my experience as a student and member of staff in the Department. In addition, I will offer some comment on the rationale behind the course itself in terms of the kinds of explanations offered.

It is clear that some members of staff were becoming increasingly aware of, and concerned about, the reactions of students to the HDE course in general and the theory courses in particular. In its more obvious form, the negative reaction of students was most clearly evident in generally poor class attendance (in a Department where attendance is not compulsory). This, of course, reflects a certain lack of interest and commitment on the part of many of the students. On the other hand, it also says something about the course itself. Behind these more obvious points lie a great many issues which I would like to briefly address.

In Professor A J Penny's paper, presented to the staff of the Department towards the end of 1981, a key issue is raised:

Student-teacher disaffection with training courses has been well documented and has generated a tremendous amount of literature on the 'theory-practice' dichotomy.

(Appendix A, p. 2)

Many students would agree with this sentiment. They see the 'theory' component of the HDE course as irrelevant because they do not see the bearing it has on 'practice'. Of course, this does not mean that the theory component is irrelevant but it does raise the point that if it is perceived as irrelevant then this perception will have quite serious consequences. Thomas's often quoted dictum that "If men define situations as real, they are real in their consequences" (1928, quoted by Dale in Flude and Ahier, 1974) seems to be especially pertinent here.

Intrinsically, then, 'theory' is perceived as meaningless because it does not appear to have any pertinent relationship to the reality of day-to-day life in our schools. In other words, and as Carl Rogers would insist, it is meaningless because for many students it has little or no connection with their own understandings, experiences, attitudes, assumptions and feelings.

So our teachers arrive in our Department with well-ingrained lay notions of teaching and a teacher's work. Moreover, these notions are well-defined in terms of the practical, day-to-day work, and often reveal what Parson's calls an 'instrumental activism', a strong emphasis on DOING.

(Appendix A, p. 2)

Because our students have, before they arrive in our Department, spent something like fifteen years in educational institutions, it is not surprising that they have very definite notions of what teaching and education are all about. Of course, they have still to learn that education might involve a great deal more than many of them might think.

While it was, and is, appreciated that a one-year post-graduate diploma in education could not hope to offer the kind of depth and rigour that a longer time would allow for, it does seem clear that this is what the HDE course seemed to be trying to do. This, together with a number of other factors, meant that the staff could not seem to present a course which the students would find both stimulating and relevant.

Further compounding the problem, as I see it, are the facts that the students come from such disparate academic backgrounds and that, because education has become such a widely researched field, it calls for more specialised knowledge - and most Departments of Education today are filled with specialists. This being the case, it is not surprising that both staff and students might view the course as offering as much educational ware as a bazaar might offer goods: some of it 'good', some of it not; some of it useful, some of it not.

So we tend to have got to the point where each specialist tends his own little stall and all stall tenders hope that their customers will come to appreciate how each of them fit into the whole concept of the bazaar. Further, it is expected that the customer understands all the details of what each stall has to offer. And, of course, there is always a strong possibility that each stall tender will compete quite fiercely with his neighbour.

Shopping in a bazaar might work like that. But education departments ought not. It is vital that the staff members themselves understand more about what everyone else is doing and where they fit into the whole exercise. Furthermore, it is imperative that each member of staff actively attempts to help students to make the links between various endeavours in the hope that they will begin to appreciate the complexities of the educational endeavour.

What I am talking about here is, of course, integration: integration between all the 'subjects' or 'disciplines' and between theory and practice.

It seems reasonable to argue that much of the debate about a perceived dichotomy between theory and practice can find a focus in the notion of integration. Tied up with this notion of integration is the fact of student dissatisfaction with the course on offer and the misgivings some of the staff have about the seeming inability of the HDE course to find a happy home in the minds and hearts of the students. In short, it would appear that many students are not perceiving their learning as meaningful, partly because we are not presenting it in a way intelligible enough to help them to perceive its meaningfulness.

These points are, perhaps, fairly obvious. There are clearly many other factors which need to be taken into account if we are to come to some reasonable understanding of the multiplicity of causes for student dissatisfaction.

In general terms, it would appear that some of the following have also had their affect on student satisfaction or dissatisfaction.

1. Student motivations for wanting to read for the Diploma and, ultimately, in wanting to teach. In my discussions with

students and my analysis of the initial essays written for the About to Teach course, students' comments range across the following:

- 1.1. A real sense of vocation, often particularly idealistic with little conception of what the reality of our system is.
- 1.2. A love for children and a desire to play a part in their growth.
- 1.3. A hope that perhaps teaching is the career for them.
- 1.4. A period of 'marking time' in the hope that they might finally be able to decide on a career during the course of the year while, at the same time, gaining an employment qualification.
- 1.5. The second choice of those who had failed to gain admission to an Honours or Masters Degree course.
- 1.6. For some it represented a chance to stay on at University for a year in the hope that they might be accepted into an Honours or Masters Degree course the following year.
- 1.7. It was perceived by some as an 'easy' course which could be completed with the minimum of effort and commitment and thus enable them to give most of their attention to other

pursuits (e.g. social, sporting, political, etc.)

- 1.8. Some male students who had not yet commenced their military training felt that it would provide them with the opportunity to apply for a post and, if successful, receive two years salary before the commencement of their teaching careers. Some of these felt that this fact might provide them with the necessary funds to repay their state bursaries a lot sooner should they decide not to teach.
- 1.9. Many had paid for their studies by obtaining state bursaries which, in most cases, came to a substantial amount of money. The feeling amongst this group was that the repayment of such monies was of paramount importance.
- 1.10. Some felt that teaching was the ideal profession because it was possible for them to get away at about 2.00 p.m. every day and thus they would have time to pursue other interests (especially sporting interests).

It needs to be pointed out that the majority of students fitted into those groups described under 1.1 and 1.2 above. Having said that it needs to be noted that many of these believed the course to be an 'easy' option and most, if not all, had little appreciation of the complexities of education and teaching. Further, they seem, at the outset of their diploma year, to have little real appreciation of the realities of the educational system in South Africa; this in spite of having spent at least twelve years in South African schools.

2. Students come to us from a variety of academic backgrounds. Broadly speaking, these backgrounds vary between the Sciences and the Arts. For many of the former a course in Education appears too vague, 'waffly', 'airy-fairy' and quite 'undisciplined'. Further, they face problems in adapting their thinking to incorporate studies which suggest an uncertainty and tentativeness which goes against the grain; and they are, initially, often particularly unsettled by the fact that they have to write 'essays'.  
  
The Arts students, on the other hand, often view the course as 'light-weight' in an academic sense; especially those who already have some grounding in the disciplines of Philosophy, Sociology and Psychology. Those who have never been introduced to the latter disciplines, often find them as difficult and as meaningless as their fellow students in the Sciences.
3. Most students seem to believe that we can teach them how to teach and they seem to view the course as one which ought to provide them with a blueprint of how to teach. It does not take them long to realise that this is not the case at all and that if they were hoping for a panacea they are quickly disillusioned.
4. Linked to the disillusionment outlined in 3 above, is a general fear and concern about their own self-adequacy. Students are concerned about their ability to cope and survive in the classroom and they expect the course to offer them coping and survival strategies.
5. Since all our students have studied one or two subjects as disciplines 'in depth' in their final undergraduate year, there is an expectation that their HDE year will provide them with an

academically rigorous and respectable study of education. Of course, the course attempts to do this, but it is made up of so many individual courses that students find, much to their alarm, that their time during the day is fully occupied. Add to this the fact that they will spend seven or eight weeks on teaching practice and it is not difficult to sympathise with their complaints that they have very little time to read or research 'in depth' in a course which bombards them with methods, skills, G.E.M., Philosophy, Sociology, Psychology, etc. and insists that they link it all to 'practice'.

It seems clear to me that we cannot possibly do in one year what we seem to be attempting to do. If one notes that hardly anyone amongst the members of staff knows enough about the areas being dealt with by other members of staff, it seems dishonest of us to expect our students to be able to put everything together or to link it all together into some kind of intelligible understanding.

6. In a general sense, one could make the point that student reactions are affected by such factors as individual personalities (staff members and students); staff members' motivations for doing what they are doing and for being where they are; poor lecturing, teaching, tutoring, communication, etc; and the fact that there seems to be no agreement amongst the staff as to what it is we ought to be trying to do in the HDE course.
  
7. It is perhaps true to argue that we attempt to prepare our students for a teaching world which is the ideal rather than the real. There is much to be said for attempting to do this; but in a country dominated by the Christian National perspective it

does seem that we are offering a liberal education which will bring them into conflict with the de facto philosophy of education in our system. Assuming that we are correct in our belief that we are offering them a better alternative, it remains incumbent upon us to ensure that we make the students aware of the reality out there; prepare them for 'culture shock'; and offer them sound strategies for coping and surviving in the system while, at the same time, they are doing what they have very good educational reasons for doing.

There might well be many other factors of which I have failed to take account. Be that as it may, I would like now to return to the point I made about staff awareness of, and concern about, negative student reactions. It appears that the staff, or at least some members of the staff, felt that something ought to be done about this unhappy state of affairs. It was clearly not enough that each member do his/her best in his/her particular neck of the woods: what was needed was some kind of coherent and 'integrated' effort to offer something in some form which would find a happy home in the hearts and minds of the HDE students.

This admission that what was offered seemed to be seriously lacking was a breakthrough because it clearly meant that some members of staff were prepared to accept that perhaps the solution lay more with them than with the students themselves. This is not to say that the students are, or never have been, party to the failure of a course. But it was a positive reaction in the hope that what the staff could do, it would. And if the resultant course offered proved to be meaningful, then it was reasonable to expect a positive effect on student motivations; that it would offer something meaningful to all students irrespective of their academic backgrounds; and that the most obvious indication of positive student reaction would be a marked increase in attendance.

The basic assumption underlying the thinking of the planners was essentially Rogerian. If the course offered proved meaningful to our students, irrespective of who they are or what their motivations are, then we could reasonably assume that the unhappiness and dissatisfaction would disappear for the majority.

The planners and designers of the initial ATT course

attempted to begin with and to make use of the students' taken-for-granted understandings, their commonsense, and over time to encourage them to submit this to critical thought...we were intent on trying to avoid enshrining some 'approved' practice by encouraging and enabling creative and imaginative responses in the many and various situations a teacher experiences every single day.

(Appendix A, pp. 2-3)

The idea, then, was to start from the attitudes, experiences, assumptions, understandings and feelings of the students themselves. Added to this was a determination

to avoid offering our students a restrictive dogma.

(Appendix A, p. 3)

So, much of the actual content of the course would come from the students themselves; that is to say that whatever they felt, believed or understood would be the starting point of discussions. All stimuluses and readings presented would merely provide the focus: the content of the discussions based on these would be left entirely open.

No theory 'proper' would be offered until after the completion of the ATT course; the idea being that if we could present the students with a common set of readings and stimuluses, followed by open discussions, it

seemed reasonable to assume that they would be more amenable to, or ready for, a more formal, disciplined approach. Further, the presenters of each theory course could use that experience of the ATT course as a common core experience in the presentation of their own disciplines. It is clear, then, that the ATT course was seen as an integrated course and it was hoped that other lecturers (e.g. in the G.E.M., Methods and Theory courses) would attempt to make the necessary links. As I will point out later, this latter hope never really materialised to any significant degree.

Other important features of the course were that attendance was to be voluntary; that no marks would be awarded for the two essays required (tutors would offer only detailed comment); and that it would not be examinable. It was felt that students should be as relaxed as possible in the belief that if they were they would get the most out of it. Also, if it was perceived as stimulating, interesting and meaningful the students would attend.

Behind the planning there also seems to have been a conscious attempt not to make the kinds of assumptions which seemed to lie behind the presentation of previous HDE courses. Thus the planners did not assume that:

1. Because the students were all postgraduates they would be able to plunge in at the deep end.
2. All of them necessarily wanted to teach.
3. They would be able to cope with a number of different courses in a single year.
4. We could teach the theory courses at an 'acceptably' high academic level.

5. Adults of twenty-two years of age would easily be able to come to terms with their anxieties about teaching and all the attendant fears about competence, self-worth, ability, etc.

In sum, then

in setting up this course we focused on the need to

- help each student to concentrate his or her attention on the nature of schooling;
- provide a conceptual basis for critical self-awareness and self-evaluation;
- help each student to try to articulate that which underlies his/her actions and practice.

(Appendix A, p. 4)

A final reason for initially offering such a course was the fact that students seemed to be unable to cope adequately during their first Teaching Practice in spite of generous helpings of theory in the months preceding the first foray into schools as 'student teachers'. It was hoped that the About to Teach course would better prepare them for this experience.

Finally, I would like to make a crucial point. Arriving as I did at the commencement of this course, I was quite literally staggered by the response of the students to the course. There was no doubt in my mind at the time (and nothing has happened to change my view) that this course was, in fact, a very successful exercise in meaningful learning.

CHAPTER 2THE ABOUT TO TEACH COURSE AND ITS DEVELOPMENT

As mentioned in chapter one, the first ATT course was presented during the first term of 1982.

Briefly, the pertinent information about this initial course is as follows:

1. The six course tutors made up the organising and planning committee which met often before the commencement of the course and at the end of each week throughout its duration. The latter meetings were particularly useful for a number of reasons:
  - 1.1. Tasks, administrative or otherwise, could be equitably apportioned so that no staff member would find him/herself doing more than was reasonably expected. This was and is particularly important because those involved in the course were giving of their time and experience over and above what was officially required of them.
  - 1.2. Staff members would have an opportunity to communicate their ideas and share their experiences with their colleagues. Valuable feedback was generally forthcoming and we often picked up useful suggestions and ideas from each other. Whatever transpired was minuted and each member would receive a copy of the Minutes the same day.
  - 1.3. Negotiation and brainstorming were and still are a feature of these meetings and at one of the earliest meetings it was decided that it would be essential for the development

of the course to give the students the opportunity to assess the course after their return from Teaching Practice.

2. The course was designed to last for seven weeks.
3. Six periods per week were allotted, three stimulus input periods on Tuesday morning and three tutorial periods on Thursday morning. The third period of tutorial discussion was optional (i.e. it was available if the students and the tutor felt that they needed to continue a discussion). The rationale behind a two-day gap between the stimulus input and tutorial discussion sessions was to give the students time to think about the stimulus material, read the relevant prescribed reading and come in prepared to discuss and share their ideas.
4. Students were encouraged to offer their own ideas based upon their own understandings and experiences.
5. Tutorial groups were small (between six and nine members) and each group was carefully constituted so that it had a fair balance between males and females and between subject/method specialisations of individual students. The idea here was to people each tutorial group with individuals who might be expected to have very different ideas to at least some of the others in the group. It was considered both healthy and important for students to be exposed to vigorous debate.
6. The task of the tutors was to facilitate discussion and to keep as low a profile as possible (i.e. not to dominate discussions).
7. The name of the course was taken from the title of a book by P C Souper (published by Routledge and Kegan Paul in 1976).

This text was the essential reading for the duration of the course. Particular chapters were prescribed weekly according to the particular theme for that week. It needs to be noted that Souper's text seems to have inspired much of the initial thinking and planning of the course: it is a tightly integrated work and it follows logical and coherent themes. In short, it is an excellent text which deserves much of the credit for the format of the course and some of the thinking behind it.

8. Tutors were to remain with the same group of students throughout the duration of the course. However, it was agreed that after three or four weeks it would be acceptable for individual tutors to arrange to swop groups should they and the groups concerned agree to do so. In fact, during 1982 only one such swop took place. The reason for this seems to have been a reluctance on the part of tutors, chiefly because they had developed a close relationship with the students in their groups.
9. The first assignment, What matters to me about teaching? was to be handed in before the commencement of the course. The idea here was to obtain from the students some idea of their motivations and thinking before they were exposed to any other influences.

The second assignment, What matters to me now about teaching? was to be handed in after the students had returned from teaching practice. It was hoped that students would learn something about their changing perceptions after having completed the course and a period of teaching practice.

The initial assignment was returned to the tutor (who had commented on it) after the student had read the former's comments. Both

assignments were returned to the student only after the tutor had commented on and compared the two assignments. Neither of the assignments was to be formally assessed; the tutor was merely required to write as much constructive comment as he/she felt was necessary. The students were encouraged to write as honestly as possible - and this they certainly did.

10. Discussions during tutorials were to concentrate on the students' perceptions of issues arising from the stimulus material, their own experience and the readings.
11. It was hoped that the stimulus material would encourage students to discuss issues, not in a formal academic sense, but as individuals from their own perspectives, understandings and experience. It was further hoped that the students would find all this stimulating, meaningful and relevant. The assumption was that discussions would, in a very natural way, raise crucial theoretical and practical issues without the introduction of the constraining dimension of academic terminology. Later, when the students were introduced to the formal theoretical perspectives, it was assumed that they would find these more intelligible because they would already have discussed many of the same issues, albeit at a 'lay' level.
12. Attendance was not compulsory but at the end of each week the tutors would report on the attendance during their tutorial sessions

It needs to be noted that not all members of staff believed that what we were attempting to do was a good idea. Essentially, these reservations were centred around:

1. the expressed concern that the course would not be sufficiently academically rigorous;
2. the belief that the students needed some sound, solid theoretical input before going out on their first teaching practice;
3. the fear that this lack of theoretical input would hamper the work of the method lecturers.

At the end of the teaching practice sessions in 1982 and 1983 the students were invited to assess the course. A questionnaire was compiled after the completion of each of these two courses and a copy given to each student. Unfortunately, not many of these questionnaires were completed and returned: in 1982 there was a 42% response and in 1983 it had dropped to 24%. The reasons for these poor responses include some or all of the following:

1. Completion of the questionnaire was entirely voluntary.
2. Students were asked to complete them in their own time.
3. The questionnaires were long, requiring about an hour to complete.
4. At that time of the year the students were under heavy work pressures.
5. They were never 'chased up' as it was felt that the exercise should be voluntary.

Nevertheless, the reactions from these rather small percentages of the student populations in 1982 and 1983 were most encouraging. Although assessments were anonymous, the reaction of the students to the ATT course in both years was overwhelmingly positive. This coincided with the impressions gained by the tutors who all felt that the course appeared to be reaching the students and these impressions were based upon excellent attendance of stimulus and tutorial sessions; animated

and interesting tutorials; and a general, positive feedback from students during informal discussions. Further, there was often favourable comment from the student leaders during periodic meetings between the staff of the Department and the Student Representative Council in the Faculty of Education. This positive response towards the ATT course was most heart-warming because for years the staff had received little more than negative and discouraging feedback.

Of course, the responses to the questionnaires were not free of criticism, but it was refreshing to see that most of the criticism offered was constructive and thus helped the staff to gain a clearer insight into the level at which to pitch the course. Such criticisms were taken very seriously and resulted in some changes to the course. Essentially, however, these changes were relatively minor in nature. The course today remains very much as initially presented in 1982.

Briefly, the changes that were made were as follows:

1. Criticism of the film Patterns of learning in 1982 suggested to us that perhaps we had screened it too early. As a result we withdrew this film from the programme in 1983 and replaced it with A day in a school. In the same year we screened the film later on and it met with a much more positive response.
2. There was a good measure of dissatisfaction with the prescribed text. There was little quarrel with the quality of Souper's text which offers an extremely effective integrated look at the sorts of themes around which the course was planned. However, the students found that our concern to stick to the text inhibited discussion and perhaps the reason for this was because for 'beginners' it is not an easy text. Even the course tutors were forced to agree that it is a difficult text in the sense that it

is, perhaps, really more suitable for those who have had some considerable experience and understanding of educational issues in a broad sense.

Yet, we were reluctant to replace it in 1983. Instead we attempted to help the students to come to grips with it by handing out, during tutorials, easily assimilable summarised notes of the relevant areas under discussion. However, reaction to the text in 1983 was again negative and it was clear that tutors tended to use it less and less, primarily because they felt that it tended to inhibit discussion and involve them in dominating proceedings.

So, for the 1984 course it was decided to compile a booklet of less formal and 'difficult' readings. The course tutors decided upon this approach for another important reason: that we were attempting, in our use of Souper, a too formal approach and were perhaps undermining our original intention of ensuring that the students would be able to tackle the course material with as little difficulty as possible.

3. Although the students said that they generally liked the idea of remaining with the same tutor they expressed the view that it might be a better idea for the groups to meet with a different tutor each week. They felt that this would help them to get to know more of the staff earlier in the year; that they would benefit from hearing different perspectives; that all of the tutors would have the opportunity of meeting all of the students; and that it would obviate the problem of a group landing up with a tutor with whom they were incompatible.

4. Many of the students, and most of the tutors, felt that on the basis of the success of the course some consideration be given to adapting the theory courses in such a way that they follow on from the ATT course. It was felt that the theory courses could make excellent use of all the stimulus material presented to, and discussed by, the students; their teaching practice experience; and the fact that they had come to operate very effectively in small groups. This, of course, meant some movement towards integration and careful steps were taken in this direction. But more of that later on in this presentation. Suffice it to say at this point that some progress was made but that there still needs to be a lot done before some form of real integration becomes a reality.
  
5. In 1983 the course tutors thought that it might be a good idea to video most of the stimulus material and a different group in discussion each week. The students accepted this suggestion and seemed to find it a very useful and instructive experience to view themselves in discussions. Besides this useful spin-off, the major motivation was to compile a video presentation of the course in the belief that it would be of considerable use later: for presentation, research, assessment and dissemination.

That, in sum, is really all that needs to be said about the course and its development. A perusal of the Handbook for 1984 (Appendix L) and a comparison with what was on offer the previous two years (Appendix B) will indicate how little the course has actually changed over the three years. Nevertheless, as has already been pointed out, those changes which were made were done on the basis of the suggestions of the students themselves and, it must be added, the reason for keeping most of it intact was also based on student assessments.

Obviously, when some unhappiness has been expressed during the course itself, it has not always been possible to make changes in mid-stride. However, such criticisms/unhappiness were dealt with where possible in the circumstances and taken into account during the planning of the course for the following year. For example, in 1982 a young lady requested a transfer from one group to another because she had been allocated to a group in which one of the members was a young lady who had 'stolen' her boyfriend. She was immediately transferred to another group. Thereafter, it was made clear to students that if they had a good reason for wanting to change groups they had only to approach the organisers of the course and it would be arranged.

A perusal of the Handbook (Appendix L) will give details of the course itself: the stimulus material, the broad themes, the readings and questions, the assignment topics, tutorial groupings and other organisational information. In addition to this, it would be useful to offer a brief description of each stimulus item.

1. The Seven-Up series.

A look at the development of fourteen young English people at ages seven, fourteen and twenty-one. They represent a wide cross-section of the English community and the central issue revolves around the Loyola dictum,

Give me a child until the age of seven and I will give you the man.

2. The effect of Gamma Rays on Man-in-the-Moon Marigolds.

A film which looks at the relationships between a mother and her two daughters; between the daughters; and between a teacher and one of the daughters. In short, a valuable look at factors in the environment which can influence the children we teach.

3. Address by Headmasters on the aims they have for their schools.

During this exercise, the students were addressed by a number of local Headmasters. After the various addresses, students questioned the Headmasters on various points.

4. A day in a school.

For this exercise arrangements were made for all the students to attend school for a day as pupils. Each was 'attached' to a pupil who acted as a 'journeyman' throughout the day: the student would attend all lessons, meals and other activities attended by his 'journeyman'.

The idea behind this exercise was to give the students a last opportunity to experience first-hand the realities of school life as pupils.

5. The Prime of Miss Jean Brodie.

A film about a powerful personality who is able to exert great influence over her pupils and who challenges the norms of her institutional setting. The results are both heroic and tragic.

6. Interviews with Standard 6 and Standard 9 pupils on The teacher I'd like.

Two separate interviews; one with a cross-section of Standard 6 and the other, of Standard 9 pupils. Students observed these interviews through a one-way mirror. The pupils were aware that they were being observed.

7. Panel of teachers discussing particular instances of Classroom Management and Discipline.

Panel consisted of six teachers who shared with the students their ideas, strategies and attitudes towards management and discipline. Students were given ample opportunity to ask questions.

Finally, it needs to be pointed out that at no time did the course designers attempt to define the content of discussions. It was and has always been the intention of the planners and organisers to merely present material and allow the students to react to the stimulus from their own perspectives; in short, from 'where they are at' at that particular time. So the content of the discussions was largely determined by the students themselves.

### CHAPTER 3

#### THEORETICAL ISSUES

In the previous two chapters a descriptive account was given of the background and development of the ATT course. Such a description raises, by implication, many important theoretical issues. In this chapter it is proposed to look at these issues in an attempt to clarify the particular methodological approach adopted and to place the ATT course itself into a coherent theoretical context.

In broad outline, then, this chapter will be divided into two sections: the first will look at the ATT course as a piece of Action Research and the second will look at some theoretical issues which need to be addressed.

#### 1. Action Research Theory and the ATT course.

The ATT course commenced as an active attempt to offer the students an experience which would help them to get to grips with some of the issues in education and it was hoped that it would be able to do this in an interesting, stimulating and meaningful way. In its early stages there was no express intention of conducting any research. As time went by, however, it became clear that more and more we were involving ourselves in a piece of action research and a conscious attempt was made to monitor the course within that context.

There is a problem in linking the two words 'action' and 'research'. Both involve very different issues and operate in different ways. Be that as it may, it might be useful at this point to look at two definitions of action research.

1. Action Research is small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention.

(Cohen and Manion, 1980, p. 174)

2. Education action research is a term used to describe a family of activities in curriculum development, professional development, school improvement and systems planning and policy development. These activities have in common the identification of strategies of planned action which are implemented and then systematically submitted to observation, reflection and change. Participants in the action being considered are integrally involved in all the activities.

(Grundy and Kemmis, 1981, in Flanagan, Breen & Walker, 1984, pp. 3 and 4)

It is clear from the description of the ATT course that it is a 'small-scale intervention' involving 'planned action' and an 'examination of the effects of such intervention'. Further, the participants are involved in the whole process.

Grundy and Kemmis (1981) offer useful comment on two intrinsic aims of action research, aims which underpin much of the thinking and planning which went into the ATT course. These are

...to improve and involve

Action Research aims at improvement in three areas:

1. the improvement of practice;
2. the improvement (or professional development) of the understanding of the practice by its practitioners;
- and
3. the improvement of the situation in which the action takes place.

The aim of involvement stands shoulder to shoulder with the aim of improvement. Action research is an inherently social form of research: those involved in the practice being considered are to be involved in the action research process in all its phases of planning, acting, observing and reflecting. As an action research project develops, it is expected that a widening circle of those affected by the practice will become involved in the research process. For this reason, action researchers are inevitably concerned with the politics and processes of innovation and change.

(Ibid, p. 4)

The ATT course aims to 'improve' and to 'involve'. It needs to be noted, however, that it is no easy task to determine when these aims will be fully realised. As matters stand, the most that can be said is that there has been some improvement and some involvement. In the three years that the ATT course has been offered, it has had some little influence on the presentation of the theory courses. Further, less than half the staff have been directly involved in the course; of the others some have been amenable to carrying on where the course leaves off and the rest are either uninterested or too busy to become involved.

The process towards real curriculum change, therefore, is not very advanced, but it does appear as if gradual progress is being made. The ideal is still far off. The process of innovation and change in social and educational contexts is a slow one and the main reason for this seems to be a hesitancy to disturb the status quo by taking what amounts to a 'leap of faith' for many people (Weatherhead, 1965).

The course as a piece of action research appears to meet the minimal requirements put forward by Grundy and Kemmis (1981).

1. A project takes as its subject-matter a social practice, regarding it as a strategic action susceptible of improvement.

2. The project proceeds through a spiral of cycles of planning, acting, observing and reflecting, with each of these activities being systematically and self-critically implemented and inter-related.
3. The project involves those responsible for the practice in each of the moments of the activity, widening participation in the project gradually to include others affected by the practice and maintaining collaborative control of the process.

(In Flanagan, Breen and Walker, 1984, p. 11)

The participating tutors are still in the process of interesting others in the possibility of applying what they are learning in the ATT course to the theory component of the HDE course. This is happening where the participant tutors are actually involved in both the ATT course and one of the theory courses. Development is limited but at least it has not been arrested. Ultimately, it is hoped that the ATT course and the theory courses will make up a coherent and integrated theory course. In the final chapter some indication will be given of what progress has been made in attempts to break down rigid discipline boundaries.

In other areas of the HDE course, for example in GEM and the individual method courses, there does not seem to be any really coherent linking with either the ATT course or the theory courses - except in those cases where a participating tutor is also involved in one of these other areas.

So, the ATT course meets these minimal requirements suggested by Grundy and Kemmis. The most tenuous is the third one, but the ATT course does manage to qualify as it is gradually involving others. However, there is a very real danger that in this area it might be arrested and if that happens it will no longer qualify. This is one important reason for writing **this thesis**: in the hope that the course might involve more and

more people and that it might contribute towards the development of a more coherent and integrated HDE course.

The most typical features and characteristics of action research are clearly evident in the ATT course:

1. It started with a 'diagnostic' stage during which perceived problems were looked into and various hypotheses put forward.
2. These hypotheses are being tested in the ATT course itself, the 'therapeutic' stage. In this piece of research the testing of these hypotheses hinges exclusively on the assessment of the course by the students themselves.
3. The whole exercise is 'situational' in that it is attempting to deal with a particular problem in a particular social and educational context.
4. Cohen and Manion (1980) argue that it is not imperative that action research be 'collaborative' in the sense that "teams of researchers and practitioners work together on a project." (p. 174). In this sense, the ATT is not 'collaborative' because it does not involve an independent researcher or team of researchers. Since the course was planned and designed to meet the expressed and perceived dissatisfaction of the students themselves, this issue is not, perhaps, that important. Nevertheless, it is the poorer because it does lack in this important respect.
5. But it is 'participatory' in that the members of the ATT team are directly involved in implementing the research: as members of the team they plan, observe, reflect and implement change in continuing cycles. All decisions made are the result of debate and involve all the tutors and information supplied by the students.

6. It is 'self-evaluative' in that all changes are monitored and evaluated by everyone involved in the process. The course is constantly and continually evaluated, the aim being to improve on what we are offering our students.
7. Because action research is situational, it is very different to applied research. There is no attempt or, indeed, wish, to arrive at generalisable knowledge. All it attempts to do is gain some useful understanding of how to improve practice in a specific situation and for a particular reason.

(Cohen and Manion, 1980; Flanagan, Breen and Walker, 1984)

Having said that, it needs to be pointed out that action research is not hopelessly subjective. It is certainly empirical in that it relies on the collection of data from, for example, questionnaires, interviews, case studies, observations, etc. In the ATT course the data is collected from tutors and from students. Tutors feed in their observations, impressions, feelings, ideas and feedback from the students at the end of each week; and the students are given a further chance of letting their views, ideas, reactions and feelings be known by completing a detailed questionnaire at the end of the course. In attempting to assess the students' reactions to the course in 1984 it was decided, in addition, to interview a 10% sample of the student body.

Action research may be lacking in scientific rigour, but it can still qualify as rigorous research. By no stretch of the imagination can the ATT course claim to be a piece of nomothetic research. The very characteristics which make it what it is are inimical to true experimental research: its sample is not representative of the population; there is no control over independent variables; and its findings cannot be generalised because they are only meaningful in a specific situation. Nevertheless, this particular research model does offer the opportunity to attempt to solve practical

problems, something with which the scientific method is not primarily concerned. That is not to say, however, that action research cannot raise a number of issues which could be taken up by experimental research. Also, it is possible that as action research programmes become more extensive, they could become more amenable to experimental research. (Verma and Beard, 1981; Flanagan, Breen and Walker, 1984; Cohen and Manion, 1980; Simon, 1984).

Action Research is concerned with change and the ATT course is attempting to introduce the idea of change in the following ways: (Cohen and Manion, 1980)

1. By attempting to suggest that a discovery approach towards teaching and education might be a useful addition to the more traditional lecturing approach. Coupled with this is the realisation that perhaps students need to be given the opportunity to contribute more towards their own learning; to get to grips with their own personal development; and to accept responsibility for their own learning, development and growth.
2. by suggesting that there might be a lot of merit in looking at a more integrated effort as a possible alternative (or addition) to teaching and learning which assumes that separate disciplines ought to be, and can be, mutually exclusive.
3. by attempting to show that methods of ongoing assessment can be improved.
4. by attempting to encourage a much more positive attitude towards work, learning and the profession.
5. by encouraging students to look critically at, and perhaps modify, their values in terms of learning, work and teaching.
6. by seeing the task of the HDE year as something akin to a Group Guidance exercise in which students are prepared for experiences, realities, values and understandings they have not yet come across (Dovey, 1982, 1984, 1985)

Of course, careful consideration has to be given to the context into which a piece of action research like the ATT course is introduced (Cohen and Manion, 1980). This involves taking into account factors

which will seriously influence the project and its results. Some of these have already been mentioned, but it might be appropriate to detail these and mention others.

1. The tutors must be really involved, motivated and understand what it is the ATT course is attempting to do. Since taking part in the course is entirely voluntary and involves tutors in a commitment over and above their official duties, it is reasonable to argue that they are really involved, motivated and understand what it is the course is attempting, as all are involved in the planning and running of the course.
2. It is important that the innovation be in line with the essential organisational setting of the institution: in this case, the Department of Education. Since the course was, and is, organised 'in-house', this has been achieved with minimal opposition or discord. Nevertheless, if the ATT course is going to generate change in other areas (GEM, Theory and Method courses), in its long-term objective of achieving an integrated HDE course, there is, quite clearly, a lot more to be done. Not everyone is happy with the idea that traditional approaches may have to change; that individual staff members will have to become more heavily involved across specific discipline or method boundaries; that staff will involve themselves in more and more small group work; that for many reasons personal research pursuits might be subject to constraints; that some will feel that it is disadvantageous from a career point of view to give up a specialist emphasis for a more eclectic one; and the fear that many have that the course would lose its respectable academic status - whether such status is in fact a reality or not.

There are many other less important reasons for misgivings, but suffice it to say that there is no intrinsic reason why these fears or misgivings cannot be allayed and problems solved. A specific example of one which seems to have overcome many of these, is that of the Department of Education at Cambridge University - an example that will be taken up later (Adams, 1985).

In sum, then, for the ATT course to succeed in its long-term integrative aims, it is important that all these fears and misgivings be discussed and that whatever future course is taken, be negotiated.

3. Since a Department of Education in a university in South Africa has to conform to certain criteria laid down by Government in terms of courses offered, time spent on teaching practice, etc., it is important that any proposed programme meet these requirements - for obvious reasons. Obviously, these issues have to be taken into account, but a university department realises that it is a lot more independent than it might appear to be and for this reason there is no reason why an innovative programme cannot be planned with these limitations and requirements in mind.

Of course, one may play "hunt the power group" and enter "the area of radical, including neomarxist, perspectives on educational theory" (Clark, 1981). Briefly, such radical perspectives would insist that all the ATT course is doing is tinkering with the structure without looking critically at the macro-structure within which we are operating. It is a valid point and a useful criticism which has provided very useful insights into the nature of educational systems (Bowles and Gintis, 1977,

1 and 2; Dale, 1977; Flude, 1974; Hextall and Sarup, 1977; Holly, 1977; Whitty, 1974).

However, at the moment we can only operate within those structures that are available, although it is incumbent upon us to bring to the attention of our students the existence of such critiques of modern Western Technological Society, as well as many other perspectives. In the end, they will have to make up their own minds and our job ought not to be to indoctrinate students but to play a part in their education. Obviously, such a 'liberal' or 'humanist' approach is in itself ideological - but at least it is amenable to the presentation of various perspectives from which the student may make meaningful choices.

4. A crucial aspect is that of resources, particularly the availability of capable researchers. In any Department of Education or university there will be an available supply. In fact, most of the tutors who have contributed towards the ATT course are themselves experienced researchers. However, no independent researcher or team of researchers has ever been used. Their use would, of course, have been extremely valuable but as has been mentioned earlier, their use in action research is not imperative.

Besides that, the ATT course has never had the resources to contemplate such a desirable move. Further, no one in the Department has the time to do such research.

Having said that and acknowledging further that the ATT course is the poorer without a team of independent researchers, it needs to be reiterated that the course tutors are all experienced edu-

cationists, who participated in the process and at weekly meetings shared observations, ideas, suggestions, etc. In addition they are involved in end-of-year meetings to plan the following year's course on the basis of assessments by students and their own well-considered (and shared) experiences, observations and reflections.

It needs to be noted that there are a number of problems. Firstly, in a very real sense all the tutors could be described as converts before they joined the ATT team and it is quite possible that for this reason the success of the course becomes a self-fulfilling prophecy. Secondly, since all the tutors are intimately involved with the whole process, there is the typical danger of the subjectivity of participants in the process. For these reasons it is especially unfortunate that no independent team of researchers (or researcher) was part of the research process. Since this desirability was beyond the resources of this study, it emphasises the importance of the students' assessment of the course. It is one of the most important aims of this thesis to show that the really positive reactions of the tutors, or the participants in the action, is strongly mirrored in the detailed assessment offered by the students themselves.

## 2. Other Theoretical Issues.

In this section it is proposed that some consideration be given to only two major issues: other 'About to Teach' sources and the Humanistic framework within which the researcher perceives the course as a whole.

### 2.1. Other 'About to Teach' Sources.

It is of interest that no comparable study of a comparable course has been found in the literature. This may be because the course is unique in the sense that it is offered in an attempt to meet a particular

problem at a particular time in a particular setting and was the result of the collective efforts of a number of people in that setting. It might be reasonable to argue that many action research endeavours will be unique because of the very nature of action research. Having said that, it might be appropriate to offer some thoughts on why this researcher was unable to locate a similar piece of research:

2.1.1. In studies of curriculum development it seems clear that research is concerned with investigating the efficacy of a fully developed programme whether such a programme is goal-oriented or not. In no sense is the ATT course a fully developed curriculum project; it is merely a small-scale intervention which attempts to help the student feel his way into the HDE course and, more specifically, to do so from whatever vantage point he begins at in the hope that he will find the experience meaningful. It was, and is, hoped that the experience will help him move into the theory minefield a little easier and into his first teaching practice a little less apprehensively. So it is really an orientation programme which, over time, has suggested the need to seriously question the formal curriculum offered by the Department. If anything, it has raised the need to question the HDE course as a whole.

2.1.2. It seems that other similar institutions offer either a traditional or an integrated approach to teacher education. Perhaps most offer something of both approaches. There has been much written about both. But the ATT course fits into neither approach: it is certainly not traditional and it is not integrated in the normal sense of the word in an academic setting. If anything, it precedes the official curriculum and it has no official status within the HDE

course. It makes no overt attempt to present the contributions of, say, philosophy, psychology and sociology of education as individual or complementary disciplines. Neither does it overtly attempt to present theory and practice as inextricably linked. Such issues might arise in discussion but there is no intention to do so before the discussion begins.

- 2.1.3. There is a dearth of action research, or any research for that matter, into the teaching done and the courses offered in Departments of Education - or any department in tertiary institutions. Most research, it seems, is focused elsewhere, particularly on Primary and Secondary education. Clark (1981, p. 174), for example, tells us that "in the six years 1973 to 1978 some 640 theses were presented in education faculties" in South African universities. "The five 'open' English language universities accounted for 4% only of theses..." It is also interesting to note that only 22, or 3% of the total number, dealt with teacher education systems.

Rogers (1969) and (1983) has produced evidence from all over the world to suggest his particular approach to learning is indeed successful in primary, secondary and tertiary institutions. It is clear from the research done by students and followers of Rogers' 'person-centred' approach to teaching and learning that really meaningful learning takes place in a Humanistic setting or environment. However, although his general approach will be taken up later, nowhere is there a comparable researched effort to help beginning students in teacher education to orientate. Nevertheless, if any research or reporting comes close to what the ATT course is attempting to do, then it is to be found in Rogers' 'person-centred' approach. (Rogers, 1983)

The dearth of research on the work done in teacher education is not easy to explain. Perhaps there is an assumption that education departments involve themselves and their students in researching other contexts and not their own.

2.1.4. The ATT course does not offer any formal content in the same sense that a particular discipline or integrated course might offer. Essays are set, but they are not 'marked' - there is, in sum, no official assessment or judgement of student 'performance'.

2.1.5. Although the planning committee provides a framework (i.e. stimulus input, readings and tutorial sessions) it does not attempt to lay down what ought to be learned. Nothing is assumed about what will emerge before a particular tutorial session has commenced.

2.1.6. A course like the ATT course is very much an 'in-house' exercise which, by definition, is attempting to solve a specific problem in a specific context. In this sense, one can assume that not many potential researchers would consider it worthy of researching or reporting. As mentioned earlier, its findings are not generalisable and it does not fit into an applied research model. It is a great pity that teachers in schools and tertiary institutions do not often disseminate their findings when they do attempt to solve a particular problem. It might be of great value to others out there who would like to tackle their own problems.

2.1.7. If other institutions have offered something similar they have not attempted to disseminate the information. Perhaps they have merely seen it as some 'in-house' programme; the final product of such a programme being the area of research and dissemination.

2.1.8. The primary interest of this researcher is the effects the course has on the students. Obviously, the course tutors themselves have fed in their impressions, observations, experiences and reflections, but it is the impact on our market that is seen as vitally important. In the end, we need to ask ourselves whether the course is offering the students a meaningful learning experience. There is no doubt that the tutors believe it is, but we need to know whether the students actually mirror the tutors' beliefs.

## 2.2. The Humanistic Approach.

The ATT course quite clearly has its own set of assumptions. Or, to be more precise, the people who designed and implemented the course have introduced their own sets of assumptions. It is very important that these assumptions be teased out and that the particular educational perspectives evidenced in the ATT course be made explicit.

Firstly, it might be useful to spell out the assumptions the planners of the ATT course have not adopted. Some of these have already been mentioned in earlier chapters, but it might be useful to reiterate them and bring in others.

So, the course planners did not assume:

- that because students have spent some twelve years in school and at least three years in a university they have a sophisticated understanding of what education is about and ought to be about;
- that a one year HDE course can hope to offer the kind of depth and rigour that a longer time would allow for;
- that the students would necessarily find the HDE course as a

whole, or the ATT course in particular, meaningful and stimulating;

- that the fact that students come from different academic backgrounds is irrelevant;
- that the fact that each student is an individual who brings with him very different experiences, perceptions, assumptions, ideas and understandings, is irrelevant;
- that it was necessary for them (i.e. the course planners) to be specialists in any particular area of education;
- that the students would arrive in the Department with some inherent ability to 'see' the links between various disciplines and between 'theory' and 'practice';
- that the students would somehow be able to make the necessary links between various disciplines and between 'theory' and 'practice' by the end of the year without any real attempt on our part to help them to make these links;
- that it is necessary to enforce attendance if what we were to offer was to be stimulating, meaningful and relevant to the students;
- that it is necessary to formally assess what students have learned and to supply appropriate grades in an attempt to either enforce attendance or to satisfy academic criteria;
- that the course would be an 'easy' option purely because no pressure or compulsion was attached to it. On the contrary, it was felt that if meaningful learning was occurring, that in itself would be enough to give the lie to its being an 'easy' option;

- that they would be able to offer the students any ultimate truths about teaching, teachers, schools, education, etc;
- that the students were well enough prepared at the outset to feel confident about their ability to cope and survive in a classroom;
- that all the students had a burning ambition to become teachers;
- that all of them actually had a wish to teach at all;
- that the world of teaching ought to be presented in such an idealistic way that students are unaware of the realities which might confront them during their first teaching practice;
- that they ought to somehow ensure that the course aims at getting or persuading all our students to end up teaching. On the contrary, if the course helps them to make an authentic choice either way, that, from an educational point of view, ought to be enough.

The assumptions underpinning the course are simple and few. These are:

- that one of the chief concerns of any course in teacher education must be to provide a learning experience which the students perceive as meaningful;
- that if the students perceived their learning as meaningful they would be motivated and attend regularly;
- that it is not necessarily valid to argue that before their initial teaching practice students should be required to receive a large dosage of theory 'proper';
- that since the course was designed to promote student participation and involvement, emphasis should be given to their reactions to

the course;

- that the course would reach the majority of the students if it allowed them to come in from whatever point they were at. So, their understandings, experiences, ideas, reactions, assumptions, etc., were considered to be vital;
- that if the course was indeed providing a meaningful learning experience, then there ought not to be any significant differences between the responses of students from different backgrounds - whatever those backgrounds might be;
- that all students bring to the course a wealth of diverse experiences and understandings about education and about themselves and that these would be the most appropriate points at which to begin any course.

Having made explicit what assumptions underline the course and, further, what was not assumed, it now remains to explicate the kind of educational perspective evidenced in the course.

It is, perhaps, clear that if any particular perspective underlies the ATT course, it is a Humanistic one. Many of the assumptions made by the course planners strongly suggests a Humanist perspective.

Given its initial impetus in the 1950s by Maslow,<sup>1</sup> the Humanist orientation has since developed and, in the opinion of this researcher, has become the new, fashionable orientation of the modern age. Perhaps this is part of the general reaction against and disillusionment with science. In a very real sense it seems to be a reaction against the realisation that modern man has become an extension of his own creations

and can no longer claim that these creations of his are merely extensions of himself (Berger et al, 1973).

It was believed that science would solve all man's problems, yet for all its undoubted value, it has in fact compounded them. Man has begun to believe, as Popper has for so long maintained, that there are no laws, not even in the pure sciences: there are only hypotheses. The world of post-relativity science is characterised by this new belief. The new breed of scientists seem to accept the general belief that we should see everything as problematic; we are 'students of problems' and not the determined believers in immutable and absolute laws. Our world is a world of flux and if we are to survive we must be flexible and open; not closed and deterministic.<sup>2</sup>

So, even in the pure sciences, scientists work from hypotheses. Every time a hypothesis is vindicated it is strengthened. But, as Popper points out, if our hypothesis is that all swans are white, then we should concentrate on finding a black one!<sup>2</sup> Once we become deterministic we close our minds to the possibility that we might be wrong. As Bronowski (1973) puts it when quoting Oliver Cromwell:

I beseech you, in the bowels of Christ, think it possible you may be mistaken.<sup>3</sup>

This new problem-centred approach should be seen as a particularly welcome development as far as the social sciences are concerned. Man is on very shaky ground if he becomes too deterministic about the behaviour of man. History is filled with the victims of those who held certainty in the palms of their hands.

Nevertheless, it is disturbing to note the powerful influence still being exerted by notions of determinism in education - particularly in

South Africa. Perhaps this influence has its profoundest expression in behaviourism.

The behaviourist orientation rests on, amongst others, two basic assumptions, viz: that all behaviour can be scientifically studied and that, when we know enough about it, it can be predicted, controlled and modified (Skinner, 1971).

Originated by Pavlov and further developed by such people as Watson,<sup>4</sup> and Skinner, behaviourism maintains that all behaviour hinges upon the provision of a stimulus which then results in a particular response. It claims that behaviour is repeated when it is rewarded (reinforced) and that it will not be repeated if it is not rewarded. Continual and consistent reward tends to result in a persistency of behaviour. This being so, the proper planning and control of rewards can change behaviour.

It has made a significant and profound contribution to psychological prediction and control of behaviour and it is the only orientation which is genuinely scientifically verifiable - as much as any human behaviour can be genuinely verifiable. Further, it can, and does, explain how people learn all sorts of behaviour; it can help people change self-defeating behaviour; it has provided valuable and effective learning programmes; and it can do all this in a more scientifically acceptable way than any other orientation (Skinner, 1971; Eysenck, 1953, 1957, 1965, 1972; Biehler and Snowman, 1982).

However, it is a determinist orientation. It sees man only in terms of a manipulative organism. Further, many of its conclusions are arrived at from artificial laboratory experiments on animals which, although valuable, can only have a limited application to the human species.

The latter, as the humanists claim, are complex organisms which are acted upon by their environment, yes, but they also act on their environment. By viewing man as having no real freedom of choice, the behaviourist is hard pressed to deal with such important human experiences as love, creativity, growth, joy, will, etc. So, whole areas of subjective human behaviour are not amenable to the scientific method (Lugo, 1974).

For the teacher who adopts the behaviourist orientation there is an obvious commitment to the belief that it is only the environment which can influence human behaviour and that the human being can in no way influence the environment and act upon it. He is concerned only with what man can make of man (Skinner, 1971). He will see his charge as a manipulative organism of which he is the moulder. By adopting exclusively the techniques of behaviourism, the teacher does not acknowledge, as the humanist insists, that the person has a propensity for self-direction, self-actualisation, self-discipline, self-evaluation, self-acceptance, self-understanding and self-growth. For all its obvious value, the failure of behaviourism to consider man in all his subjective awareness is to fail to consider a crucial aspect of this complex organism.

Of course it is fairly obvious that we cannot reject the contributions of the behaviourist to our understanding of human behaviour. It could be argued, for example, that in certain cases of unfortunate behaviour, behaviourist techniques can provide the necessary starting point for much of the work of the humanists who place great emphasis on 'healthy man'. For instance, irrespective of what has happened before, to wean the drug addict from his addiction is a necessary pre-requisite to the attempt to help him begin to see his potential as a self-actualising organism.

If one accepts this brief analysis then the development of humanism seems to be a logical one. It assumes that man's experience is vital in any study of man; that, although we cannot completely and scientifically define such crucial areas of man's experience as empathy, joy, love, friendship, creativity, humour, etc., we neglect them at our peril; that man is born basically 'good'; that he does have some "degrees of freedom"; and that man must be seen to be in a continual state of growing and developing and not as a static, defined being.

The humanist sees man as continually growing towards "self-actualisation", as Maslow would put it, and he is ultimately, in the existential sense, responsible for his own growth. Once he faces up to the realisation that he is ultimately on his own, he frees himself for more meaningful encounters with himself and others. Furthermore, he must accept his own mortality before he can face up to life; that until he loves himself he will not be capable of loving others; that it is futile to live in the past when it is the present moment that is always of crucial importance; that his growth is dependent on the development and expression of his own feelings; and that once people are in a situation where they feel secure and accepted, they will tend to lower their defences and will grow toward their true nature; they will become more themselves.

Of course, humanistic psychology has been criticised. Chiefly, because it is unable to base its theories on scientific facts and because of the inherent difficulty of defining its major concepts coupled with the difficulty of measuring such concepts with consistency and precision. It has also been accused of creating the illusion that man is really free and that many people tend to have unrealistic interpretations of the emphasis placed on the expression of personal feelings and emotions.

An acceptance, however, of the humanist orientation must affect profoundly a teacher's attitude towards teaching and learning. The traditional classroom or lecture-room situation where the learner is viewed as a manipulative organism is anathema to the humanist. A condemnation of methods of instruction cannot be more strongly put than it was by Albert Einstein:

It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of enquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.

(In Rogers, 1983, p. 1)

Humanism would claim that it provides the solution to this problem in education. It claims an approach which encourages enquiry through the acknowledgement of the belief in the necessity to provide "freedom to learn", as Rogers (1969) would put it. Any educator who accepts this orientation must acknowledge his responsibility for providing the child with the necessary freedom to learn.

But the educator must ask himself what kind of learning it is that he or she wants to develop. Rogers maintains that it is learning which

has a quality of personal involvement - the whole person in both his feelings and cognitive aspects being in the learning event. It is self-initiated. It is pervasive - it makes a difference in the behaviour, attitudes, perhaps even in the personality of the learner. It is evaluated by the learner. Its essence is meaning...

...The traditional and conventional approach makes significant learning improbable if not impossible...

(Ibid, p. 5)

This is very different to the kind of goal-oriented learning and teaching which characterises so much of what passes for education. Again, Rogers (1969) puts it across quite unambiguously:

Teaching, in my estimation, is a vastly over-rated function...It raises all the wrong questions...Are we really sure as to what they should know?...What shall the course cover? This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue. One does not need research to provide evidence that this is false. One needs only to talk to a few students.

...teaching and the imparting of knowledge make sense in an unchanging environment...if there is one truth about modern man, it is that he lives in an environment which is continually changing ...We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning.

(Ibid, p. 104)

Rogers' 'client-centred therapy' is the method which he and others have used very successfully, it seems, in teaching situations. Essentially, he is concerned with communicating with students as people. The teacher must make it clear to his pupils that all learning is intrinsically self-learning, self-initiated and self-directed. The teacher is not a teacher in the traditional sense, he is a 'facilitator of learning' and he is also a learner in the process. Unlike the traditional approach, the humanist focuses on process rather than product in learning.

The starting point should be an encounter group in which learners (which includes the teacher) would try and communicate with each other. Their needs would be discussed and their attitudes, feelings, and interests would, hopefully, be expressed so that all would come to better understand themselves and others. Students would, as far as possible, follow their own interests. Of course, if any feel that they would still prefer the teacher-centred, traditional approach, then they too must be catered for. The responsibility for one's own learning is great and

the possibility of tension and anxiety cannot be ignored. The facilitator can, however, still help the students to build up their confidence - develop their self-concepts.

The emphasis would be on trusting the student rather than upon evaluative or punitive action. The neo-Marxist critiques of education have highlighted the notion of the hidden curriculum and the reproductive purpose of education. However, the humanist is more concerned with individual man rather than structures and 'aggregates'. It is reasonable to argue that if the humanist is 'right' in his essential assumptions, then changes will result from the changes wrought in individual men and women and not by replacing one structure with another. (Buber, 1923 and 1947); (Hodes, 1971).

So, much of the emphasis is on interpersonal relationships and trust.

It is true that humanistic endeavours in education do not produce 'scientifically respectable' data but this is hardly a good enough reason for ignoring what humanist psychology has to offer. Rogers, his students and others, can point to numerous experiments at all levels of educational endeavour which show positive results. Student and teacher reaction to such carefully designed courses have been decidedly positive (Rogers, 1983).

Although this is hardly as rigorous an experimental exercise as that which the behaviourist adopts, it does suggest that such an approach has merit and deserves to be given serious consideration. As Rogers (1969) says:

I can only be passionate in my statement that people count, that interpersonal relationships are important, that we know something about releasing human potential, that we could learn much more, and that unless we give strong positive attention to the human interpersonal side of our educational dilemma, our civilization is

on its way down the drain. Better courses, better curricula, better coverage, better teaching machines, will never resolve our dilemma in a basic way. Only persons acting like persons in their relationships with their students can even begin to make a dent on this most urgent problem of modern education.

(p. 125)<sup>5</sup>

There is no space in a presentation of this nature to go into such experiments as Rogers and others have carried out in their attempts to show that self-direction and self-learning are possible and essential for the production of innovative minds. However, one can sum up the results of those experiments (which support the theory of Abraham Maslow; much of the work done by sociologists on interaction; and the self-concept theory of people like G H Mead, amongst others)<sup>6</sup>, by saying that interpersonal relationships seem to be fundamentally crucial to the learning process in a continually developing organism as complex as man and that for real learning to take place, it must be meaningful.

Notes and References:

1. Maslow (1968), (1970) and (1976).
2. Popper (1945) and (1972); and Ackermann (1976).
3. Cromwell's letter to the General Assembly of the Church of Scotland, 3 August 1650.
4. Pavlov (1927); Frolov (1937); and Watson (1930).
5. I have concentrated in this chapter largely on the work of Rogers as I find that he best sums up all that I have read on Humanism in Education. I find his work an ideal focus for my understanding of the following writers: Buber, 1923, 1927; Holt, 1964, 1970, 1972, 1974, 1976; Gibran, 1923; Neill, 1926; and Hodes, 1971).
6. For example, Hargreaves, 1967 and 1975; Nash, 1973; Strauss, 1972; and Miller, 1973.

## CHAPTER 4

### METHOD AND METHODOLOGY

As was mentioned earlier, the focus of this study is to assess student reactions to the ATT course. In the opinion of this researcher, the best methods available to him were the use of a detailed Questionnaire/Survey and unstructured interviews with a random sample of students.

These two particular methods were chosen for the following reasons:

1. The target population was on hand and it was reasonable to assume that the researcher would be able to count on the co-operation of the student body. The fact of a captive population would obviate many of the problems of administering a Questionnaire through the post. There would be no need to follow-up in the hope of getting an acceptable number of returns and there would be no need for sampling from amongst those who do not respond (i.e. the non-respondents).
2. The very nature of the exercise (i.e. a small-scale piece of research aimed at tackling a specific problem in a specific setting), meant that it would be possible to get close to a 100% response. Since no attempt would be made to generalise findings beyond the specific population, it was reasonable to assume that definite conclusions could be drawn about the population under scrutiny.
3. Outside of the selection of six students for interviewing there would be no problems attached to the kind of sample chosen. It was possible that all the students might be encouraged to participate.

4. Since the focus of this thesis is on what the students think of the course, then the best way to assess it would be to ask them.
5. Since financial and manpower resources were minimal, it was not possible to employ the services of an independent researcher or an independent team of researchers, and to compare their findings with the results of the Questionnaires and Interviews. Of course, it is clear that this piece of research is the poorer without such added perspectives.
6. The Questionnaire and the Interview would be very easy to administer and would not require the services of any other persons/ interviewers/investigators.
7. It would be possible to collect all the data within a very short space of time.
8. Since the target population was a 'captive' population, it would be a simple matter to decide upon the most opportune time to ask the students to fill in the Questionnaire and also to arrange the interviews.
9. Questionnaires and unstructured interviews can be very open-ended and in this piece of research this was considered quite crucial because the researcher was very keen to find out what they thought. (Tuckman, 1972; Cohen and Manion, 1980; Behr, 1983).

The Questionnaire/Survey: a description of the process.

1. The purpose of the enquiry.

The general purpose of the enquiry was to obtain a detailed assessment by the students of the ATT course. From such an assessment the

specific central aim (Cohen and Manion, 1980) of the study was to ascertain whether the students perceived the course as offering them a stimulating, meaningful, interesting and enjoyable learning experience. Linked to this was the need to find out why the students felt as they did.

Once the primary aim of the study was ascertained, various subsidiary topics and aims were identified and itemised as follows:

1.1. Student assessments and comments on:

- 1.1.1. the stimulus material offered;
- 1.1.2. the assignments written;
- 1.1.3. the readings offered;
- 1.1.4. tutorial/group work and discussions;
- 1.1.5. the characteristics of the ideal tutor;
- 1.1.6. each of the six tutors;
- 1.1.7. the broad aims of the course.

1.2. Student comment on:

- 1.2.1. whether their method courses suffered from a lack of specific knowledge of the core theory areas (i.e. Philosophy, Sociology, and Psychology);
- 1.2.2. Whether having moved from general issues raised during the ATT course and then into Teaching Practice they feel they are now better prepared and informed for the reception of specific topics covered in the core courses;
- 1.2.3. Whether we should consider introducing into the ATT programme at the end of each week, an integrated staff panel discussion/session on the major Philosophical, Psychological and Sociological issues raised during that week;

- 1.2.4. Whether the course was valuable in preparing them for their first Teaching Practice;
  - 1.2.5. How they felt about going into a school after the completion of the ATT course;
  - 1.2.6. Reasons for their missing any of the sessions;
  - 1.2.7. Whether the course encouraged them to think both about teaching and about their own experiences, ideas and motivations.
- 1.3. Student suggestions and/or recommendations on:
    - 1.3.1. the duration of the course;
    - 1.3.2. the offering of a future, similar course;
    - 1.3.3. the content and format of future courses;
    - 1.3.4. the changing of tutors every week.
  - 1.4. Student comment on any issues relating to the planning, design and implementation of the H.D.E. course, emphasising the part played by the ATT course.
  - 1.5. To ascertain whether there was any significant difference between the assessments offered by:
    - 1.5.1. Arts and Science students;
    - 1.5.2. Male and female students.
  - 1.6. To ascertain whether the schools attended by students as pupils:
    - 1.6.1. had a teacher psychologist;
    - 1.6.2. offered a guidance programme of any kind; and

- 1.6.3. if such a programme was offered, their attitude towards it.

(Cohen and Manion, 1980)

2. The Population.

As has been mentioned, this factor presented no problems in terms of sampling. The students who attended the course were a captive population and every effort would be made to encourage all the students to involve themselves in the assessment of the course.

3. Available Resources.

The resources available were minimal but this did not really affect the study itself - except for the fact that there was no possibility of employing the services of independent researcher(s).

Since the study was situation specific none of the normal problems pertained: there was no fieldwork involving the employment of investigators and interviewers; no training and supervising of personnel was needed; no travelling was required; and no mailing costs were involved. Such financial costs as printing, typing and the purchase of tapes (for the interviews) were easily borne by the researcher himself.

Of great value to the researcher was the presence in the Department of experienced academic personnel who could be asked to help by offering comment on the questions asked, methodological issues, etc.

#### 4. Constructing the Questionnaire.

##### 4.1. General comment.

Once the purpose of the enquiry was determined and the variables were specified (as outlined in 1 above) it was a relatively simple matter to design the necessary questions. However, linked to the specific, central aim of the study (i.e. to ascertain whether the students perceived the course as offering them a stimulating, meaningful, interesting and enjoyable experience) was the need to find out why the students felt as they did. So, apart from questions geared towards a quantitative assessment of what was offered, it was considered vital to get some feedback on the reasons for their answers. This applies particularly to those questions involving a rating scale.

If, as the researcher assumed, the course was successful, it would be because (amongst other reasons) that it gave all the students the opportunity to respond to it from a very personal perspective.

The Questionnaire, then, asks direct and indirect questions, specific and non-specific questions, fact and opinion and open and closed questions, in an attempt to obtain both quantitative and qualitative responses

(Tuckman, 1972, pp. 174-176).

##### 4.2. Pilot Questionnaires. (Appendix B)

In 1982 and 1983 Questionnaires were distributed and used, for the purposes of this study, as pilot Questionnaires.

The purpose here was to eliminate ambiguities, revise certain items and include others on the basis of the responses. For example, in this questionnaire, questions 1 (personal particulars), 5 (dealing with the characteristics of the ideal tutor and asking the students for an assessment of each tutor involved in the course) and 7 (the aims of the course) were added when it became clear from the pilot questionnaires that they needed to be asked.

(Tuckman, 1972, pp. 196-209)

#### 4.3. Sequencing of questions.

The questions were designed to follow broadly the outline of the course itself. (Appendix C)<sup>1</sup>

##### 4.3.1. Item 1. Personal particulars and other background details. (Appendix D)<sup>1</sup>

These questions were designed to supply pertinent personal and background particulars which might be relevant in evaluating student responses. Most of them were included after a careful assessment of the answers supplied in the Pilot Questionnaires of the previous two years. On the basis of those assessments it was felt that it would be worth finding out the sex of the respondents, their method subjects, the kind and size of school attended and whether Guidance was offered at their schools. With this information available it would be possible to ascertain whether there were, for example, any significant differences between the responses of males and females and arts and science students. Further, there

might be some use (depending on responses to the whole questionnaire) in having available information about the kind of school attended and whether or not such schools offered Guidance .

4.3.2. Item 2. Stimulus material and assignments. (Appendix E)<sup>1</sup>

The questions under this section dealt with the specific stimulus items and the assignments set. All the questions have a rating scale and invite a comment from the students. In addition, there is one question which invites suggestions for stimulus items that might be offered in future courses.

4.3.3. Item 3. About to Teach Handbook. (Appendix F)<sup>1</sup>

The questions in this section dealt with each of the readings; each has a rating scale and invites a comment from the students.

4.3.4. Item 4. Tutorials/Group work. (Appendix G)<sup>1</sup>

Again, these questions offer a rating scale and invite a comment from the students. Various aspects of experience of tutorial discussions are covered in the hope that a detailed idea of the experience of the tutorial sessions might reveal some useful information and insights.

4.3.5. Item 5. Tutors. (Appendix H)<sup>1</sup>

This section is divided into two parts: the rating of the characteristics of the ideal tutor and a comment on each of the tutors involved in the course.

In the original questionnaire the tutors were named but for the purposes of this study their names have been removed in the interests of anonymity.

4.3.6. Item 6. General points. (Appendix I)<sup>1</sup>

The questions in this section attempt to elicit comment on a number of very important issues relating to

- the duration of the course
- the core subject areas
- the continuance/discontinuance of the course
- suggestions for future courses
- Teaching Practice
- reasons for absence from any of the sessions
- changing of tutors on a weekly basis
- whether the course encouraged them to think about teaching and about their own experiences, ideas and motivations
- any issues concerning the HDE course and the part played in it by the ATT course.

4.3.7. Item 7. Intentions of the course. (Appendix J)<sup>1</sup>

Once again, this section offered a rating scale and invited students to offer reasons why they thought the course had/had not achieved its aims.

The questions asked in this study, then, attempted to elicit responses which would enable the researcher to assess whether or not the central specific aim of the course was achieved. This would involve an overall assessment of the responses. Further, specific responses in specific areas would indicate the reactions of students to subsidiary topics and

aims listed under 1 above.

#### 4.4. Pitfalls in questionnaire construction.

##### 4.4.1. Types of questions asked.

Care was taken not to ask leading, highbrow, complex and irritating questions; or questions that use negatives.

Although Cohen and Manion (1980) suggest that open-ended questions are a "less satisfactory way of eliciting information" (p. 84), this researcher is not convinced that he would obtain the same sort of information or responses needed for this particular piece of research by eliminating them. In attempting to find out why students approved or disapproved of the course or aspects of it, this study is attempting to find out whether or not meaningful learning took place. For this reason it was believed that open questions were essential. Certainly, the experience and information gained from the pilot questionnaires indicated that open questions which invited comment on a particular response or question were very worthwhile.

It would, perhaps, be more correct to speak of open-ended responses rather than open or open-ended questions. (Tuckman, 1972, p. 177).

Behr (1983), however, suggests that

in practice a good questionnaire should contain

open and closed forms of questions so that responses from the two forms can be checked and compared.

(p. 15)

Most questions invite both a rating and a comment and thus serve a dual purpose. The former can be quantified and since there are more than 30 respondents (Cohen and Manion, 1980), the responses are amenable to statistical measurement; while the latter will provide further insights into the reasons why the respondents responded as they did. And the reasons offered by the respondents are central to this study.

#### 4.4.2. Number of questions.

Lovell and Lawson (1970) point out that

in general a total of 30 questions must be considered the optimum number

(In Behr, 1983, p. 151)

This questionnaire invites some 139 responses and is obviously very time-consuming. However, this researcher was confident that because he was on good terms with the students, he would be able to persuade and encourage them to take part in this exercise. This proved to be the case, but it must be admitted that the questionnaire is too long. Nevertheless, it is gratifying to note the willingness of the respondents to give of their time and energy to fill in the questionnaire as comprehensively as possible. It is, perhaps, reasonable to suggest that their willing-

ness to do so says something positive about their concern that their reactions, attitudes and feelings be taken note of.

#### 4.5. Administration of the questionnaire.

The administration and completion of the questionnaire are of some significance in this study because it took place eleven weeks after the completion of the ATT course. This was necessary for a number of reasons:

- It had to be after the initial Teaching Practice since the course itself was also an attempt to prepare the students for some of the issues which might conceivably arise during Teaching Practice. Together with the Method and G.E.M. courses it was a preparation for Teaching Practice. In order to assess its value as a preparation for Teaching Practice, the completion of the questionnaire had to take place afterwards. The first Teaching Practice period of 1984 was five weeks long.
- After the completion of the ATT course the students left for their week-long Easter vacation.
- Upon their return from vacation the students attended three weeks of classes before leaving for their first Teaching Practice session. During this period they completed 30% of their core theory courses (i.e. Philosophy, Psychology and Sociology).
- After their return from Teaching Practice, this researcher decided to wait a further two weeks before administering the questionnaire. The reason for this further delay was the fact that the students would have completed a further 20% of their core theory courses - 50% in all. Thus, the

questionnaire could take advantage of the fact that the students had something with which to compare the ATT course although no questions were geared towards a direct comparison. It was hoped that those questions which were asked (i.e. numbers 6.1, 6.2, 6.3, 6.4, 6.5 and 6.10 - and perhaps others), might evoke an unsolicited comparison.

Thus, by the time the questionnaire was administered and completed, over half of the HDE year had passed. Of course, such a long period between the completion of the course and the completion of the questionnaire was not ideal, but it was necessary. If anything, this caused considerable concern to the researcher because he felt that it was very possible that many students might not be able to remember particular aspects of the course. On the other hand, he felt that if the course was as successful and as well received as it appeared to be, then it would quite possibly survive this delay. Further, if the responses proved to be very positive and comprehensive, then that alone would be to the credit of the course.

However, in the likely event of respondents not remembering items very well (e.g. readings in the Handbook), students were asked to bring their Handbooks with them. Unfortunately, not all of them remembered to bring it along and this might be one of the reasons why there was a relatively high proportion (20%) of 'No Opinion(s)' offered on the reading/articles.

4.5.1. Summary of the time lapse between the completion of the course and the administration and completion of the questionnaire.

|                                    | <u>Dates</u>                 | <u>Weeks</u> |
|------------------------------------|------------------------------|--------------|
| Completion of the ATT course       | 4 April 1984                 | -            |
| April vacation                     | 4 April 1984 - 14 April 1984 | 1            |
| Classes prior to Teaching Practice | 15 April 1984 - 3 May 1984   | 3            |
| Teaching Practice                  | 6 May 1984 - 7 June 1984     | 5            |
| Classes after Teaching Practice    | 10 June 1984 - 21 June 1984  | 2            |
| Administration of questionnaire    | 19 June 1984                 |              |

#### 4.5.2. Completion of the questionnaire.

The student body assembled in the Main Lecture Theatre and each student was given a copy of the questionnaire. The details were as follows:

- 4.5.2.1. They were warmly thanked for voluntarily agreeing to take part in the research exercise.
- 4.5.2.2. It was explained to them that the data collected from the questionnaire would be used by the researcher for his M.Ed. thesis and for the planning of the 1985 course.
- 4.5.2.3. The researcher briefly explained what was required of them and how they were expected to fill in the questionnaire.
- 4.5.2.4. They were urged to offer comments wherever possible and in as much detail as possible.
- 4.5.2.5. Those who had forgotten to bring along their course Handbooks were encouraged to sit next

to those who had.

4.5.2.6. No time limit was set and students left when they had completed the questionnaire. The average time spent on the questionnaire was one-and-a-half hours.

4.5.2.7. The students were encouraged to be as open, honest and frank as possible and were assured that their responses would be treated with the utmost confidentiality.

4.5.2.8. They were reminded that it was not obligatory to supply their names. If they felt more comfortable remaining anonymous, then they need not identify themselves.

Some students were absent from the session and were followed up by the researcher. Except for one student, all the students returned their completed questionnaires. In all, 52 out of the 54 students returned the questionnaire. One of the two who did not complete it was a late arrival to the HDE course and missed the entire ATT course.

#### The Interview.

##### 1. Reasons for conducting interviews.

Earlier a number of reasons were offered for the choosing of both a questionnaire and a number of interviews. Also, the purposes of the enquiry were made explicit. In addition, the following points need to be made:

- 1.1. Given the purpose of this piece of research, the researcher believed that a number of interviews would be a useful complement to the questionnaire and would help to clarify some of the findings based on the data collected from the responses to the questionnaire. So, it is not intended that the interviews stand on their own: they are to be "used in conjunction with" (Cohen and Manion, 1980, p. 243) the questionnaire.

Although the questionnaire attempts to elicit both quantitative and qualitative data it was believed that the added data from the interviews would enhance the value of both. In particular, it was believed that the interviews might offer further insights into why the respondents perceived the course, or parts of it, positively or negatively.

- 1.2. Cohen and Manion (1980, p. 253) point out that the interview and the questionnaire have some common characteristics but, more importantly, each has some advantages when compared with the other. In a very real sense each obviates some of the disadvantages of the other (Tuckman, 1972, p. 188). Having said that, it should be noted that the invitation to comment after each item and/or question in the questionnaire counteracts some of the problems associated with the questionnaire as a research technique. Taken together it was assumed that the questionnaire and the interview would positively enhance the reliability and validity of the data.

In sum, the questionnaire attempts to obtain both nomothetic and ethnographic data in an attempt to obviate the problems attached to the collection of either one or the other. The

interviews attempt to collect further ethnographic data in the hope that such data might be useful when comparing it with data gleaned from the responses to the questionnaire.

- 1.3. The interview is a very useful technique for gaining "access to what is inside a person's head" (Tuckman, 1972, p. 173) and makes it possible to identify attitudes, beliefs, values and preferences.

2. The non-directive and focused interview.

The researcher decided to opt for an informal, open-ended and non-directive interview in the hope that this would encourage as full a response from the interviewees as possible. Keen (1970) maintains that for an interview to be a reliable phenomenological research technique, it must have these intrinsic characteristics (in Stones, 1982, p. 61).

Cohen and Manion (1980) point to the principle features of this approach as being

the minimal direction or control exhibited by the interviewer and the freedom the respondent has to express his subjective feelings as fully and as spontaneously as he chooses or is able.

(p. 243)

The non-directive interview technique had its origins in the work of Freud and today is more correctly classified in a therapeutic context as evidenced by the contribution of Rogers (1942). As an exercise in therapy it does not have very much use as a research tool in educational settings such as the one under review in this research.

Since the research itself had a limited context it had to focus on a

limited area. For this reason the interview itself had to have a focus and in this case that was the experience of the ATT course. So, although the interviews were non-directive, they did have a specific focus. All the interviewees experienced the same course and the researcher was interested in their subjective experience of it. Their responses would help him to test the validity of his hypotheses; make comparisons with the responses to the questionnaire and enable him to pick up responses for which he was not prepared. The latter could lead to the formulation of new hypotheses.

Since the researcher had already analysed the experience of the ATT course, and since he decided to tape the proceedings of each interview, he was free to adopt a non-directive approach during each interview. Unwilling to inhibit the process by guiding it too rigidly, the researcher decided to make only one request, the response to which would determine subsequent questions. The request was, "I would like you to talk about your personal experiences or feelings about, and opinions of, the About to Teach course".

Very few subsequent questions were in fact asked, the researcher merely prompting and encouraging the interviewee to talk about the course. Since it was their reaction to the course in which he was interested, he was quite happy to let the interviewee take the initiative and speak about issues as they came to mind.

Essentially, the interviews, or more correctly, the self-reports, are phenomenological explications of the experiences, attitudes, feelings and opinions of the students about the ATT course. As already mentioned, the interviews met Keen's requirements for an interview to qualify as a reliable phenomenological research technique.

Nevertheless, interviews as a research technique are fraught with problems which stem from the very nature of the interview itself. By definition, it is an interaction between people and the relationship between the people involved will affect what is said (and how it is said) by the interviewee and what is heard and how it is interpreted by the interviewer. Stones (1982) makes the point that for this reason Keen (1977) "emphasises that the guiding principle of the skilled researcher lies in making the subject a co-researcher in order to facilitate his/her full and candid expression of his own unique, subjective behaviour and experience" (p. 62), and she goes on to point out that he asserts that the

co-researcher paradigm is central...to all phenomenological research if the subjects are to be mobilised in the research effort.

(Keen, 1977, p. 29 in Stones, 1982,  
p. 62)

However, in this particular research effort the researcher felt that in spite of the "co-researcher paradigm" there was still a marked potential for bias in the interview situation. In general terms the sources of potential bias lay in the characteristics of both the researcher and the respondents. Since the researcher was on very good terms with the students there existed a very real danger that the interviewees would anticipate what he wanted to hear in the hope that what they said would help him in some way. Certainly, they appeared to like him very much, knew his enthusiasm for the course and knew that he was gathering data for a thesis on the course. For these reasons they might quite understandably give him what he expected to hear. However, he took great pains to impress upon the interviewees (as he did with all the respondents to the questionnaire) that it was absolutely imperative that they understand that he wanted to hear

whatever they had to say, the 'good' and the 'bad'. Further, he impressed upon them the need for absolute honesty and urged them to accept that, without it, the exercise would be wasted.

In the end the researcher was quite confident that all his students knew him well enough to know that there was no cause to feel threatened by him and he is as convinced as it is possible to be convinced, that they trusted him enough to say whatever they wanted to say about the course.

In order to further obviate interviewer bias no attempt was made by the researcher to gain some impression of the responses to the questionnaire in order to give him some areas of focus for the interview. He did this because he saw the need for an open response as more important than the need to direct the proceedings too rigidly. Since he was a participant in the process he felt that this might obviate some of the obvious subjectivity and potential for bias on his part. He believed that if there was any validity in his hypotheses then the kinds of things he hoped would emerge would do so without any prompting or help from him.

Cannell and Kahn (1968) have reported on studies which raise the problem of validity in interviewing. They make the point that "inferences about validity are made too often on the basis of 'face validity', that is, whether the questions asked look as if they are measuring what they claim to measure. The cause, they argue, is bias" (in Cohen and Manion, 1980, p. 252-253).

This kind of problem is emphasised by Kitwood (1977) when he argues that the interview as a research tool results in a 'catch 22' situation because even if one is to maximise reliability it is done

at the expense of validity. Of course this is true if one conceives of the interview as a means of obtaining factual information or as an interaction which by its very nature incorporates the notion of bias which has to be eliminated as much as possible.

However, as has already been explained, the researcher attempted to eliminate the potential for bias by being as non-directive as possible, by insisting on the need for absolute honesty, by avoiding the temptation of analysing responses to the questionnaire before the interviews and by asking the interviewees to respond to only one request, viz. to give their personal experiences, feelings and opinions of the ATT course. Further, since the theoretical dimension adopted is a phenomenological one, it could be argued, as Kitwood has done, that the traditional conceptions of reliability and validity become "'redundant notions, for every interpersonal situation may be said to be valid, as such, whether or not it conforms to expectations, whether or not it involves a high degree of communication, and whether or not the participants emerge exhilarated or depressed'" (in Cohen and Manion, 1980, p. 253).

Nevertheless, attempts were made to eliminate bias as far as possible and the fact that the data from the interviews was to be complementary to the data from the questionnaire emphasises the secondary status of the interview in this study. In addition, systematic sampling ensured an unbiased selection of interviewees from the student population under study.

Van Eckartsberg (1971, p. 72) points out that data from non-directive interviews or self-reports is regarded as phenomenologically legitimate and scientifically valid, although a problem of self-reports is

often claimed to be that of "selective attention". (In Stones, 1982, p. 63) Stones goes on to say that:

Since the phenomenological researcher is, however, interested in that which is significant for the subject, 'selective attention' is not regarded as a problem - in fact, it is regarded as less of a problem than the 'selective attention' imposed on phenomena by researchers in the natural scientific tradition by means of fixed-response questionnaires and rigidly structured interview situations.

(Ibid, p. 63)

This researcher completely endorses this point of view and it is for this reason that both the questionnaire and the interviews are as open-ended and non-directive as possible. He is interested in what the subjects have to say.

Of course, there is a further problem. Does the interviewer understand the data and is his interpretation of it adequate? There seems little reason for this researcher to insist that his understanding and interpretations are necessarily adequate or, indeed, the only ones. For this reason, he has included all the responses to the questionnaire and the transcribed interviews so that his reader might assess the reasonableness of his interpretations and his conclusions. Of course, he appreciates that what he sees may not necessarily be all that there is to see and for this reason is happy for his reader to explore the data as well.

Another point which needs to be made is the argument that the interview will tell us most when it deals with experiences as soon as possible after they occur. Of course this is a valuable criticism because the "mediation of time, reflection or imagination interferes with experiential reporting in that it serves to separate the person from his lived experience" (Stones, 1982, p. 63). However, as

mentioned earlier, there were reasons for delaying the completion of the questionnaire and the interviews. Also, as any student of history will inform us, we are better able to understand the past the further removed we are from it. Van den Berg (1972) argues that the past "'speaks to us in the present' and that the 'present past' or 'the past as it appears now' (p. 79) is significant in that 'our recollections have a motive...it is this motive that decides the nature of the recollection'...p. 83)" (in Stones, 1982, p. 64).

The self-reports of the subjects in this study thus deal with both the present and the 'present past', and hence arguably provide concrete data arising from the immediate encounter with both the present and the 'present past' experience...

(ibid, 1982, p. 64)

of the ATT course.

In the end, a phenomenological perspective would insist that we "let the data speak for itself" (Colaizzi, 1978, in Stones, 1982, p. 67) and to this end the researcher has made available the transcriptions of all the interviews and all the responses to the questionnaires. The reader may then check the reasonableness of the inferences and/or conclusions drawn by the researcher.

### 3. The Interviews.

A brief description of the procedures is offered in an attempt to clarify many of the points already made.

Within a few days of the completion of the questionnaire, interviews were held with six members of the 1984 HDE class. Systematic sampling was used as a basis of selection: every eighth person (on an alphabetical list of the class) was approached. Each was asked whether

s/he would be prepared to be interviewed on the ATT course and all readily agreed to take part.

Mutually suitable times were arranged for each interview. Before the commencement of each interview it was carefully explained to each interviewee that:

- 3.1. The interview would be informal, open-ended and non-directive. What this meant was explained to them and all accepted it.
- 3.2. It was to play a part in the assessment of the ATT course.
- 3.3. The researcher would prefer to tape the proceedings as this would leave him free to really listen and take part if need be. It would obviate note-taking or other forms of recording proceedings and would quite simply be transcribed and analysed at a later date. All the interviewees were quite happy for the proceedings to be taped.
- 3.4. Only one prepared question/request would be asked/made and they were to respond to it. Any other questions would depend largely on what emerged during the interview.
- 3.5. Their anonymity would be preserved. This did not particularly concern any of them and all were quite happy that their first names be used.
- 3.6. They were to be as honest and as frank as possible about their ideas, attitudes, feelings and criticisms of the course, or any aspect of it. They were urged not to allow their perceptions of what the interviewer would like to hear to inhibit them: that, in fact, anything they had to say would be considered very valuable for future courses and for this piece of research.

3.7. There would be no time-limit on the interview and that it would terminate at such time as the interviewee wished it.

4. The Transcribed Interviews (Appendix K)

As a point of clarification, the reader needs to note that in future references to specific interview material a particular code will be used. The details are as follows:

4.1. Each interviewee has a first name only, i.e. Clyde, Jonathan, Richard, Penny, Jill and Marion.

4.2. Every page of each interview has every fifth line numbered.

4.3. Any reference to a particular interview will involve an indication of which interview it is, the page number of the reference and the relevant line(s) number(s).

e.g. C. 260 11 18-20, means Interview with Clyde, page 260, lines 18-20.

NOTE:

The name codes are as follows:

C = Clyde  
Jo = Jonathan  
R = Richard  
P = Penny  
Ji = Jill  
M = Marion

Footnote:

1. Each Appendix consists of the consolidated responses of the group to the question.

CHAPTER 5ANALYSIS OF THE DATA AND EVALUATION OF THE COURSE1. Introduction.

Because of the limited nature of this presentation no attempt will be made to look closely at individual ratings and comments made by respondents. Instead, the researcher's comments and conclusions will be limited to general statements which he feels summarises the collective ratings and comments under each item. The interviews will be used to complement the ratings and responses in the questionnaire and this will necessitate drawing on what all six interviewees had to say in the hope that what they say might clarify certain issues.

Of course, where it is appropriate, the researcher has, on occasion, dealt with a specific rating, issue or comment.

Since he has been a participant in the process the researcher is keenly aware of the potential for bias on his part and has for this reason included all the raw data in this presentation. The reader is thus free to check the reliability and validity of the conclusions drawn.

2. Stimulus material and assignments (Appendix E, pp. 33-84).

The students were asked to assess each stimulus input item on a five point rating scale: 1 (of no value); 2 (of little value); 3 (no opinion); 4 (of some value); and 5 (of great value). Ratings 1 and 2 have been interpreted as negative ratings and 4 and 5 as positive ratings. What follows is a summary of the ratings of all the stimulus items:

|                       | <u>Number of responses</u> | <u>% Positive</u> | <u>% Negative</u> | <u>% no Opinion</u> | <u>% Total</u> |
|-----------------------|----------------------------|-------------------|-------------------|---------------------|----------------|
| Total population (52) | 505                        | 76,63             | 13,07             | 10,30               | 100,00         |
| Science students (21) | 209                        | 78,46             | 10,53             | 11,01               | 100,00         |
| Art students (31)     | 296                        | 75,34             | 14,86             | 9,80                | 100,00         |
| Male students (29)    | 279                        | 75,99             | 13,98             | 10,03               | 100,00         |
| Female students (23)  | 226                        | 77,43             | 11,95             | 10,62               | 100,00         |

(See also graph on p. 34 of Appendix E)

These ratings are overwhelmingly positive and suggest very strongly that the students found the assignments and the stimulus items interesting, stimulating and worthwhile. Further, the relationship between the ratings of the two sub-groups indicates that there is no significant difference between the responses of (a) Science and Art students and (b) Male and Female students. Using the Chi-square test to test 'goodness of fit' between the two latter categories, it is clear that the null hypotheses that there are no significant differences between the responses of (a) Science and Art students and (b) Male and Female students, stand (ibid, pp. 35-36).

A perusal of the comments made on each of the eight stimulus input items and the two assignments will support the conclusion that the reactions of the students to this part of the course were overwhelmingly positive. Nevertheless, a look at these comments tells a great deal more than the ratings can. The latter do not reveal why respondents rated items as they did. The following pertinent points need to be made:

- 2.1. Except for the Discussion with Headmaster (or his representative) about the day you spent in his school, both assignments and the other seven stimulus items received very few 'negative' or 'no opinion' ratings and/or comments. In fact, of the total number of 'negative' (66) and 'no opinion' (52) ratings in this whole

section, this particular item received 19 'negative' and 20 'no opinion' ratings. What the ratings don't reveal, however, is made quite clear in the comments offered: a number of schools were unable to send a representative to the Department and so many respondents did not get the opportunity to chat to anyone. Many, therefore, offered 'no opinion' but almost as many gave it a 'negative' rating because the Headmaster did not "pitch up".

So, this item received an overall negative rating, not because it was necessarily a useless exercise, but because there was another factor at play; a factor beyond the control of the organisers and planners.

## 2.2. Negative Responses/Ratings.

Many of the negative ratings offered do not look quite so negative once one reads many of the comments offered. Indeed, many could be interpreted as really being quite positive in the sense that what has happened to the individual is still quite possibly a very valuable learning experience, albeit an uncomfortable one. It is quite possible, for example, for respondent 41 (ibid, p. 63) to say that The Prime of Miss Jean Brodie "distressed me - found her very strange and came out puzzled at the impact she made on the four girls." She gave it a rating of 2, but in the opinion of this researcher, this is a most encouraging response. She has been challenged and out of conflict growth may result. Her rating is, perhaps, based on the fact that the film distressed her and not on the film itself nor its potential for making her more aware of the teacher and the nature of the teacher's power.

Interestingly enough, many 'negative' or 'no opinion' offerings have said something quite similar to others who rated it positively. For example, amongst the responses to the talk by Local Headmasters on the aims they have for their schools were the following:

- 2.2.1. Respondent 16: "They seemed to be a little superficial and separated from their pupils." (Rating 2)
  - 2.2.2. Respondent 25: "Headmasters saw it as a sales gimmick - made generalisations that weren't working in schools. NO HEADMISTRESSES!." (Rating 2)
  - 2.2.3. Respondent 42: "...one had the feeling the headmasters weren't always entirely honest." (Rating 3)
  - 2.2.4. Respondent 2: "It was of value but I wonder if those Headmasters are really true to their values." (Rating 4)
  - 2.2.5. Respondent 3: "It gave me my first experience of the 'system' and the little produce factories called schools." (Rating 5)
  - 2.2.6. Respondent 13: "They obviously couldn't give an honest talk. They were selling themselves." (Rating 4)
- (ibid, pp. 49-52)

### 2.3. No Opinion Responses/Ratings.

In all there were only 52 'no opinions' offered and only twenty indicated that they missed, for whatever reason, a particular input session: sixteen were absent due to illness, two because they were late arrivals to the course and two who refused to attend a school for a day because it "was a waste of time." Linking this information to the record of attendance (unofficially) kept by the researcher, the actual attendance during the eight stimulus sessions was 95%. Further, only two students missed two sessions, the rest of the absentees missing only one session each.

All students handed in both ATT assignments.

Most of the remaining comments offered as "No Opinions" could be interpreted as either positive or negative statements about the stimulus-input sessions under discussion.

#### 2.4. Positive Responses/Ratings.

The overwhelming majority of the positive responses strongly suggest that the students found the stimulus-input and assignments stimulating, relevant, meaningful and worthwhile. This comes out quite clearly in the comments offered and a feature of these is that the students responded from a very personal point of view. But it is quite clear that they were picking up issues which were both pertinent and important in educational and broader 'life' contexts. Certainly, the positive ratings and comments are most definitely encouraging for this kind of exercise.

#### 2.5. General Comments on the Stimulus Material and the Assignments (Appendix E, pp. 76-79)

After rating and commenting on each stimulus item the respondents were asked for a separate overall comment on the stimulus material and the assignments.

In sum, these comments are overwhelmingly positive. Only two responses were negative (Nos 29 and No 47 on pp. 78 and 79). One of these found it entertaining more than helpful and the other felt that it had not really prepared him for T.P. and adds that "in many ways it made T.P. into more of a horror/nightmare than it needed to be."

Otherwise, the bulk of the comments indicate that the students saw the items chosen as 'relevant', 'interesting', 'stimulating', 'helpful', 'useful', 'enjoyable', 'absorbing', 'insightful', 'valuable', 'thought-provoking', 'enlightening', 'appropriate', 'challenging', 'awareness-making and a good introduction to the HDE course'.

Many commented on its usefulness in raising key issues in education and the general indication seems to be that these they found to be especially meaningful.

Four students made exceptionally positive comments on the ATT course as a whole:

2.5.1. "...course as a whole was the highlight of my HDE year."  
(No 8, p. 76)

2.5.2. "This was the best course that the HDE has offered. I was most upset it had to end. It is the only course which was actually helpful - not just hot-air and academic. Honestly, it gave me the most inspiration and actual advice for teaching." (No. 13, p. 76)

2.5.3. "...I think sometimes I learnt as much in those few months than I've learnt in any other course this year." (No 38, p. 78)

2.5.4. "The About to Teach course, on the whole, is at the top of my list of preferences among all other HDE courses."

## 2.6. Suggestions for future courses (Appendix E, pp. 80-84)

In sum, those who responded (i.e. thirty-five) offered some excellent suggestions for future courses. Besides the obvious fact that so many of them seem to be interested enough to offer so much comment, two very important points need to be emphasised: both of which will be taken up in the concluding chapter.

- 2.6.1. Suggestions that we should offer "more of this type of thing...and less philosophy and sociology..." (No 2, p. 80)
- 2.6.2. Suggestions that we provide more of a focus on Black education and the issues of race in South African education.

2.7. The Interviews. (Appendix K, pp. 259-299)

In general terms, the kinds of things said by each of the interviewees complements and supports many of the kinds of ratings and comments offered by the respondents to the questionnaire.

Not all the stimulus material is mentioned but those that are mentioned indicate that the students found them to be extremely valuable and pertinent. What follows is a sample of some of these comments:

An issue like punishment or like the aims of a school - these are essential, vital issues. These are things we are going to be living with the rest of our lives...I've got my own ideas about punishment, but how nice it is to read and actually see and hear other poeple (ibid, C, 264, ll 23-28)

The day in the school I found terribly useful in that it forced me to actually go back to my pupil days and re-live the world through the eyes of a school student. I found that not all schools were the way that my school was (ibid, Jo, 269, ll 17-19)

I think it was a good thing to have, in that you know, you could see the two sides to a Headmaster - how he actually operated and how he'd like to operate...(ibid, P, 279, ll 21-23)

But just watching the films and talking about basic teaching skills and problems we're going to encounter - I found it extremely useful because it answered a lot of questions that I was worried about personally (ibid, M, 292, ll 6-9)

These few quotations do not really begin to indicate the kind of personal involvement and learning which seems to be a feature of the content of the interviews. Nevertheless, a perusal of these interviews indicates that the stimulus material involved the students in meaningful learning in a very profound sense and the reader is encouraged to peruse them because the researcher is sure that he will arrive at the same conclusion.

3. The Course Handbook and Readings (Appendix F, pp. 86-121)

The rating scheme for the assessment of the Handbook and the readings is exactly the same as for the previous assessment of the stimulus material. Again, ratings 1 and 2 have been interpreted as 'negative' and 4 and 5 as 'positive' ratings. The following table summarises all the ratings of all the items in question three of the questionnaire.

|                       | <u>No of Responses</u> | <u>% Positive</u> | <u>% Negative</u> | <u>% No Opinion</u> | <u>% Total</u> |
|-----------------------|------------------------|-------------------|-------------------|---------------------|----------------|
| Total population (52) | 1508                   | 71,82             | 7,69              | 20,49               | 100,00         |
| Science students (21) | 609                    | 74,55             | 4,60              | 20,85               | 100,00         |
| Art students (31)     | 899                    | 69,97             | 9,79              | 20,24               | 100,00         |
| Male students (29)    | 841                    | 67,89             | 6,07              | 26,04               | 100,00         |
| Female students (23)  | 667                    | 76,76             | 9,75              | 13,49               | 100,00         |

(See also graph on p. 86 of Appendix F)

Although some 72% of the group responded positively to the readings it does seem clear that there are significant differences between the responses of (a) Science and Art students and (b) Male and Female students. On applying the Chi-square test (ibid, pp. 87 and 88) it is necessary to reject the null hypotheses (that there are no significant differences between either the Science and the Art or the Male and Female students) at better than the 1% level of confidence. Thus,

there are significant differences in the frequencies of responses of the various sub-groupings.

In addition, although the negative responses are very few in all groups, a significantly high percentage of 'No opinions' were offered - except from the Female students.

Generally, it would appear reasonable to interpret the positive responses in very much the same vein as has been done for the stimulus items in the previous session. Further, the few negative responses seem to be linked to personal likes and dislikes, perceptions about relevance and the amount of readings set. However, apart from the rating of each reading, the comments are not particularly helpful in most individual cases. In this regard it is important to note the following:

- 3.1. Since it was unreasonable to insist upon a comment for each reading set, the researcher merely asked for one comment on each set of readings and, in addition, a comment on the Handbook as a whole. However, since there was only one reading linked to each of A Day in a School and The Teacher I'd Like, it was possible to get a rating and a comment for each of these two readings.
- 3.2. In the comments offered on the various sets of readings, respondents tended to confine themselves to one or two items they had actually read and particularly enjoyed or disliked. The assumption the researcher can reasonably make (especially since 'No opinions' represent nearly 21% of all responses) is that many items were not, in fact, read.

From the comments offered it is not clear why the Arts students

reacted more negatively to the readings. A tentative suggestion is that it would appear that the Science students might have found it a reasonably novel exercise. Perhaps one can assume that it was a long time since they were required to read this kind of material. On the other hand, the Arts students would, generally, be more used to this kind of material and thus more critical of the readings. They often make suggestions for readings they feel might be more appropriate.

The differences in the responses between males and females suggests that the latter found the material more interesting. However, it would appear that the real issue here is that the female group did more of the reading than the male group. Some 26% of the latter offered 'No opinion' against 13% of the female group. In the comments offered by students there are numerous admissions of not having read particular items and it is reasonable to assume that if a respondent offers neither a positive nor a negative reaction to a reading then s/he has not read it.

It would, therefore, appear then that some 20% of the material was never read. Some respondents indicated that they had read all the items, and these reacted very positively. Further, it is interesting to note that the response of the majority to the Handbook as a whole (ibid, pp. 89-92) was overwhelmingly positive. These latter points when viewed in the light of the fact that the group (female) which offered the highest positive rating and the lowest no opinion rating did the most reading, then it is reasonable to suggest that if the others had read more, the positive response would have been higher.

Another point which emerges from a close look at the number of no opinions offered for each set of readings is that reading decreased

with the passage of time. The details are as follows:

Readings linked with:

|  |   |     |
|--|---|-----|
| (8) The 'Seven-up series'                      | - | 14% |
| (4) The 'Marigolds' film                       | - | 23% |
| (6) Address by the Headmasters                 | - | 29% |
| (1) A day in a school                          | - | 10% |
| (5) 'The prime of Miss Jean Brodie'            | - | 17% |
| (1) The teacher I'd like                       | - | 25% |
| (3) Teachers' panel: management and discipline | - | 30% |

(Figures in brackets indicate the number of readings in each set)

Perhaps the comment made by respondent No 40 (ibid, p. 91) is significant here:

Discussion rarely needed close reading of the manual. Fewer and fewer people read the items each week. Some enjoyed the extracts, some didn't. Length affected reading of the items and most of us preferred to hear it summarised at discussion time! Later we will read and, I am sure, enjoy the extracts we missed out for tutorials.

It seems, then, that what was gained on the roundabout was lost on the swings.

It would appear that tutor reticence to insist on readings being done, pressure of work and simple laziness were all contributing factors in this case. Nevertheless, it is quite clear that the students were much more positive in their reactions to these readings than they were in the case of Souper (1976).

In many ways, the fact that some 20% of the material might not have been read presents some sort of 'Catch 22' situation. If the students left out readings because tutors were not referring to them too often or insisting that they be read, it could be because discussions often

centred directly around the stimulus-input of the previous Tuesday. Further, tutors were agreed on the need to get discussions going and very often there was no need/wish to short-circuit this very important factor. Nevertheless, the tutors need to attempt some sort of solution to this problem and it might be wise to consider limiting the number of readings. Alternatively, consideration could be given to some sort of 'coercion' to ensure that it is done. However, if the latter course is adopted there is the danger that we will be reverting to treating them like children. They must ultimately accept responsibility for their own learning and since the development of self-awareness and self-evaluation are part of the aims of the course, 'coercion' does not seem to be an acceptable or viable alternative.

Perhaps, however, it might be wiser to adopt a less obvious stance. If, as I will mention in more detail, the stimulus material and reading in this course became required background for the later theory courses with lecturers and tutors continually referring back to them, then it is quite possible that students will knuckle down more in terms of their reading habits. In addition, some sort of short compulsory written response to the stimulus input item and the linked set of readings might obviate this problem.

### 3.3. The Interviews (Appendix K, pp. 259-299)

Perhaps it is in keeping with the fact that some 20% of the material was never read that not that much is said about the readings in the interviews. Nevertheless, there is some very positive comment and the general impression gained is again one of a process involving meaningful learning. Perhaps the inclusion of some of the things said is in order:

I enjoyed...the readings in the Handbook. I thought they were excellent, I really did. I found that book very useful. I used to read it before I went to sleep at night (ibid, P, 279, ll 3-6)

I did almost all my readings because to me it was a totally new field of study and I was very - not insecure, but hesitant...I liked all the readings - especially the story readings... I could understand it at that level (ibid M, 296, ll 15-24)

Clyde was especially enthusiastic about a number of the readings (and stimulus items) which he used in schools.

Thinking of one - that letter to the editor - you know up at school A - you know stooging - was helluva interesting. I took this letter and I actually read it out to the kids and we got a full-scale discussion going. It was tremendous (ibid, C, 260, l 35 and 261, ll 1-3)

...I must admit that I was a bit lazy about doing the reading. Not every time, but I'd leave it too late and then realise there was more than I had anticipated and didn't get through it all (ibid, Ji, 286, ll 1-4)

As a broad interpretation it is reasonable to say that in most cases where the material was actually read, the interviewees found it to be interesting, worthwhile and meaningful if not, on occasion, a bit dated.

#### 4. Tutorials/Group Work (Appendix G, pp. 123-175)

Each of the questions in this section comprised both a five-point rating scale and a comment, but in this case the ratings differ to the previous five-point scales as follows:

1 (Never); 2 (Seldom); 3 (No opinion); 4 (Often); 5 (Always)

It needs to be noted that two items have not been included in the summary of all the ratings detailed below. These are the questions:

Did you find the discussions during group sessions:

Tended to be dominated by the tutor(s)? (ibid, pp. 160-163)

Tended to be dominated by particular member(s) in the group  
(ibid, pp. 164-167)

The main reasons for this are that, firstly, a positive rating would be either a 1 or 2 and a negative rating would be either a 4 or a 5; secondly, it was felt that these two items might be more appropriately discussed in the next section which deals with the tutors in particular.

The summary of the ratings of all the questions relating to group/tutorial work (excepting the two already mentioned) are as follows:

|                       | <u>No of Responses</u> | <u>% Positive</u> | <u>% Negative</u> | <u>% No Opinion</u> | <u>% Total</u> |
|-----------------------|------------------------|-------------------|-------------------|---------------------|----------------|
| Total population (52) | 676                    | 80,91             | 11,10             | 7,99                | 100,00         |
| Science students (21) | 273                    | 79,85             | 12,82             | 7,33                | 100,00         |
| Art students (31)     | 403                    | 81,64             | 9,92              | 8,44                | 100,00         |
| Male students (29)    | 377                    | 84,08             | 9,55              | 6,37                | 100,00         |
| Female students (23)  | 299                    | 76,93             | 13,04             | 10,03               | 100,00         |

(See also graph on p. 123 of Appendix G)

Although the ratings are overwhelmingly positive, it is important to point out two things.

1. Some respondents felt that they would have preferred the inclusion of the rating 'sometimes'. However, such a rating was deliberately excluded as the researcher wished to be certain that there was no doubt as to whether a student was responding positively or negatively. 'Sometimes' seems, to this researcher, to be neither here nor there. If anything it is, perhaps, a negative comment.

2. Most of the positive responses were rated 4 (often) - 53,40% offered 4 and 27,51% offered 5. The fact that more than a quarter of the responses rated tutorials as 'always' beneficial in various ways is most encouraging.

Using the Chi-square test to test 'goodness of fit' between the frequency of responses of (a) Science and Art students and (b) Male and Female students, the null hypotheses (that there are no significant differences between the responses in the two sub-categories) stand (ibid, pp. 124 and 125).

Generally, it can be said that the students enjoyed the tutorials and that they seemed to have got a great deal out of them. The majority looked forward to these sessions and attendance was excellent, although a number of students missed the last tutorial session before the end of term when, it seems, it has become customary to leave for vacation two or three days before the end of term! Based upon the records of tutors who at the end of each week reported on anyone missing from their tutorials, the attendance at tutorials was 84% - a most encouraging sign.

It is clear from the comments made that the students have assessed the tutorials from a very personal point of view and this is most encouraging since the tutorials were attempts to encourage the individual to respond and offer his/her thoughts, ideas, feelings, attitudes and experiences. Most of the positive comments can be summarised as follows:

1. Apart from one 'No opinion', all respondents felt that it was beneficial to meet with particular staff in this way. Most said that they felt it was important that they meet as many of the staff as possible and have the opportunity

to hear the views and ideas of different people as much as possible (ibid, pp. 126-129).

2. Most found discussions to be most informative and their assessment can perhaps best be summed up in the following comment:

Different viewpoints by different people from different backgrounds encourage further thought (ibid, No 21, p. 131).

3. Of the 29 who offered a comment, most felt that the tutorials definitely facilitated communication (ibid, pp. 133-135).
4. The majority felt that tutorials were stimulating (ibid, pp. 136-138) and fostered self-awareness (ibid, pp. 139-141).
5. Gained insights into the views held by other members in the group (ibid, pp. 142-144).
6. Found that sessions helped them to articulate their own feelings and ideas (ibid, pp. 145-147).
7. Engendered in them a degree of tolerance towards other people's ideas/views (ibid, pp. 148-150).
8. Afforded them the opportunity to express their opinions and ideas (ibid, pp. 151-153).
9. That their ideas/views/opinions were incorporated in such a way that they felt that they were important/that they mattered (ibid, pp. 154-156).
10. Gave them the opportunity to really get to know their fellow students (ibid, pp. 157-159).
11. That tutorials were enhanced by the participation of students from different subject disciplines (ibid, pp. 168-171).

12. That they generally looked forward to discussions (ibid, pp. 172-175).

In spite of all these positive reactions, it is important to include some summary of the negative comments made:

1. Some did not always enjoy tutorials because of personality clashes with other students or because they did not really like a particular tutor.
2. Some felt that there was too much 'waffle'.

Generally, these negative reactions also centred around relationships and the difficulties people had accepting other people or the feelings they had about the non-acceptance of their ideas.

#### 4.1. Interviews (Appendix K, pp. 259-299)

All six interviewees offered a fair amount of comment on the tutorials. In broad terms these comments reiterated the kinds of points made previously under (1) to (12). What does emerge even more clearly, however, is the effect discussions had on individuals personally.

Clyde was encouraged to go off and read A S Neill's Summerhill and some of John Holt's books. He recounts with great enthusiasm how much of what he was learning and sharing spilled over into out-of-class discussions with fellow-students and pupils. He also spends some time explaining how he has had to analyse himself, his motivations, ideas, etc. and informs us of the dilemma he is confronted with about being a Phys. Ed. teacher. He talks about getting to know himself better as a person (ibid, C. 265, 1 17).

Richard, Penny, Marion and Jill all talk about areas of personal development encouraged by the interactions in discussion work.

For example:

...I think it's helped me to develop quite a lot as a person and being in tutorial groups - especially being in the same one throughout the About to Teach, it helped me to get to know people, you know, quite well. And also to accept other people's points of view. That's another thing I never did very often before, and to realise that people have different values and have different opinions on certain things and that mine aren't always the right ones... (ibid, P, 285, ll 2-8).

...I've learned to overcome and this has possibly helped quite a lot, because being in tutorial discussions and interacting with other people and learning to live and to accept other people's ideas...it has helped me in that way. And I don't think I'm as selfish as I used to be (ibid, P, 285, ll 17-20).

I have opened up more lately too - and I feel that I've become far more relaxed about giving my views (ibid, J, 289, ll 29-30).

Marion also speaks about her reticence to join in discussions unless asked and although it is still a problem for her, she seems to be confronting it with an almost grim determination.

I think if you express yourself you're saying what you believe. Whereas, keeping it in, I'm still in the dark and I - is it really worth knowing about? I'm not really scared of somebody attacking me. At one particular instance I felt very strongly about something that I had witnessed in the day in a school and I was shocked by it and I stood by what I said and I - because I felt so strongly about it, I had a full-on discussion with one of the guys in the group and he was totally opposed to me. So I'm not scared of confrontations, but I rather avoid them if I can (ibid, M, 293, ll 7-14).

From these kinds of comments it seems quite clear that in the atmosphere of debate and discussion a number of individuals are aware of a process of personal development and growth.

5. Tutors (Appendices G, pp. 160-167 and H, pp. 177-205)

On the basis of the reactions of previous students to the ATT course, this researcher became convinced that students tended to show a preference for a tutor whose characteristics as a tutor (and as a person) are best summed up as 'people-centred'. On the assumption, then, that this was indeed the case, the researcher drew up a list of thirteen ideal characteristics of the ideal tutor which he wanted students to rank in order of preference or perceived importance.

The results surprised even this researcher because he believed it quite possible that he would end up with a meaningless jumble.

Briefly, then, a look at the details of the responses given indicates very clearly that it was 'people-centred' characteristics which received overwhelming support. The correlation between the two sub-groupings were also remarkably close. Using Spearman's Rank Order Correlation, the results were as follows:

1. Science and Art :  $r_s = 0,82$

2. Male and Female :  $r_s = 0,93$

and both results are significant at better than the 1% level of confidence. Thus, the null hypotheses that there are no significant differences between the rankings of (a) Science and Art students and (b) Male and Female students, stand.

(For comprehensive details see Appendix H, pp. 177-187.)

In addition, it is interesting to note that all the various sub-groups ranked academic competence last of all. Of course, this is not to say that academic competence is unimportant, but it is very important that we take note of such student perceptions.

The comments made by the students on each of the six tutors (ibid,

pp. 188-205) clearly support the conclusion that the students want to relate and be related to by real people and not a collection of distant academics. The rankings of the characteristics of the ideal tutor tie up quite strongly with the kinds of comments made about individual tutors.

The negative comments made by students in their assessments of the tutors are also overwhelmingly personal in nature. Most of the tutors come out of it quite well, except, perhaps, for Tutor E. Again, however, the message is loud and clear. They want to relate to real people who are warm, friendly, approachable, accepting, communicative, enthusiastic and who take a personal interest in them.

Two further interesting points to note are that 77% of the respondents felt that tutors did not dominate discussions. However, 58% of them felt that other student(s) tended to dominate proceedings. It seems, therefore, that in their determination not to intrude too obviously, they might be reticent to curb the domination of proceedings by others in the group (Appendix G, pp. 160-167).

In the interviews it is clear from the few references to the tutors that the students are assessing them on the same grounds as those highlighted in the rankings and written comments on each tutor. Clearly, then, the emphasis is once again on human relationships.

#### 6. General Comments (Appendix I, pp. 206-248)

The questions asked under this heading required only a comment.

These comments are summarised as follows:

- 6.1. Most felt that the course was long enough (29); eleven felt it was too short, four of these indicating that it should go on for the whole year; and four felt it was too long. Some

felt that tutorials went on for too long. Interestingly, three felt that GEM could have been cut back and more time given to the course (ibid, pp. 208-210).

- 6.2. Only four felt that their method subject areas suffered because of a lack of specific knowledge in the core areas of Philosophy, Sociology and Psychology. Significantly, many comments are critical of the core theory subjects and indicated a preference for the ATT approach (ibid, pp. 211-213: see especially Nos 2, 14, 16, 19, 20, 21, 22, 26, 27, 29, 30, 31, 32, 36, 41, 46, 50).

To quote just one example:

No...if anything they are suffering in the 'gemors' now - philosophy is confusion, sociology semi-confusion and psychology the only one on the ball and interesting (excluding any bias) (ibid, p. 211, No 14).

- 6.3. Only seven respondents felt that they were not better prepared and informed for the reception of specific topics covered in the core courses. Most felt that the course, coupled with their T.P. experience had given them a good basis for reception of the core areas but there is still a clear indication of dissatisfaction with the core subjects themselves, although once again, Psychology comes off reasonably well (ibid, pp. 214-216).

Yes, in a way, although I find philosophy tedious, sociology difficult. In psychology there seems to be a continuation of the About to Teach course which is great (ibid, p. 214, No 2).

(It needs to be noted that the researcher and one of his

colleagues (both tutors in the ATT team) were responsible for the Psychology of Education course and made a conscious attempt to make links with the common ATT experience. The course seemed to benefit enormously from this.)

- 6.4. Nine respondents felt that it would not be a good idea to introduce into the course at the end of each week a discussion session (with the relevant staff) on the major philosophical, psychological and sociological issues raised during the course of that particular week. Most of the rest reacted positively to such an idea and many of these answers were appeals for clarity in the core areas and some kind of attempt at integration (ibid, pp- 217-219: see especially Nos 1, 2, 3, 7, 18, 21, 26, 27, 31, 39, 40, 43, 50).
- 6.5. Only two respondents felt that we should not offer this course again. The rest were very positive and many indicated that they had got a great deal out of it and that it was the most informative, stimulating, enjoyable and worthwhile course of the HDE year. And, again, a number of respondents expressed the wish that it carry on for a longer period (ibid, pp. 220-223: see all responses).
- 6.6. Many valuable suggestions were made for future ATT courses (ibid, pp. 224-226).
- 6.7. Only six students were negative about the value of the course in preparing them for their Teaching Practice. Most were very appreciative of the fact that it gave them some idea of what to expect in schools (ibid, pp. 227-230).

- 6.8. Generally, students were still nervous about going into the schools on Teaching Practice but most indicated that they felt a little more confident than they otherwise might have been. Some expressed a feeling of quiet confidence and others were positive and looked forward to the experience (ibid, pp. 231-234).
- 6.9. Eighteen students indicated they had not missed any sessions and many of those who did miss a session indicated that they had a reasonable excuse for doing so. Only nine offered a reason which could be interpreted as unacceptable (e.g. 'heavy night', '21st', 'lazy and overslept'). Statistically, this compares favourably with the records kept by the researcher who recorded an 85% attendance at tutorials. The final tutorial of the term saw about 30% of the student body absent. It seems that the reason for this was the fact that many left early for the April vacation (ibid, pp. 235-236).
- 6.10. Only one respondent felt that the course had not encouraged him/her to think both about teaching and his/her own experiences, ideas and motivations. Some indicated that the course had helped them take a closer look at themselves and their ideas about life (ibid, pp. 237-239).
- 6.11. Two respondents felt that they would have preferred to remain with one tutor for the duration of the course. Most reiterated that they preferred having the opportunity of meeting as many of the staff as possible and hearing as many different viewpoints as possible (ibid, pp. 240-243).
- 6.12. The final section called for a general comment on "any

issues relating to the planning, design and implementation" of the HDE course "emphasising, if possible, the part played by the ATT component". The comments were quite varied but twenty-one were very positive about the ATT course. Having said that, there was a preponderance of negative comment on the method and theory courses, the main issue being the perceived gap between theory and practice (ibid, pp. 244-248).

These general comments indicate a great deal of positive support for the ATT course. At the same time there is a strong undertone which suggests a dissatisfaction in many other areas (particularly in the theory subjects) when compared with the ATT course. As a general point, it seems reasonable to argue that the students do not perceive the link between theory and practice and tend to see the theory courses as far removed from the practical. On the other hand, many see the ATT course as a more practically useful exercise and quite a number are able to see it as linking theory and practice.

The interviews seem to support very strongly the often expressed negative view of the theory courses and there is a clear suggestion that they might work better if they were to follow an ATT approach.

Why not try to incorporate those courses in a similar course to the About to Teach course? ...like showing a movie and discussing it the next time...And then include, sort of, philosophical thoughts or socio-logical matters, or whatever... (Appendix K, P, 282, ll 20-23).

...I'm enjoying the theory and I think that the lecturers themselves are trying to make it interesting, but I think that an About to Teach approach... would make things really great... (ibid, C, 250, ll 15-18).

...it should be spread throughout the year (ibid, C, 260, ll 10-11).

There needs to be some kind of input or, like a day in the schools or a film or a tape or something to get their interest aroused and then go away and discuss it and then bring out all the, say, sociological issues, philosophical issues, or something like that (ibid, R, 278, ll 1-4).

There is much more of a similar vein in the interviews and it is clear that much of the comment in both the questionnaires and in the interviews is making some sort of appeal for a more coherent and integrated approach. This point will be dealt with further in the next chapter.

7. The Aims of the Course (Appendix J, pp. 250-258)

The respondents were required to assess the achievement, or otherwise, of the expressed aims (Appendix L, p. 1) of the course on a four-point rating-scale. Further, they were invited to make a general comment on the aims and the ratings they gave them.

The four-point rating-scale is as follows:

- 1 (It never achieved this aim);
- 2 (Achieved this aim on some occasions);
- 3 (More often than not this aim was achieved);
- 4 (Always achieved this aim).

No choice was given for a 'No opinion' because it was felt that it was important that everyone commit themselves to an opinion. Since all the students attended most of the course it is reasonable to expect all of them to have an opinion on whether or not the course achieved its aims for them personally.

Ratings 1 and 2 were interpreted as negative responses and ratings 3 and 4 as positive. The following is a summary of all the ratings

given to all three aims:

|                       | <u>No of Responses</u> | <u>% Positive</u> | <u>% Negative</u> | <u>% Total</u> |
|-----------------------|------------------------|-------------------|-------------------|----------------|
| Total population (52) | 156                    | 83,33             | 16,67             | 100,00         |
| Science students (21) | 63                     | 80,95             | 19,05             | 100,00         |
| Art students (31)     | 93                     | 84,94             | 15,06             | 100,00         |
| Male students (29)    | 87                     | 82,76             | 17,24             | 100,00         |
| Female students (23)  | 69                     | 84,06             | 15,94             | 100,00         |

(See also graph on page 250 of Appendix J)

Using the Chi-square test to test 'goodness of fit' between the frequencies of choices made by members of the two sub-groups, the null hypotheses (that there are no significant differences between the rankings of (a) Science and Art students and (b) Male and Female students) stand.

Thirty-seven of the fifty-two respondents offered a comment and all of these were very positive. In sum, they clearly indicate that the students felt that the course helped them to concentrate their attention on the nature of schooling; that it provided a conceptual basis for critical self-awareness and self-evaluation; and that it helped them to articulate that which underlies their actions and practice.

In addition, the comments reveal a number of very important conceptions and these can, perhaps, best be summed up as an increase in awareness of themselves as people, as prospective teachers and of the complexity of the whole field of education. From these comments it would seem that real and meaningful learning took place during the seven weeks of this course. Perhaps two of the comments will illustrate those points:

The course, in my opinion, was a great success and provided a lot of insight for me and has helped me in my path to self-discovery. I still have not reached the end - I wonder if I ever will - is there an end? - what do you think? I hope so because I would love to teach it in the end (ibid, No 2, p. 253).

...It was, for me, a course in self-exploration and social awareness (ibid, No 40, p. 256).

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

The first part of this chapter will look at the conclusions drawn from this study and will do so under various appropriate headings. The second part will attempt to make recommendations for future action and direction on the basis of the conclusions drawn.

At the outset certain comments made earlier in this presentation need to be reiterated. Briefly, these are that since this study is based on the assessment of a course by the students who were involved in it, no attempt will be made to generalise the findings or conclusions to any other context. Since the course itself was designed to tackle a particular problem in a particular setting or context, it is not academically reasonable to conclude that it will have any particular relevance to any other similar or dissimilar educational context.

To some extent, however, especially in terms of the kinds of points raised by Rogers and other exponents of Humanism in education, some or all of the conclusions may be perceived by others as having pertinence in their particular contexts. But the intention of this study is not so grand; its conclusions and the recommendations it makes on the basis of those conclusions, are situation-specific. Having said that, however, it is reasonable to suggest and hope that others might be encouraged by research such as this to involve themselves in a more critical look at what they do and actively seek to find out more about what their students think and feel about their own training. Such an involvement, it is argued, will go a long way towards helping teacher-educators present the best possible learning experiences for their students, and themselves.

It is important, however, to point out that this researcher feels quite confident about making definite conclusions and recommendations within the specific context of this research exercise and experience. Since all but one of the students have been canvassed he feels satisfied that his conclusions are acceptably reliable and valid within the normal constraints of any human attempt to get at the truth in the study of man within the broad context of social scientific endeavour.

Finally, it is acknowledged again that there are very serious difficulties attached to the fact that the researcher himself is a fully committed participant in the process of the ATT course. In this case, however, the difficulty does not stop there. In a very real sense this researcher has, over the last three years, 'colonised' the ATT course. His enthusiasm for, and belief in, the course is obvious to anyone involved in it - staff and students. Further, his relationship with most of the students is generally very warm, friendly and enthusiastic, and 1984 was no exception. Because of these factors he was and is concerned that it is possible that students assessed the course on the basis of their perceptions of what he would like to hear in the hope that they would thus be able to please him and help him in his attempts to produce a brilliant thesis and so encourage a change in the HDE course as a whole.

As has already been pointed out, the researcher insisted and appealed for absolute honesty in the responses to the questionnaires and in the interviews and he pointed out that without such honesty both his research and the planning of future ATT courses would be based on erroneous feedback.

He can only hope that the students did answer as honestly as is humanly possible. He is quite happy that they have, but the point does need to be made. The main reason for including all the research data in the

Appendices can also be ascribed to this reservation.

#### Conclusions.

On the basis of the analysis of the data and the evaluation of the course in the preceding chapter, it is reasonable to conclude that the central specific aim of the course was achieved. This aim was "to ascertain whether the students perceived the course as offering them a stimulating, meaningful, interesting and enjoyable learning experience" (cf, p. 52). An overall interpretation of student perceptions of the various subsidiary topics and aims (identified and itemised on pages 52 to 54 of this presentation) make such a conclusion a reasonable one to make. Such a conclusion is most encouraging and gratifying since it offers the possibility of an increasing acceptance of the Rogerian notion of meaningful learning; learning which is characterised by the encouragement and emergence of self-awareness, self-growth, self-understanding, self-acceptance, self-discipline, self-direction, self-evaluation and self-actualisation. In a world which is characterised by constant change it is argued that learning must needs be self-oriented if people are going to make sense of their world, maintain a conviction that they can, in a large measure, control the direction of change and see themselves as in dynamic interaction with their world. It seems to this researcher that it is imperative in the modern context that man ensures that his creations remain extensions of himself and that he does not see himself as a mere extension of his own creations.

The implications of the whole notion of meaningful learning are profound and at an intrinsic level, involve the education of the emotions (Williams, 1973) in tandem with the education of the intellect. Of course, these are inseparable but it does seem true

that in our world there is an emphasis on the latter and, it is argued, it is this fact which is largely responsible for the creation of the erroneous belief that our world (of meanings, of knowledge, of relationship, etc.) is objective to our very selves.

If this is true, and this researcher believes it is, then our personal and social responsibilities are profound. We must take responsibility for our lives and our world and if we do this we will be able to live an authentic existence which will bring us into harmony with all of life. And we can achieve such a harmony if we see ourselves as in the process of relationship - with others, with things, with conceptions (such as knowledge) - in short, with our world.

Such points seem very grand, especially if the claim is being made that the ATT course has achieved such an ambition. Of course, no such conclusion can be drawn, let alone adequately evaluated or assessed. But it is argued that in some small measure it can be said that the course has made a contribution towards some meaningful learning and, as a result, was positively received by the overwhelming majority of the students.

Further, no claim is being made about the special efficacy of the ATT course as a course. That is to say that this researcher is not convinced that there is some kind of formula which, if applied, will give us the ultimate course. To believe something like this would be ridiculous. However, it is argued that if one can design a course which promotes the kind of meaningful learning outlined in this presentation, then it will be a better course than one which does not. The most important ingredient will always be that of relationship. To repeat what Rogers said (cf, p. 49):

...Better courses, better curricula, better coverage, better teaching machines, will never resolve our dilemma in a basic way. Only persons acting like persons in their relationships with their students can even begin to make a dent on this most urgent problem of modern education.

(Rogers, 1969, p. 125)

It is the considered opinion of this researcher that the most important conclusion that can be drawn from this study is that the ATT course was perceived as 'successful' by the students because it went some way towards meeting Rogers' criteria. It was concerned with relationship between those in the process and between them and their learning. Thus it made a contribution towards personal, social, intellectual, academic and professional learning in this specific context. Without the intrinsically human commitment of the tutors, the course itself would have been as good or as bad as any other course which lacks such a humanistic commitment.

Beyond these points, how was this achieved?

In the opinion of this researcher, the ATT course was successful because it set aside many assumptions which could be perceived as coming between man and man (Buber, 1947) in this specific context. Conversely, it was based on a set of assumptions that facilitated the contact and meeting between man and man and these were positive in that they affirm man in all his subjective awareness, relationship and responsibility. (It would be superfluous to reiterate these perceived positive and negative assumptions so the reader is referred to pp. 11 and 12 and 38 to 41 of this presentation.)

What is very disturbing about the comments made by many of the students is the apparent novelty of such an approach to learning, at

least in their experience. In the majority of cases it would appear that very little of this type of learning was experienced either at school or at university. It would be worthwhile investigating these backgrounds to see exactly what does go on in these institutions in this regard. It is hypothesised that they concern themselves primarily with a behaviourist model and all that that implies. Of course, there is nothing intrinsically wrong with such an approach, but if it is used to the exclusion of any other, there is the danger that vast areas of human experience and potential will be undeveloped.

An area of the data has, as yet, not been alluded to. And that is the information supplied by the students on the experience of guidance in their schools. A perusal of Appendix D (pp. 31-32) will indicate the sorry lack of guidance in the schools attended by the respondents. Even when some guidance programme was offered or if the school boasted a resident school psychologist, the reaction towards what was offered was largely negative. This information would suggest that most of the respondents had very little in the way of a programme which would give them the opportunity to prepare for experiences they had not as yet come across and/or offer them a meaningful learning experience. This is a sorry state of affairs and begs investigation.

Another matter which has been left for consideration at this point is the reaction of the Black(4) and Coloured(3) students on the course. Although their reaction to the course was also generally positive it is clear that they expect and demand that the course offer them more about their own situations; that it look more at the inequalities inherent in the system; and that it focuses much more attention on a broader South African perspective.

All this was done, but they felt that the course could offer them more. In this sense, then, the course failed to meet their needs and the planning of future courses must take this into account.

Finally, and most significantly, there is one comment which, in the opinion of this researcher, sums up the comments he has made in his conclusions:

...it's all intrinsic, you know, - personal growth... It's a practical course. I think it's just preparing you for next year. It's not an assessment of are you going to be a good teacher or a bad teacher, really. It's to give you as much guidance as possible. It's a guidance course, basically (Appendix K, M, 296, 11 9-13).

#### Recommendations.

Based on the foregoing evaluation of student assessments of the ATT course, the following recommendations are suggested:

- 2.1. There seems to be no reason not to continue with the course as an introductory orientation programme for HDE students. Minor changes to stimulus input items and readings need to be made from year to year based, of course, on student reception of these and also in the interests of a developing programme.
- 2.2. Tutors need to be encouraged to take note of student comments and ratings of the characteristics of the ideal tutor. In all future courses, the organisers and planners need to be sure that the course tutors are committed to a 'people-centred' approach to learning.
- 2.3. The reasons for the general dissatisfaction and unhappiness with parts or the whole of other courses offered in the HDE year need to be disseminated and an attempt made to address

and possibly redress such perceived problems. In particular, an attempt should be made to get staff together to discuss and debate just what it is the HDE course is attempting to achieve and ways and means of achieving those perceived ends, taking into account the results of this piece of research.

The reasons for the success of the ATT course need to be taken into account and the following issues need to be discussed:

2.3.1. The possible need for an integrated approach in which the three theory courses, method courses, G.E.M. and the ATT course link together in the hope of offering a more stimulating and meaningful learning experience for all concerned, in which real and successful attempts are made to make the necessary links between differing perspectives.

2.3.2. Some way needs to be found to narrow the perceived chasm between theory and practice and it is suggested that the ATT course can, to some extent, offer some valuable findings in this regard.

2.3.3. If no reasonably integrative approach is adopted in the future, the least that can be done by the co-ordinators of other courses is to build upon the ATT course as it provides a useful common-core experience which could be usefully developed upon by Philosophy, Psychology, Sociology, G.E.M. and the individual method courses. Such an approach, it is suggested, would facilitate attempts to make many theoretical perspectives a lot clearer and more meaningful. This was done in the Psychology course and there was

some positive reaction to this course as a result.

- 2.3.4. Staff in the Department need to attempt to learn more about what others are doing in their courses and they need to learn more about discipline areas other than their own. It is argued that such an attempt to move beyond the boundaries of their particular discipline expertise will have the advantage of at least making it possible to present a less fragmented HDE course.
- 2.3.5. Staff in the Department need to consider the desirability of attempting to get to know better and relate more to the students as people and as future professionals. Further, consideration needs to be given to their (the staff) roles as teachers or, as Rogers would insist, as 'facilitators of learning'.
- 2.3.6. Questions need to be asked concerning the essential assumptions made about the students. It needs to be suggested that all assumptions at the very least need to be bracketed so that as few walls as possible are built between staff and students, and between both staff and students and meaningful learning. If any assumptions are to be made it is suggested that these be positive assumptions which do not place the students at risk in any way.

NOTE: It is important to note that some attempts have been made to offer a more coherent theory course since the commencement of the ATT course - and largely as a result of its success since 1982. Briefly, these include an attempt at more small-group work and the introduction of a topic assignment (at the end of the year) in which

students were required to research a topic of their choice using all three theory perspectives offered. Working in teams of up to five, each student had to submit an essay and the team as a whole was required to present its findings to the whole class. This latter exercise has proved very successful and has been largely instrumental in keeping alive the possibility of the integration of the theory courses.

However, the small group approach was abandoned, not because it was unsuccessful, but because the few people who were responsible for the theory courses could not cope with the workload. It was tried for one year (1983) and was abandoned because each theory tutor had to triple his contact time with students in an attempt to operate reasonably sized tutorial groups. Thus, each tutor was involved in three times as many contact periods than were the students.

Clearly, this could not last and it was abandoned after one year. Nevertheless, it showed some positive results and since then ways and means have been sought to lessen the preponderance of lectures and devote more time to small group work. However, the lack of human resources has made this impossible.

However, there is a way to get around this and that is to shelve ideas or assumptions about the need to produce rigorous thinkers in Philosophy, Psychology and Sociology. It seems patently obvious that in a short academic year of twenty-nine weeks, shortened by seven or eight weeks of teaching practice, it is ridiculous to attempt to produce such a standard, especially since many students enter the course with little or no understanding in any of these disciplines. This aim

could be left to the B.Ed. degree when, it is argued, teachers would be much more receptive to a more rigorous and academic approach. Certainly, this has been the experience of this Department over the last few years since the inception of a part-time B.Ed. course which is very well attended. In addition, it is reasonable to argue that once teachers have a number of years of experience behind them, they will be much more amenable to, and ready for, the kinds of conceptions these disciplines have to offer. Certainly, that has been the experience of this researcher who read for a B.Ed. at 30 years of age after some years of teaching.

If this point is accepted, then it is reasonable to suggest that it is not necessary to offer the theory component of the course in terms of discrete discipline areas - this can be done later. A leaf could be taken out of the book of the Department of Education at Cambridge University which offers, instead of theory 'proper', a 'themes and situations' approach (Adams and Hadley, 1982; Adams, 1985).

In short, they have reduced the three-discipline theory approach to a single theory course which seems to offer a solution to many of the problems already raised and, in addition, attempts to bridge the theory-practice divide. Also, it makes it practically possible to offer more small-group work because it releases staff from other commitments. But it does mean that staff have to accept that they need to adopt a more eclectic approach, and to persuade people to do this is not easy, since a career in a university is, to a large extent, dependent on the notion of expertise and specialisation in particular areas of endeavour. However, in teaching we need to accept

that our priorities ought to be concerned with those we teach. After all, ours is a service vocation. If we cannot accept that then we need, perhaps, to reconsider our choice of profession.

- 2.4. More real attention needs to be paid to the whole concept of meaningful learning which takes as its starting point the experiences, assumptions, feelings, understandings and concerns of the students. Allied to this point is the need to get involved with continual assessment and evaluation of student reactions to their course(s) in the belief that this will help give the course(s) a meaning and a focus which students can perceive as being valuable in their hopes of coping and surviving in a real, and often, tough profession.

Such suggestions are not unreasonable. What is unreasonable is to ignore the perceptions and assessments of our clients; to ignore their expressed unhappiness and disillusion; to ignore the very kind of teaching we encourage them to do; to ignore the need for getting to know them and relating to them; and to ignore the fact that we might be treating our disciplines as more important than our students. Disciplines, after all, are means to educational ends and not ends in themselves: and education has to do with people.

In sum, then, this researcher recommends a continuation of what is an action research process which needs to continue its momentum in the hope that the Department may always attempt to offer its students the best possible educational experience: an educational experience it has sound reasons for offering. No negative criticism is intended, rather it is hoped by this researcher that his

recommendations be perceived as constructive criticisms which will open the way for further debate and research.

Post Script. (15 December, 1985)

During the latter half of 1985, two members of staff were delegated the task of preparing a motivation and plan for an Educational Studies programme which would incorporate the contributions of Philosophy and Sociology without offering a course in each of them. In short, they were to offer proposals for an integrated theory course which would not attempt to define specific discipline boundaries but would, in fact, be a more eclectic approach to issues in education. Significantly, both compilers of the proposal have been staunch supporters of the ATT course, and both have been ATT course tutors since 1983.

In addition, the person responsible for giving them their brief is to be the new H.O.D. in 1986 and he has himself been a course tutor since its inception. Further, he was involved in the early planning and design of the ATT course before its commencement in 1982. He was also responsible for the only surviving document of such early planning (Appendix A, pp. 2-4).

The two people responsible for presenting the proposals for the Educational Studies programme have made it clear that much of what was learned in the ATT course was taken into account in their deliberations.

Certainly, the reasons for the decision to implement such a programme owe something to the contribution of the ATT course. Its contribution is not a small one. However, there are other reasons which seem to have been responsible for ringing in changes a lot sooner than would other-

wise have been possible. Briefly, these have to do with the current recessionary economic climate and the resultant cutting of state subsidies to universities in South Africa. Coupled with this latter point is the decision by the state to pay substantial subsidies for publications. And the Department of Education with its heavy commitment to teaching as opposed to researching, has not produced many papers for publication (e.g. in 1985 only three papers have emanated from this Department).

The new H.O.D. has, therefore, seen a need to ensure that staff have the time to do research and thus carry its weight in terms of bringing in money from publications and also improve the academic standing of the Department in the university. Add to that his belief that a more integrated approach is called for and one has the reasons behind the proposed Educational Studies programme for 1986.

This researcher is not certain that, in the end, all these reasons will prove to be mutually beneficial. Only time will tell and it is recommended that the Educational Studies course be carefully monitored and assessed so that we may continue to learn as much as possible about the efficacy of what is offered. Further, given the different motivations behind the offering of such a course, care must be taken to ensure that we do not lose sight of the primary responsibility we have to our students.

In more recent weeks the staff of the Department have held a number of meetings in an attempt to arrive at an acceptable decision on the implementation of the Educational Studies programme. Briefly, it has been decided to dispense with the separate disciplines and offer a programme which will commence with the ATT course which, in turn, will be followed by six two-week 'modules' during each of which a specific educational theme will be presented, discussed and reflected upon. (It does look as

if the Cambridge model alluded to earlier deserves some credit here.)

Each module will be planned and co-ordinated by a different member of staff and it will be his responsibility to brief and bring in as tutors such other members of staff as he needs. He is also at the service of other module co-ordinators should they require his services as a tutor. All this will mean that all tutors will have to attend the stimulus input sessions or plenary lectures (or both) if they are to be members of the team of tutors. Of course, this will be time-consuming but it is argued that at least most individuals involved will not have to plan and prepare too much for such involvement. In addition, with the load spread over a number of tutors, the marking loads of individuals will be considerably reduced.

G.E.M. too has been incorporated into this Educational Studies programme and all that really remains to be properly investigated is how each method course presenter links his/her course to the Educational Studies programme.

It seems, then, that the ATT course has begun to show signs of bearing the long-term fruit spoken of earlier in this presentation. However, this new step is only the first step down another path in the process and it needs to be carefully monitored in the hope that it will lead us to a clearer understanding of which path we ought best to take next.

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APPENDIX A

CONTENTS

About to Teach Seminar, by Dr A J Penny. pp. 2-4.

ABOUT TO TEACH, SEMINAR

by Dr A J Penny

The 'About to Teach' course outline which you have before you had a long gestation period - some 20 months which as some of you may know is about as long as that of the elephant...

Student-teacher disaffection with training courses has been well documented and has generated a tremendous amount of literature on the 'theory - practice' dichotomy. I suggest that part of this disaffection arises from the fact that we who are engaged in teaching are aware (most of the time!) of the complexity of what is happening, whereas the students we are teaching can and often do believe teaching is a very simple business because they have only experienced the obviousness of how they may have been taught at school. Not that our students have no idea of what teaching is about. If one does a rough calculation of the number of hours the average student has watched teachers at work prior to entering a teacher education course, one comes out with the staggering figure of something like 13 000 hours! So our student teachers arrive in our various departments with well ingrained lay notions of teaching and a teacher's work. Moreover, these notions are well defined in terms of the practical, day-to-day work, and often reveal what Parsons calls an 'instrumental activism', a strong emphasis on 'DOING'. This has led in some areas to the development of skill orientated, micro-teaching courses and the like. (We could spend the next three days, and longer, discussing the merits and demerits of the skills approach). Suffice it to say, however, that for various reasons this 'model' was not adopted. Instead we attempted to begin with and to make use of the student's own taken-for-granted understandings, their commonsense, and over time to

encourage them to submit this to critical thought. They have been encouraged to recognise that whilst a particular solution may be applied successfully to overcoming a problem in one situation, the same action might fail in another. We were intent on trying to avoid enshrining some 'approved' practice by encouraging and enabling creative and imaginative responses in the many and various situations a teacher experiences every single day.

I remember the 'bad old days' when behavioural objectives were the 'in thing', watching dozens of history lessons which whilst dealing with a variety of issues (content), were, all the same. I don't know who said 'Dogma Destroys', but this is precisely what was happening and the challenge we faced in devising this course was to avoid offering our students a restrictive dogma.

So our aim has been to encourage our students

- to refine their commonsense conceptualisations rather than supersede them;
- to test these conceptions by the 'experience of surprise' in the context of their action;
- to develop a substantive theory of classroom action.

How is this to be done?

refer to OHP.

Our experience has also told us that the new teacher-in-training is frequently troubled by questions of self-adequacy.

This is reflected in the concern for his/her

- effectiveness in class control;
- efficiency in handling teacher-pupil, and pupil-pupil, and teacher-teacher interaction;

- need for guidance in reconciling the perceived expectations of the school, the individual pupils and the syllabus examination or textbooks.

So, in setting up this course we focused on the need to

- help each student to concentrate his/her attention on the nature of schooling;
- provide a conceptual basis for critical self-awareness and self-evaluation;
- help each student to try to articulate that which underlies their actions and practice.

I think, too, it is also important to see the 'About to Teach' course in relation to the rest of the 1st term programme, especially in respect of the on-going methods work which in some ways provides a framework from which the student can have the confidence to grow whilst at the same time not have his or her creativity, imagination and flair destroyed or limited through an overt emphasis on an 'approved' way of doing things.

APPENDIX BCONTENTS

Questionnaire administered in 1982 and 1983, pp. 6-12.

(Only one stimulus item was changed in 1983. The film Patterns of Learning was replaced by A Day in a School, an exercise which required students to spend a full day as a pupil in a local school.)

DEPARTMENT OF EDUCATIONRHODES UNIVERSITYEVALUATION OF THE 'ABOUT TO TEACH' PROGRAMME

The aims of the About to Teach programme were:

1. To help to concentrate your attention on the nature of schooling.
2. To provide a conceptual basis for critical self-awareness and self-evaluation.
3. To help you, before you went out on your first teaching practice, to try to articulate that which underlies your actions and practice.
4. To prepare you so that you would be in a position to become keen and critical observers in the schools.
5. To endeavour to help you to see theory and practice as one in the belief that practice embodies 'theory', that whenever anyone does something it is done in the light of some understanding of the context one is in and of what one is about or doing.
6. To help you to discover and consolidate those ways in which you teach best whilst emphasising any issues surrounding and related to your feeling of self-adequacy as reflected in your concern for:
  - 6.1. Effectiveness in class control.
  - 6.2. Efficiency in handling teacher-pupil and pupil-pupil interaction.
  - 6.3. Adequacy of your mastery of subject matter.
  - 6.4. Guidance in reconciling the perceived expectations of the school, the individual pupils and the syllabus/textbooks.

The following questionnaire seeks to find out the success or otherwise of these aims and to receive from you certain other responses related to the course and its future.

A. STIMULUS MATERIAL

Please rate (according to your reaction) the following by circling the appropriate number. Further, a brief comment in the space provided would be much appreciated.

RATING SCHEME

- |   | 1                   | 2          | 3            | 4          | 5                   |
|---|---------------------|------------|--------------|------------|---------------------|
|   | (strongly negative) | (negative) | (acceptable) | (positive) | (strongly positive) |
| 1. Assignment 1: "What matters to me about teaching." | 1                   | 2          | 3            | 4          | 5                   |
| <u>Comment:</u> .....                                 |                     |            |              |            |                     |

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 2.  | Films: 'The Seven-Up Series.'  | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 3.  | Plenary address and discussion with (new) local Headmasters.   | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 4.  | Film: 'Patterns of Learning.'  | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 5.  | Film: 'The Effect of Gamma Rays on Man-in-the-Moon Marigolds.'   | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 6.  | Addresses by Professors AN and RT as Old Boys of the same school:- Reflections on their schooling and education.             | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 7.  | Film: 'The Prime of Miss Jean Brodie.'   | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 8.  | 'The Teacher I'd like' - Local school pupils   | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 9.  | Mr R Algie on 'Classroom Management' and Discipline  | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 10. | Overall appropriateness of Souper as a text for the course   | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 11. | Effectiveness of the links made during discussions between the themes in Souper and the stimulus material (indicated above). | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 12. | Assignment 2: "What matters to me now about teaching."   | 1 | 2 | 3 | 4 | 5 |
|     | <u>Comment:</u> .....  |   |   |   |   |   |
| 13. | <u>GROUP WORK.</u>   |   |   |   |   |   |

Please rate (according to your reactions) the following by circling the appropriate number. Further, a brief comment in the space provided would be much appreciated.

RATING SCHEME

1                      2                      3  
(not at all)      (seldom)      (often)

1. Did you feel that it was beneficial to meet with particular staff members in this informal way? 1 2 3
- Comment: .....
2. Did you find the discussions during group meetings:
- 2.1. Informative. 1 2 3
- Comment: .....
- 2.2. Facilitated communication. 1 2 3
- Comment: .....
- 2.3. Stimulating. 1 2 3
- Comment: .....
- 2.4. Fostered self-awareness (strengths/weaknesses). 1 2 3
- Comment: .....
- 2.5. Gave you insight into the views held by other group members. 1 2 3
- Comment: .....
- 2.6. Helped you articulate your own feelings, ideas. 1 2 3
- Comment: .....
- 2.7. Engendered in you a degree of tolerance towards other people's views. 1 2 3
- Comment: .....
- 2.8. Afforded you the opportunity to express your opinion. 1 2 3
- Comment: .....
- 2.9. Incorporated your views in such a way that you felt that they were important/that they mattered 1 2 3
- Comment: .....
- 2.10. Gave you the opportunity to get to know some of your fellow students. 1 2 3
- Comment: .....

2.11. Tended to be dominated by the Tutor(s) 1 2 3

Comment: .....

2.12. Tended to be dominated by particular member(s) of the group. 1 2 3

Comment: .....

2.13. Were enhanced by the participation of students from varying subject disciplines. 1 2 3

Comment: .....

C. GENERAL POINTS.

Please comment on the following:

1. Duration of the course (too long, too short, more periods per week to the exclusion of others, etc.)

Comment: .....  
.....  
.....

2. Now that you have started your core subjects (Philosophy, Sociology, Psychology) do you feel that:

2.1. During the period of the 'About to Teach' course your method subject course(s) suffered because of a lack of specific knowledge in those core areas?

Comment: .....  
.....  
.....

2.2. Having moved from general issues raised during the course and then into Teaching Practice you are now better prepared and informed for the reception of specific topics covered in core courses?

Comment: .....  
.....  
.....

2.3. We should consider introducing into the 'About to Teach' programme at the end of each week an integrated staff panel discussion/session on the major Philosophical, Psychological and Sociological issues raised during that week?

Comment: .....  
.....  
.....

3. Would you recommend that a similar course be offered in 1983?  
(Whatever your answer, please explain why.)

Comment: .....  
 .....  
 .....

4. What suggestions do you have for future courses?

Comment: .....  
 .....  
 .....

5. How valuable was the course in preparing you for your Teaching Practice?

Comment: .....  
 .....  
 .....

6. After completion of the course how did you feel about going into a school? Please elaborate.

Comment: .....  
 .....  
 .....

7. If you missed any of the sessions please give us the reasons.

Comment: .....  
 .....  
 .....

8. Please rate the importance of each of the following topics dealt with by Souper.

RATING SCHEME

|                        | 1                              | 2                              | 3                  | 4  |
|------------------------|--------------------------------|--------------------------------|--------------------|--|
|                        | Should not be<br>in the course | Useful, but not<br>a necessity | Have no<br>opinion | Under no circumstances<br>should this be omitted |
| 8.1. Adolescence       | 1                              | 2                              | 3                  | 4  |
| 8.2. Aims of Education | 1                              | 2                              | 3                  | 4  |
| 8.3. Authority         | 1                              | 2                              | 3                  | 4  |
| 8.4. Authoritarianism  | 1                              | 2                              | 3                  | 4  |
| 8.5. Alienation        | 1                              | 2                              | 3                  | 4  |
| 8.6. Achievement       | 1                              | 2                              | 3                  | 4  |
| 8.7. Classroom climate | 1                              | 2                              | 3                  | 4  |

|   |   |   |   |   |
|---|---|---|---|---|
| 8.8. Competitiveness                    | 1 | 2 | 3 | 4 |
| 8.9. Compulsion                         | 1 | 2 | 3 | 4 |
| 8.10. Culture                           | 1 | 2 | 3 | 4 |
| 8.11. Conflict                          | 1 | 2 | 3 | 4 |
| 8.12. Delinquency                       | 1 | 2 | 3 | 4 |
| 8.13. Development                       | 1 | 2 | 3 | 4 |
| 8.14. Drug Abuse                        | 1 | 2 | 3 | 4 |
| 8.15. Discipline                        | 1 | 2 | 3 | 4 |
| 8.16. Examinations                      | 1 | 2 | 3 | 4 |
| 8.17. Failure                           | 1 | 2 | 3 | 4 |
| 8.18. Fear                              | 1 | 2 | 3 | 4 |
| 8.19. Freedom                           | 1 | 2 | 3 | 4 |
| 8.20. Imagination                       | 1 | 2 | 3 | 4 |
| 8.21. Indoctrination                    | 1 | 2 | 3 | 4 |
| 8.22. Intelligence                      | 1 | 2 | 3 | 4 |
| 8.23. Laziness                          | 1 | 2 | 3 | 4 |
| 8.24. Learning                          | 1 | 2 | 3 | 4 |
| 8.25. Leisure                           | 1 | 2 | 3 | 4 |
| 8.26. Moral Development                 | 1 | 2 | 3 | 4 |
| 8.27. Observing                         | 1 | 2 | 3 | 4 |
| 8.28. Punishment                        | 1 | 2 | 3 | 4 |
| 8.29. Questioning                       | 1 | 2 | 3 | 4 |
| 8.30. Reason/Emotion                    | 1 | 2 | 3 | 4 |
| 8.31. Socialisation                     | 1 | 2 | 3 | 4 |
| 8.32. Teaching, Teachers and Activities | 1 | 2 | 3 | 4 |
| 8.33. Thinking - Convergent, Divergent  | 1 | 2 | 3 | 4 |
| 8.34. Youth Culture                     | 1 | 2 | 3 | 4 |

9. Please comment on any issues relating to the planning, design and implementation of your HDE course so far, emphasising, if possible, the part played by the 'About to Teach' component.

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APPENDIX C

CONTENTS

Questionnaire - Evaluation of the 1984 'About to Teach' Programme.  
(pp. 14-28)

DEPARTMENT OF EDUCATIONRHODES UNIVERSITYEVALUATION 'ABOUT TO TEACH' PROGRAMME (1984)

Please fill in this document as comprehensively, carefully and honestly as possible. Upon your assessment will rest planning for next year's course.

1. PERSONAL PARTICULARS AND OTHER BACKGROUND DETAILS.

You may state your name if you wish.

1.1. Major subjects studied in your undergraduate years.

.....

1.2. Method subjects during your HDE year

.....

1.3. Age as at 1 January 1984.                      Years                       Months

1.4. Male                       Female                       (Please place a tick in the appropriate block.)

1.5. Kind of High School attended (Please place ticks in the appropriate blocks.)

1.5.1. Single sex Boys' School

Single sex Girls' school

Co-educational

1.5.2. Cape Education Department

Transvaal Education Department

O F S Education Department

S W A Education Department

Department of Education and Training

Internal Affairs

Indian Affairs

Zimbabwe

Other (please state details )

1.5.3. Government School

Private School

1.5.4. Denominational.

- Roman Catholic
- Anglican
- Methodist
- Other

1.5.5. English

- Afrikaans
- Dual
- Parallel
- Xhosa
- Zulu
- Other

1.6. Estimate the number of pupils in your school during your matriculation year. (Please place a tick in the relevant block)

|                                    |           |           |           |            |
|------------------------------------|-----------|-----------|-----------|------------|
| 0 - 200                            | 200 - 400 | 400 - 600 | 600 - 800 | 800 - 1000 |
| <input type="checkbox"/> 1000 plus |           |           |           |            |

1.7. Estimate the number of matric students in your class (i.e. the whole matric group for that year) (Please place a tick in the appropriate block).

|        |          |           |           |          |
|--------|----------|-----------|-----------|----------|
| 0 - 50 | 50 - 100 | 100 - 150 | 150 - 200 | 200 plus |
|--------|----------|-----------|-----------|----------|

1.8. Did your school provide guidance programmes of any kind?

Yes  No

Comment: .....

.....

1.9. If guidance programmes were offered at your school, please comment briefly on your attitude towards such programmes.

.....

.....

1.10. Did your school have a teacher psychologist?  Yes  No  
(Please place a tick in the relevant block).

2. STIMULUS MATERIAL AND ASSIGNMENTS.

Please rate the following by circling the appropriate number. Also, please offer as much comment as possible on each - why YOU found it valuable or otherwise.

RATING SCHEME

- 1. Of no value
- 2. Of little value
- 3. No opinion (give reasons, e.g. absent due to illness)
- 4. Of some value
- 5. Of great value

|   | <u>Rating</u> |   |   |   |   |
|---|---------------|---|---|---|---|
|   | 1             | 2 | 3 | 4 | 5 |
| 2.1. <u>Assignment 1 : What matters to me about teaching</u>  |               |   |   |   |   |
| <u>Comment:</u> .....   |               |   |   |   |   |
| .....   |               |   |   |   |   |
| 2.2. <u>Films: The Seven-Up series</u>  |               |   |   |   |   |
| <u>Comment:</u> .....   |               |   |   |   |   |
| .....   |               |   |   |   |   |
| 2.3. <u>Film: The Effect of Gamma Rays on Man-in-the-Moon Marigolds</u>                               |               |   |   |   |   |
| <u>Comment:</u> .....   |               |   |   |   |   |
| .....   |               |   |   |   |   |
| 2.4. <u>Local Headmasters on the aims they have for their schools.</u>                                |               |   |   |   |   |
| <u>Comment:</u> .....   |               |   |   |   |   |
| .....   |               |   |   |   |   |
| 2.5. <u>A day in a school (as a pupil).</u>   |               |   |   |   |   |
| <u>Comment:</u> .....   |               |   |   |   |   |
| .....   |               |   |   |   |   |
| 2.6. <u>Discussion with headmaster (or his representative) about the day you spent in his school.</u> |               |   |   |   |   |
| <u>Comment:</u> .....   |               |   |   |   |   |
| .....   |               |   |   |   |   |

Rating

2.7. Film: The Prime of Miss Jean Brodie 1 2 3 4 5

Comment: .....  
.....

2.8. Interviews with Std 6 and 9 pupils: The Teacher I'd Like. 1 2 3 4 5

Comment: .....  
.....  
.....

2.9. Panel presentation and discussion: Local teachers on Classroom Management and Discipline. 1 2 3 4 5

Comment: .....  
.....

2.10. Assignment 2: What matters to me now about teaching. 1 2 3 4 5

Comment: .....  
.....

2.11. General Comment on the stimulus material and assignments.  
(Please comment on why you found the stimulus material and assignments helpful/unhelpful.)

Comment: .....  
.....  
.....

2.12. Suggestions for future courses. (Please offer any suggestions/ ideas which you feel would be valuable as stimulus material for the course.)

Suggestions: .....  
.....  
.....  
.....



3.4. Unit Two (1) Readings linked to the address by the headmasters on the aims they have for their schools.

|        |   |   |   |   |   |   |
|--------|---|---|---|---|---|---|
| 3.4.1. | Letter to the Editor                              | 1 | 2 | 3 | 4 | 5 |
| 3.4.2. | Pligte van Klasskakels (Duties of class liaison)  | 1 | 2 | 3 | 4 | 5 |
| 3.4.3. | Extract from <u>KES</u>                           | 1 | 2 | 3 | 4 | 5 |
| 3.4.4. | Extract from <u>KIPPS</u>                         | 1 | 2 | 3 | 4 | 5 |
| 3.4.5. | Extract from <u>The Prime of Miss Jean Brodie</u> | 1 | 2 | 3 | 4 | 5 |
| 3.4.6. | Extract from <u>A Clergyman's Daughter</u>        | 1 | 2 | 3 | 4 | 5 |

Comment: .....  
 .....  
 .....  
 .....

3.5. Unit Two (2) Linked to A Day in a School.

|        |   |   |   |   |   |   |
|--------|---|---|---|---|---|---|
| 3.5.1. | The interview with a 16 year old, Std 8 pupil at a White boys' school | 1 | 2 | 3 | 4 | 5 |
|--------|---|---|---|---|---|---|

Comment: .....  
 .....  
 .....

3.6. Unit Three (1) Linked to film The Prime of Miss Jean Brodie

|        |  |   |   |   |   |   |
|--------|--|---|---|---|---|---|
| 3.6.1. | Questions                                  | 1 | 2 | 3 | 4 | 5 |
| 3.6.2. | Extract from <u>Hard Times</u>             | 1 | 2 | 3 | 4 | 5 |
| 3.6.3. | Extract from <u>To Sir with Love</u>       | 1 | 2 | 3 | 4 | 5 |
| 3.6.4. | Extract from <u>The Rainbow</u>            | 1 | 2 | 3 | 4 | 5 |
| 3.6.5. | Poem : <u>Last Lesson of the Afternoon</u> | 1 | 2 | 3 | 4 | 5 |

Comment: .....  
 .....  
 .....  
 .....

3.7. Unit Three (2) Linked with pupils talking about The teacher I'd like.

|        |  |   |   |   |   |   |
|--------|--|---|---|---|---|---|
| 3.7.1. | Article <u>That Race of Strange Beings</u> | 1 | 2 | 3 | 4 | 5 |
|--------|--|---|---|---|---|---|

Comment: .....  
 .....  
 .....  
 .....

3.3. Unit Four Linked with panel of teachers on Classroom Management and Discipline.

|        |   |   |   |   |   |   |
|--------|---|---|---|---|---|---|
| 3.3.1. | <u>Article:</u> Punishment: A New Look    | 1 | 2 | 3 | 4 | 5 |
| 3.3.2. | <u>Article:</u> The concept of punishment | 1 | 2 | 3 | 4 | 5 |
| 3.3.3. | 1983 Handout                              | 1 | 2 | 3 | 4 | 5 |

Comment: .....

.....

.....

.....

4. TUTORIALS/GROUP WORK

Please rate the following by circling the appropriate number. Further, a brief comment would be very much appreciated.

Rating Scheme.

- 1. Never
- 2. Seldom
- 3. Have no opinion (please give reasons)
- 4. Often
- 5. Always

4.1. Did you feel it was beneficial to meet with particular staff members in this way? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2. Did you find the discussions during group sessions -

4.2.1. Informative? 1 2 3 4 5

Comment: .....  
.....

4.2.2. Facilitated communication? 1 2 3 4 5

Comment: .....  
.....

4.2.3. Stimulating? 1 2 3 4 5

Comment: .....  
.....

4.2.4. Fostered self-awareness? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.5. Gave you insights into the views held by other group members? 1 2 3 4 5

Comment: .....

4.2.6. Helped you articulate your own feelings and ideas? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.7. Engendered in you a degree of tolerance towards other people's ideas/views? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.8. Afforded you the opportunity to express your opinions/ideas? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.9. Incorporated your ideas/views/opinions in such a way that you felt that they were important/that they mattered? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.10. Gave you the opportunity to really get to know some of your fellow students? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.11. Tended to be dominated by the Tutor(s)? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.12. Tended to be dominated by particular member(s) in the group? 1 2 3 4 5

Comment: .....  
.....  
.....

4.2.13. Were enhanced by the participation of students from different subject disciplines? 1 2 3 4 5

Comment: .....  
.....  
.....

4.3. Did you look forward to the Tutorials/group sessions? 1 2 3 4 5

Comment: .....  
.....  
.....

5. TUTORS

- 5.1. The following is a list of ideal characteristics. They are not listed in any order of priority.

The Ideal Tutor:

- A. Is enthusiastic
- B. Is willing to accept students' ideas
- C. Has the ability to incorporate into the discussion the ideas and issues raised by the stimulus material and the readings set.
- D. Has the ability to prevent individuals from dominating discussion
- E. Has the ability to communicate with students
- F. Takes a personal interest in students as individuals
- G. Is approachable
- H. Is academically very competent
- I. Does not dominate discussion
- J. Has the ability to encourage discussion
- K. Has the ability to stimulate interest
- L. Has the ability to adopt a flexible approach in discussions
- M. Has the ability to clarify ideas/points/issues

5.2. Your assessment

Please rate the above characteristics in order of importance as you see it.

Next to the numbers below place the letters representing the characteristics of your choice. (e.g.s. if you think enthusiasm is the most important, place A next to number 1; if you think approachability is next in importance, place G next to number 2...and so on until you have completed the full list.)

PriorityYour Choice

1

2

3

4

5

6

7

8

9

10

11

12

13

5.3. Assessment of the About to Teach Tutors. Please offer your own assessment of each of the tutors. If you did not attend a session by any one, or more, of the tutors, please indicate why.

5.3.1. Tutor A

Comment: .....  
.....  
.....

5.3.2. Tutor B

Comment: .....  
.....  
.....

5.3.3. Tutor C

Comment: .....  
.....  
.....

5.3.4. Tutor D

Comment: .....  
.....  
.....

5.3.5. Tutor E

Comment: .....  
.....  
.....

5.3.6. Tutor F

Comment: .....  
.....  
.....

6. GENERAL POINTS:

Please comment on the following:

6.1. Duration of the course (too long, too short, more periods per week to the exclusion of others etc.)

Comment: .....  
.....  
.....

6.2. Now that you have started your core subjects (Philosophy, Sociology, Psychology) do you feel that:

6.2.1. During the period of the "About to Teach" course your method subject course(s) suffered because of a lack of specific knowledge in those core areas?

Comment: .....  
.....  
.....

6.2.2. Having moved from general issues raised during the course and then into Teaching Practice you are now better prepared and informed for the reception of specific topics covered in core courses?

Comment: .....  
.....  
.....

6.2.3. We should consider introducing into the "About to Teach" programme at the end of each week an integrated staff panel discussion/session on the major Philosophical, Psychological and Sociological issues raised during that week?

Comment: .....  
.....  
.....

6.3. Would you recommend that a similar course be offered in 1985? (Whatever your answer, please explain why.)

Comment: .....  
.....  
.....

6.4. What suggestions do you have for future courses?

Comment: .....  
.....  
.....

6.5. How valuable was the course in preparing you for your Teaching Practice?

Comment: .....  
.....  
.....

6.6. After completion of the course how did you feel about going into a school? Please elaborate.

Comment: .....  
.....  
.....

6.7. If you missed any of the sessions please give the reasons.

Comment: .....  
.....  
.....

6.8. Do you think the course encouraged you to think both about teaching and about your own experiences, ideas and motivations?

Comment:.....  
.....  
.....

6.9. You changed Tutors every week. Would you have preferred a different arrangement?

Yes  No

Whatever your answer is:

Comment: .....  
.....  
.....

6.10. Please comment on any issues relating to the planning, design and implementation of your HDE course so far, emphasising, if possible, the part played by the About to Teach component.

.....  
.....  
.....  
.....



APPENDIX DCONTENTS

Personal particulars and other background details of respondents.

Summary of responses to Question 1 of Questionnaire. (pp. 30-32)

DETAILS OF THE POPULATION GROUP

|      |                                    |                       |                            |
|------|------------------------------------|-----------------------|----------------------------|
| 1.   | <u>TOTAL NUMBER</u>                | 52                    | (98.11% of the HDE group). |
| 2.   | <u>MALES</u>                       | 29                    | <u>FEMALES</u> 23          |
| 3.   | <u>ART STUDENTS</u>                | 31                    | <u>SCIENCE STUDENTS</u> 21 |
| 4.   | <u>AVERAGE AGE</u>                 | 22 years and 6 months |                            |
| 5.   | <u>TYPES OF SCHOOLS ATTENDED.</u>  |                       |                            |
| 5.1. | Co-educational                     | 23                    |                            |
|      | Single boys                        | 18                    |                            |
|      | Single girls                       | <u>11</u>             |                            |
|      |                                    | <u>52</u>             |                            |
| 5.2. | Government                         | 36                    |                            |
|      | Private                            | <u>16</u>             | (8 partly subsidised)      |
|      |                                    | <u>52</u>             |                            |
| 5.3. | Cape Education Department          | 20                    |                            |
|      | Zimbabwean                         | 11                    |                            |
|      | Natal Education Department         | 5                     |                            |
|      | Department of Education & Training | 3                     |                            |
|      | Department of Internal Affairs     | 2                     |                            |
|      | Transvaal Education Department     | 1                     |                            |
|      | CFS Education Department           | 1                     |                            |
|      | South West Africa                  | 1                     |                            |
|      | Private                            | <u>8</u>              |                            |
|      |                                    | <u>52</u>             |                            |
|      |                                    | —                     |                            |

6. NUMBERS OF PUPILS IN SCHOOLS ATTENDED

| <u>0-200</u> | <u>2-400</u> | <u>4-600</u> | <u>6-800</u> | <u>8-1000</u> | <u>1000+</u> | <u>Total</u> |
|--------------|--------------|--------------|--------------|---------------|--------------|--------------|
| 3            | 13           | 20           | 10           | 4             | 2            | 52           |

7. NUMBERS OF MATRIC PUPILS IN SCHOOLS ATTENDED.

| <u>0-50</u> | <u>50-100</u> | <u>100-150</u> | <u>150-200</u> | <u>200+</u> | <u>Total</u> |
|-------------|---------------|----------------|----------------|-------------|--------------|
| 23          | 19            | 9              | 1              | 0           | 52           |

8. STATE OF GUIDANCE IN THE SCHOOL ATTENDED.

|   |           |
|---|-----------|
| 8.1. Schools providing some kind of Guidance Programme: | 31        |
| Schools not providing any kind of Guidance Programme    | <u>21</u> |
|   | 52        |
|   | ==        |
| 8.2. Schools provided with a Teacher Psychologist       | 19        |
| Schools not provided with a Teacher Psychologist        | <u>33</u> |
|   | 52        |
|   | ==        |

8.3. Summary of comments offered.

8.3.1. Of those who indicated that their schools offer a Guidance Programme (i.e. 31), 21 had negative comments to make about the programme. In sum, these comments pointed to the guidance programme as being a 'waste of time'; 'ineffectual'; 'a holiday'; 'free periods'; 'revision periods'; limited to sixth form or junior high standards (i.e. 6 to 8); geared to 'brighter pupils'; no individual counselling; religious instruction and/or careers information/guidance only; consisted only of occasional speakers.

Positive comments were made by 10 students but the content of these is not very encouraging. Most indicate that the programme consisted of outside speakers; that generally the programme was not very helpful but that they personally enjoyed it; that it was 'interesting when we actually did do something.'

- 8.3.1. One school had a Teacher Psychologist but there was no Guidance Programme. S/he was available for 'consulting'.
- 8.3.2. Of the 31 schools which provided a Guidance Programme, 17 had the services of a Teacher Psychologist - the remaining two operating in schools which offered no Guidance Programme.
- 8.3.3. Of the 17 schools which offered a Guidance Programme, and had the services of a Teacher Psychologist, 10 respondents offered negative comments on the programme on offer. The other seven were positive about the programme.
- 8.3.4. Of the 13 schools which offered a Guidance Programme but did not have the services of a Teacher Psychologist, 9 respondents offered negative comments on it, 3 responded positively and 1 did not offer an opinion.

#### 9. Allocation of Respondents to Sub-Groupings.

Each respondent has a number and every comment or rating made by a respondent will appear next to that number in Appendices E to K.

Membership of various sub-groups (i.e. Science, Art, Male or Female) is as follows:

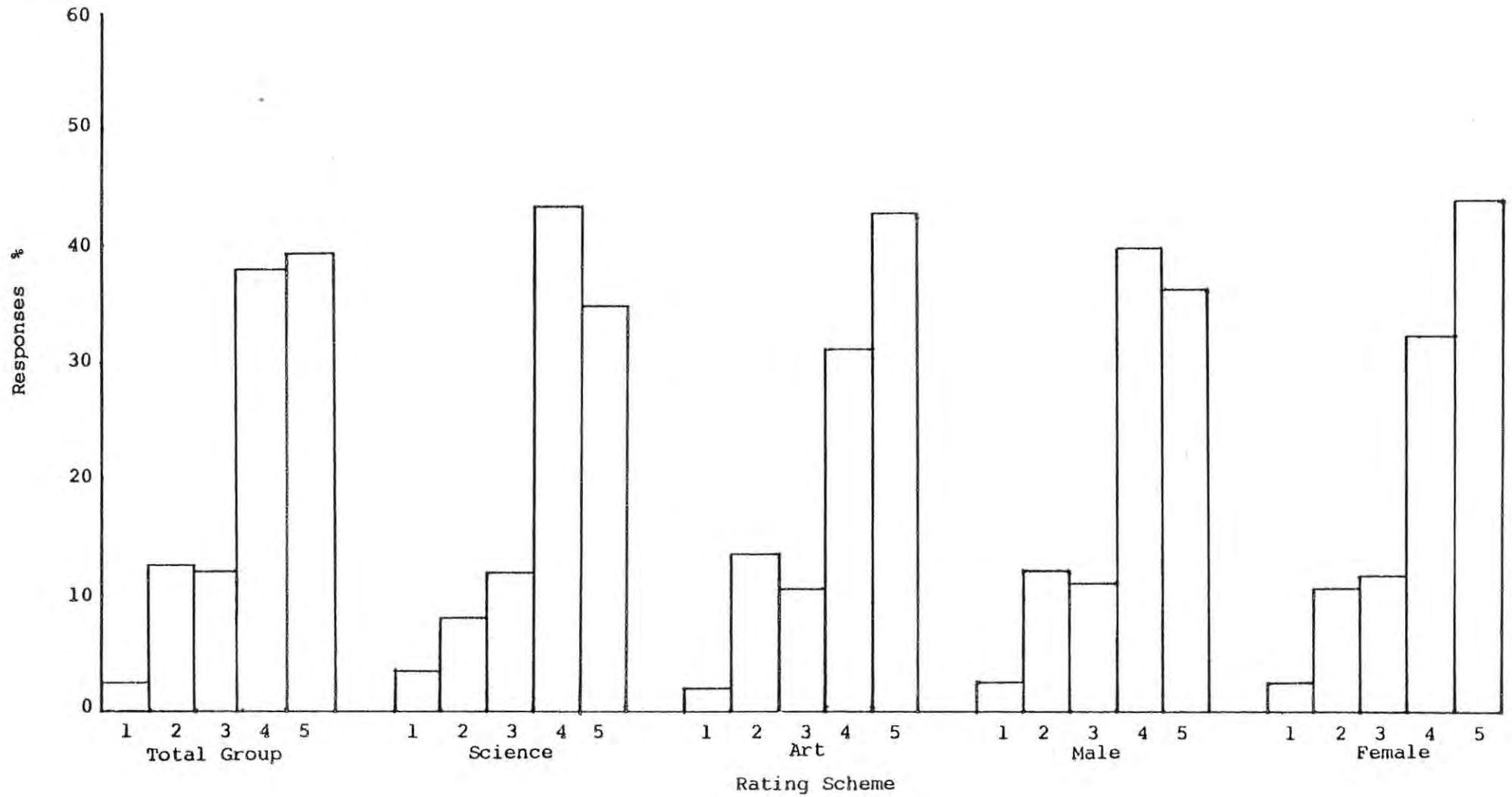
- 9.1. Science: Nos. 1, 4, 7, 10, 11, 17, 18, 21, 27, 28, 30, 31, 33, 34, 35, 38, 39, 43, 48, 49, 52. (Total 21)
- Arts: Nos. 2, 3, 5, 6, 8, 9, 12, 13, 14, 15, 16, 19, 20, 22, 23, 24, 25, 26, 29, 32, 36, 37, 40, 41, 42, 44, 45, 46, 47, 50, 51. (Total 31)
- Male: Nos. 3, 4, 5, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 26, 28, 29, 30, 35, 36, 40, 43, 46, 48, 49, 50, 52. (Total 29)
- Female: Nos. 1, 2, 6, 7, 13, 14, 23, 24, 25, 27, 31, 32, 33, 34, 37, 38, 39, 41, 42, 44, 45, 47, 51. (Total 23)

APPENDIX ECONTENTS

## RESPONSES TO QUESTION 2: STIMULUS MATERIAL AND ASSIGNMENTS.

|       |  |           |
|-------|--|-----------|
| 1.    | Graph summarising all the ratings of material.   | p. 34     |
| 2.    | Chi-square tests   | pp. 35-36 |
| 3.    | Comments and summaries of ratings:   |           |
| 3.1.  | Assignment 1: What matters to me about teaching  | pp. 37-40 |
| 3.2.  | Films: The Seven-Up Series   | pp. 41-44 |
| 3.3.  | Film: The Effect of Gamma Rays on Man-in-the-Moon Marigolds                              | pp. 45-48 |
| 3.4.  | Local Headmasters on the aims they have for their schools                                | pp. 49-52 |
| 3.5.  | A day in a school (as a pupil)   | pp. 53-56 |
| 3.6.  | Discussion with Headmaster (or his representative) about the day you spent in his school | pp. 57-60 |
| 3.7.  | Film: The Prime of Miss Jean Brodie  | pp. 61-64 |
| 3.8.  | Discussion by Standard 6 and 9 pupils on 'The Teacher I'd like'.                         | pp. 65-67 |
| 3.9.  | Panel presentation and discussion: Local teachers on classroom management and discipline | pp. 68-71 |
| 3.10. | Assignment 2: What matters to me now about teaching                                      | pp. 72-75 |
| 4.    | General comments on the stimulus material and assignments                                | pp. 76-79 |
| 5.    | Suggestions for future courses   | pp. 80-84 |

STIMULUS MATERIAL AND ASSIGNMENTS



STIMULUS MATERIAL AND ASSIGNMENTS.

Using  $\chi^2$  to test 'goodness of fit' between the responses of (a) Science and Art students and (b) Male and Female students to the stimulus material and assignments.

(a)

|         | <u>OBSERVED RESPONSES (fo)</u> |                 |                   | <u>Total</u> |                             |
|---------|--------------------------------|-----------------|-------------------|--------------|-----------------------------|
|         | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> |              |                             |
| Science | 164                            | 22              | 23                | 209          | <sup>c</sup> / <sub>c</sub> |
| Art     | 223                            | 44              | 29                | 296          | <sup>c</sup> / <sub>c</sub> |
|         | 387                            | 66              | 52                | 505          | <sup>c</sup> / <sub>c</sub> |

|         | <u>EXPECTED RESPONSES (fe)</u> |                 |                   | <u>Total</u> |                             |
|---------|--------------------------------|-----------------|-------------------|--------------|-----------------------------|
|         | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> |              |                             |
| Science | 160.16                         | 27.31           | 21.53             | 209          | <sup>c</sup> / <sub>c</sub> |
| Art     | 226.84                         | 38.69           | 30.47             | 296          | <sup>c</sup> / <sub>c</sub> |
|         | 387                            | 66              | 52                | 505          | <sup>c</sup> / <sub>c</sub> |

$$\chi^2 = \frac{(fo-fe)^2}{fe}$$

$$\chi^2 = \frac{(164-160.16)^2}{160.16} + \frac{(223-226.84)^2}{226.84} + \frac{(22-27.31)^2}{27.31} + \frac{(44-38.69)^2}{38.69}$$

$$+ \frac{(23-21.53)^2}{21.53} + \frac{(29-30.47)^2}{30.47}$$

$$= .09 + .07 + 1.03 + .73 + .10 + .07 = 2.09$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(3-1) = 2$$

With degrees of freedom of 2, a value of  $\chi^2$  of 2.09 is not significant and the null hypothesis (that there is no significant difference between the responses of Science and Art students) therefore stands.

(b)

|        | <u>OBSERVED RESPONSES (fo)</u> |                 |                   | <u>Total</u> |                             |
|--------|--------------------------------|-----------------|-------------------|--------------|-----------------------------|
|        | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> |              |                             |
| Male   | 212                            | 39              | 28                | 279          | <sup>c</sup> / <sub>c</sub> |
| Female | 175                            | 27              | 24                | 226          | <sup>c</sup> / <sub>c</sub> |
|        | 387                            | 66              | 52                | 505          | <sup>c</sup> / <sub>c</sub> |

|        | <u>EXPECTED RESPONSES (fe)</u> |                 |                   | <u>Total</u> |                             |
|--------|--------------------------------|-----------------|-------------------|--------------|-----------------------------|
|        | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> |              |                             |
| Male   | 213.81                         | 36.46           | 28.73             | 279          | <sup>c</sup> / <sub>c</sub> |
| Female | 173.19                         | 29.54           | 23.27             | 226          | <sup>c</sup> / <sub>c</sub> |
|        | 387                            | 66              | 52                | 505          | <sup>c</sup> / <sub>c</sub> |

$$\chi^2 = \frac{(fo-fe)^2}{fe}$$

$$\chi^2 = \frac{(212-213.81)^2}{213.81} + \frac{(175-173.19)^2}{173.19} + \frac{(39-36.46)^2}{36.46} + \frac{(27-29.54)^2}{29.54}$$

$$+ \frac{(28-28.73)^2}{28.73} + \frac{(24-23.27)^2}{23.27}$$

$$= .02 + .02 + .01 + .22 + .02 + .02 = .31$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(3-1) = 2$$

With degrees of freedom of 2, a value of  $\chi^2$  of .31 is not significant and the null hypothesis (that there is no significant difference between the responses of male and female students) therefore stands.

STIMULUS MATERIAL AND ASSIGNMENTS

Please rate the following by circling the appropriate number. Also, please offer as much comment as possible on each - why you found it valuable or otherwise.

Assignment I : What matters to me about teaching.

1. It enables you to consolidate your thoughts about the profession. (5)
2. Very good exercise enabling me to express feelings which I wanted to express but found no time to in other tutorials. (5)
3. It helped me clarify my values and motives in teaching and was thus a useful exercise. (4)
4. This offered one a chance to think and reflect on why one wants to teach. (4)
5. A good introduction with solid definitions regarding me as a teacher. (4)
6. I am now able to assess myself as to what I have gained in the course of this year. (5)
7. Interesting to see how idealistic you are and how you change with the second essay. (4)
8. It allowed me to state in writing what I felt about teaching - almost as a commitment. (4)
9. The assignment invited an open, subjective and personal approach but not everyone in tutorials offered their views. (4)
10. It makes you aware of what you are letting yourself into. (4)
11. Good exercise to think why you want to teach, but difficult to put your feelings on paper. (4)
12. I had to think about my objectives as a teacher which sometimes I never thought of. (4)
13. It helped put things into perspective. (5)
14. I found it valuable to clarify my reasons for teaching - and to think about them. (4)

15. Enjoyed very much. Stimulating. (5)
16. Having to write my ideas down allowed me to get them into perspective. (5)
17. The discussion of the essays were of some value even though I did not have fixed ideas about teaching as such. (4)
18. Gets you thinking about teaching and the reasons for choosing it. (5)
19. I had had some teaching experience before writing this essay. (2)
20. No comment. (4)
21. Gave me a chance to look at why I was doing the course; why I would be teaching in the future. (4)
22. I found the title ambiguous. I'd been thinking about the topic (as I understand it), for ages and didn't need to write it all down. (2)
23. No comment. (4)
24. I was not doing the course at that time. I was in the S.P. section. (3)
25. I found the topic very general and difficult to grasp, without having much experience in that field. (4)
26. It allowed me to express my views which could then come under constructive criticism and agreement as well. (4)
27. Thought about teaching more deeply by writing it down. (4)
28. Made me think about what I'm doing in the Education Department and whether I would really like to be a teacher. (4)
29. Good for question why I wanted to teach. (5)
30. No comment. (1)
31. Made me think about my values and attitudes towards teaching. (4)
32. Good to collect my thoughts together and try to establish my expectations of teaching. (4)
33. Helped to get thinking together for the year - why I was doing the course, expectations. (4)

34. When the second essay is done a comparison of thoughts before and after can be done. (4)
35. N/A. Started course a week late. (3)
36. Useful in clarifying one's present position with regard to why one wants to teach or why one has chosen teaching or vice versa. (5)
37. Merely that I had to express my own values and to do so I had to consolidate them in an intelligible form. (4)
38. It enabled me to write down just why I was going into teaching. I had to examine my feelings on teaching very carefully. (4)
39. Valuable because it made one actually state (verbalise) for oneself one's reasons for wanting to teach. Why am I doing this course - really?(5)
40. Helped to get own thoughts into perspective, but I didn't feel I was totally honest (suspicious of consequences) and I felt others felt likewise. (2)
41. I thoroughly enjoyed the opportunity to give serious thought to why I wanted to teach (had not sat down and weighed it up so thoroughly before). (5)
42. Forced me not only to evaluate exactly why I had decided upon teaching (as opposed to a gut reaction) but to actually formulate those reasons into words. (4)
43. Clarified my thoughts on the issue a great deal. (4)
44. It made me rethink my choice of the teaching profession. (5)
45. No comment. (2)
46. Good opportunity to actually sit down and think about it. (4)
47. No comment. (2)
48. Seemed a very petty essay to do but on completion of the essay I found it an extremely valuable exercise. (4)
49. Got priorities straightened out. If one took trouble it made one think carefully about own ideas. (5)

50. Help to articulate my own thoughts on teaching. (4)
51. Made me think again about my reasons for teaching, and ideas. (5)
52. Give a good self thought about the future job you are going to take on. (4)

SUMMARY OF RATINGS : ASSIGNMENT 1

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 1             | 5        | 2        | 30       | 14       | 52           |

FILMS : THE SEVEN-UP SERIES

1. A found it of interest because I understood the British system. (4)
2. Excellent series - I loved the progression and wish they would bring out a fourth film. (5)
3. Environmental and cultural influences combined with class influences took a new perspective. Any more of these? (5)
4. It showed how children from different class groups etc think, behave, relate etc. (4)
5. This helped us to see and understand Education in a wider perspective. (5)
6. I've always found my society different from what I see but at least can try and place them somewhere. But these films are a very good idea - stimulating. (4)
7. Only problem is trying to understand what grammar schools, comprehensive schools etc, are. (5)
8. The basis of the programme - useful as continually referred to. (5)
9. Only hope the experiment continues i.e. to 28 and that somehow we'll have access to the film. (5)
10. It shows the other side of a class's face i.e. all pupils appear the same in class yet are totally different. (5)
11. Very good. (5)
12. At least there were some differences to look for in children reared in different environments. (4)
13. Very interesting. (5)
14. I enjoyed the series immensely. They raised issues like racism, sexism, common class, private vs public schooling, parenting etc within an educational context. (5)
15. See life as a whole i.e. changes. (4)
16. I found it difficult to follow just who the heck was whom. (2)

17. Shows up the disparity in the whole education system in England as well as South Africa and thus how people relate to each other because of educational backgrounds. (5)
18. The series makes one realise how background influences achievement. (5)
19. Good to see how the different pupils developed. Would like to see a possible '28'. (5)
20. No comment. (5)
21. Made me realise that every child is a unique individual each with his/her own needs. (4)
22. Thoroughly enjoyed them - so much to discuss, not like some discussion groups were forced into where the opinions and conclusions are obvious. (5)
23. Interesting. (4)
24. I found the series fascinating in that you could watch the child's development over the years in close succession. Each child had a complete personality of his own. (5)
25. Missed the series. (3)
26. I felt this was excellent: it was interesting as it gave a clear insight into the lives of pupils from various backgrounds. As a teacher it helps to know more about your pupils' possible background. (5)
27. No comment. (4)
28. Good to see the growth, physically and mentally, over so many years; the changes/and confirmation of their parents' and their own expectations. (5)
29. Interesting to see the unpredictability of development of some and the predictability of others. (5)
30. Gives you insight. (4)
31. Very good in considering the effect of social class. (5)
32. Stimulated a lot of discussion - still being referred to now. Brought up a great number of issues. (5)

33. Excellent - opened eyes to way children not in contact with, think. (5)
34. Enjoyable - shows different "classes"/"social" comparisons of people - useful for teaching. (5)
35. N/A. Started course late. (3)
36. Excellent. I had seen them before but got more out of a second viewing. Shows a secondary school teacher what he/she is up against. (5)
37. Reinforced the "knowledge" that parents, schooling and society have different effects on the child from an early age - great. (5)
38. An excellent series in terms of child/pupil development and their feelings towards school and how the school influences the life of a child. Very valuable. (5)
39. Very interesting - hard to identify totally with the British aspects. Very heavy sessions - so much to absorb. Need to view again after discussion - reinforcement. (4)
40. A good way to present development - not enough discussion on ourselves as we/are/will be to make the films more relevant. (5)
41. Extremely interesting - challenging too. (In a sense our first opportunity in attempting to gauge why one or other child responded in a particular way to his environment). (5)
42. A well-made series, pinpointing the differences in lifestyles, attitudes, and expectations between the classes. It would be interesting to see a similar SA made series. (5)
43. These films speak for themselves. (5)
44. They brought me into an awareness of what may happen in the classrooms and that children are individuals and have different views and perceptions. Also that children go through various development stages. (5)
45. No comment. (4)
46. Although a British series it still has much reference for the South African situation where white children from very different economic backgrounds come together in one school. (5)

47. No comment. (4)
48. While it proved valuable in terms of tracing development of pupils it was very time-consuming. Perhaps a shorter but very similar movie could be found - particularly relating to SA situation. (4)
49. Illustrates that teacher/school effect on a child's destination is fortunately not as great as many would believe. (5)
50. Informative film which helped me to understand more of the complexities of growing up and the effect of schooling on kids. (5)
51. Very interesting and informative. Also thought-provoking on how we categorise people. (4)
52. Good to see how different class pupils grow and develop totally. (5)

SUMMARY OF RATINGS : SEVEN-UP SERIES

| <u>Rating</u> |          |          |          |          |              |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 0             | 1        | 2        | 14       | 35       | 52           |

FILM : THE EFFECT OF GAMMA RAYS ON MAN-IN-THE-MOON MARIGOLDS

1. Emphasises parental influence. (4)
2. Showed the influence of family on children at school which is vital to me as a teacher. (5)
3. I left not knowing what the message really was, yet the film stimulated a great deal of thought. (5)
4. It showed that the same environmental structure affects things differently. Difficult film to interpret. (5)
5. No comment. (2)
6. A very good idea - stimulating. (4)
7. Interesting and made me think. Sad, wanted to cry. Meaningful. (5)
8. Very depressing for me but extremely thought-provoking. (5)
9. Interesting film but seemed to focus on a parent-child relationship within the framework of school. Perhaps discussion could have been centred around our own experience - i.e. school and parents. (3)
10. It shows the hardship that some children have to endure from their parents. (5)
11. A second showing of a complex film would have made it more useful. (4)
12. There I could observe the influence of parents on childhood and schooling. (4)
13. Very interesting. (5)
14. Enjoyed the movie. Made me think about parenting and subject interest in school. (5)
15. Muddling. (3)
16. I would recommend this film be shown to every teacher and every parent who has a child at school. (5)
17. Very stimulating movie. Shows how parents, peer groups and the environment influences the relationships of the family as well as individuals themselves. (5)

18. I can't really see why we saw the film. It ended so terribly. I like happy endings. (4)
19. Didn't find this very important although it did show some insight into the home life and its effect. (2)
20. No comment. (4)
21. I came to the conclusion that as a teacher one needs to acquaint oneself, somehow, with the background of one's pupils. (4)
22. I couldn't believe that one could get so much out of it. A brilliant movie. (5)
23. Emphasised the importance of home and school in the child's life. (5)
24. The whole film was so realistic and very humane. I was amazed at the ability of a child to rise above her conditions. (5)
25. Very moving. Showed the importance of the environment. (5)
26. Like the Seven-Up Series it showed up the difficulties children face, showing that it often stems from family background. (4)
27. No comment. (4)
28. Parent/child relationships, socialisation of children at home and school, how home life affects school. (4)
29. Very good sociological film. (5)
30. No comment. (2)
31. No comment. (5)
32. Away. (3)
33. Absent. (3)
34. Mixed feelings. (3)
35. Broadened my thinking. Provided stimulus for thinking. (4)

36. I did not fully understand the film but found it very intense and absorbing. (4)
37. That parental attitudes towards children affect a child for better or worse - most important for understanding children at school. (5)
38. This film shows the influence of the home on the children and is valuable in the sense that this is an aspect of pupils' lives often forgotten by teachers. (5)
39. Really pointed out the differing environments children come from and the effect of home on the school experience as well as teacher/parent, teacher/pupil relationships etc. Differences between children from the same family. (5)
40. A moving and haunting film - easier to remember than the Seven-Up series - can get more involved with main characters. (5)
41. Very thought-provoking (but I was a bit slow in picking up all the deeper significance!) Would like to see it again. (4)
42. Extremely good. (4)
43. It had a message hidden in a poor film. I dare say the acting was good - I'm not a critic. Did the message warrant a discussion? (2)
44. It was an appeal to teachers and parents to understand kids because sometimes a teacher does not know what is the reason behind a particular kid's behaviour. (5)
45. Most thought-provoking. (5)
46. Can't recall much of this exercise. (3)
47. No comment. (4)
48. Very thought-provoking and interesting. (5)
49. Shows a real child coping. (5)
50. Showed the effect that home life can have on the pupil. (5)
51. Excellent movie. Very thought-provoking. (5)

52. Useful insight into problems a child could be facing at school. (4)

SUMMARY OF RATINGS : THE EFFECT OF GAMMA RAYS ON

MAN-IN-THE-MOON MARIGOLDS

| <u>Rating</u> |          |          |           |           |              |
|---------------|----------|----------|-----------|-----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u>  | <u>5</u>  | <u>Total</u> |
| <u>0</u>      | <u>4</u> | <u>6</u> | <u>16</u> | <u>26</u> | <u>52</u>    |

LCCAL HEADMASTERS ON THE AIMS THEY HAVE FOR THEIR SCHOOLS.

1. No comment (2)
2. It was of value but I wonder if those headmasters are really true to their values. (4)
3. It gave me my first experience of the 'system' and the little product factories called schools. (5)
4. Really had no relevance to me and my situation. It might be a good idea to include one or two Elack Headmasters. (2)
5. No comment. (4)
6. The question of what a school is for is becoming important to me. (5)
7. They must be honest though. (5)
8. Good idea but headmasters tend to be slightly false. (4)
9. Served to provide an insight into values standards and expectations of school systems. Pity there weren't more headmasters from different schools able to attend. (5)
10. Every man has his own ideal, thus it depends on your headmaster for guidance and aims. (2)
11. Useful, but it tended in the end to get boring because there was a lot of overlap in what they had to say. (4)
12. Though there was some good for me as a teacher I found their comments irrelevant for me, e.g. Private Schools. (2)
13. They obviously couldn't give an honest talk. They were selling themselves. (4)
14. It was interesting to hear them talk, but there were only two and often what they say and do can be different. (4)
15. Differences of opinion needed from schools other than those in Grahamstown. (5)
16. They seemed to be a little superficial and separated from their pupils. (2)

17. Gives one the knowledge of how some headmasters tick and how I would relate to them when I begin teaching. (4)
18. Found this very interesting. (5)
19. Interesting to compare the private and government schools via headmasters. (4)
20. No comment. (5)
21. Simply made me think, as an aspirant teacher, of my role in a school depending on its aims. (2)
22. I wish the class had been braver - to get them squirming. (4)
23. It gave an indication of how deluded headmasters can be, and how the system/type of school can change one's whole approach. (5)
24. Each headmaster was categorised and 'selling' their school. Not very realistic. (4)
25. Headmasters saw it as a sales gimmick - made generalisations that weren't working in schools. NO HEADMISTRESSES! (2)
26. Good as it showed us as teachers the sort of thing we could expect at school. (4)
27. Good to see how schools are intended to be run. (4)
28. Interesting to see their viewpoint. (4)
29. It was hard to decide if what they were saying was in effect happening in schools. (4)
30. Gives you a chance to see what headmasters are looking for. (4)
31. Can become very theoretical. (4)
32. Idea is good, but went on for too long and became very tedious. (2)
33. Interesting to compare aims and the achievement of them. (4)
34. One day we could be working under someone with the same or similar ideas. (4)

35. Saw how different aims could actually be at various schools. Noticed the emphasis on results. (4)
36. Very useful to see headmasters for the first time looking from a different side of the fence as it were. (4)
37. Noting that headmasters' attitude to their school greatly affects the teaching circumstances - useful in retrospect for personal placing. (4)
38. Good in the sense that it was great to hear exactly what headmasters had in mind for their schools, the situation of the staff etc. Would have been more stimulating had there been one or two others. (4)
39. To actually see that the headmaster/ teacher relationship is important. The teacher is not only a classroom teacher. (5)
40. Very interesting to see and hear them - especially when we have the chance to work in their schools later on. Preaching vs Practising. (5)
41. Defined differences between private and government schools very well. May be useful when choosing a post (i.e. once Cape Ed Eursary is worked off!). (5)
42. Idea very good but very little response from the schools made it disappointing. Also, one had the feeling that the headmasters weren't always entirely honest. (3)
43. Absent. (3)
44. Headmasters are not a homogeneous group, but I'm sure there are general principles that they adopt. They were a representative group, sort of. (4)
45. No comment. (4)
46. Made me very much aware of the importance of looking for the 'right' headmaster when applying for a post. (5)
47. No comment. (4)

48. Obviously a very personal opinion by headmasters. (2)
49. No comment. (4)
50. Helped to put into perspective what headmasters expected from teachers and pupils alike. (5)
51. Pity there weren't more headmasters. (4)
52. Get a good idea of what headmasters in general aim at in their schools. (5)

SUMMARY OF RATINGS : LOCAL HEADMASTERS ON THE AIMS  
THEY HAVE FOR THEIR SCHOOLS

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 0             | 9        | 2        | 27       | 14       | 52           |

A DAY IN A SCHOOL (AS A PUPIL)

1. Having been out of school and going back to the staff it would be better to be attached to a member of staff - we were all at school. (1)
2. Exhausting day! I fell asleep at 7.30 p m that evening. (5)
3. I had lost touch with school and what it was like. It was also my first experience of a Co-ed and government school. (5)
4. Interesting. I went to a white school and it showed me how things are on the other side. (5)
5. No comment. (5)
6. I started being realistic about pupils and hope that more chances will be given in future. (5)
7. Exhausting. (4)
8. For me the highlight of the course - will always remember the day. (5)
9. Good experience but not enough time to chat informally to pupils. Suggestion : regular (once a month, term?) discussion groups between student teachers and pupils on an informal basis. (4)
10. You can see from a pupils point of view what is boring or interesting. (4)
11. Found it difficult to have to be a pupil again. (2)
12. It was only a free day for us - maybe because we were not treated as pupils but rather as a nuisance - intruding into their private world. (2)
13. I just felt awkward and bored (sorry), but I'm sure most other students benefitted from it. I just hate doing nothing creative. (2)
14. I found the day very stimulating and learned a lot about being on the other side of teaching - knowing a little more about teaching itself than when I was at school. (5)

15. Not long enough to get acquainted. (2)
16. I suddenly remembered what it was like to sit through eight lessons (compulsory) in one day. (5)
17. Pleasant experience. Reminded me of my days as a pupil in school. (5)
18. Really enjoyable. (5)
19. Entertaining but a waste of time. (2)
20. No comment. (5)
21. After a lot of theory it brought me back to 'reality' - into the class situation and activities. (4)
22. I didn't go. But I should circle (1) since I think the exercise is a useless one. I refused to do it - if you're honest about it I think it's pretty embarrassing for all parties concerned. From my own experience of school (okay it was a few years ago) and from t.p. I could get all the information I needed. (3)
23. It was exhausting and yet I learned very little. This emphasised the importance of a teacher, and of pupil participation (of which there was very little). (5)
24. Absent due to illness. Very upset I missed this opportunity. (3)
25. Perhaps need more time with the children. (5)
26. Puts you in the pupil's situation; enables you to remember the classroom situation. (5)
27. Good to see school from a pupil's point of view again. (4)
28. See if headmaster puts his ideas into practice. Also see child's perspective of school in general. (5)
29. As the purpose was to see what it was like for school kids, it failed because you were treated specially. (2)

30. No comment. (2)
31. Realised how tiring the day is. (4)
32. Culture shock! Excellent to get back in a school atmosphere which varsity tends to make one forget. (5)
33. Did not gain much from it. (2)
34. You realise how pupils communicate and what it is like to be at school once again. (5)
35. Hated it. The pupil was fine, the school was fine but the exercise failed to achieve its objective. (4)
36. Amusing and rewarding as an experience (I don't know how much was gained though). (5)
37. Made me remember how boring school can be - and how exhausting. (4)
38. This lands one back at the other "end of the stick" -a trying experience. (5)
39. To remember again what it is like to be on the receiving end. (4)
40. Much of it was wasted - perhaps not enough preparation. Left up to the individual to make something of it. (4)
41. Enjoyed freedom to get to know how the school operated from a very active pupil (he was involved in the enrichment project for gifted children). (5)
42. Don't exclude - very important to be back in the school bench before landing behind the teacher's desk, especially so for me, as it's been a long time since I left school. (5)
43. Assigned to an Afrikaans school (I am not bilingual) so I did not go. This was a pity - perhaps this mistake should be avoided in future. (3)
44. It was necessary to see how it feels to be a pupil, but somehow the kids would not behave naturally when they know they are being observed. (4)

45. Would have preferred just browsing around by myself rather than having a journeyman. (2)
46. Just to experience the amount of boredom a pupil is subjected to in a single day made this exercise invaluable. (5)
47. No comment. (4)
48. Excellent catalyst in terms of thought/discussions previously held and those to be held. (5)
49. Although nothing was different from what I had expected, it was good for reinforcing a few beliefs about children which were under attack from "experienced" people. (5)
50. Helped to put the feelings and attitudes of the pupils into perspective. (5)
51. Able to see school and remember what it was like to be a pupil. (4)
52. Get back to school and remember what it was like to be a pupil. (5)

SUMMARY OF RATINGS : A DAY IN A SCHOOL (AS A PUPIL)

| <u>Ratings</u> |          |          |          |          | <u>Total</u> |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 1              | 9        | 3        | 13       | 26       | <u>52</u>    |

DISCUSSION WITH HEADMASTER (OR HIS REPRESENTATIVE) ABOUT THE DAY  
YOU SPENT IN HIS SCHOOL.

1. I didn't. (3)
2. I met him in the corridor once or twice and he just grinned and walked past! Hardly any interaction at all! (1)
3. Headmaster avoided all students who went near his school and my journeyman was very reserved. (1)
4. Had the chance of questioning some of the things done at his school. (4)
5. One felt that this meeting did not achieve anything. (2)
6. He did not come. (3)
7. A good follow-up as most of us had questions. (5)
8. Thought headmaster tended to be rushed and gave the impression that it was a waste of time. (4)
9. Headmaster unable to attend. (3)
10. You can't criticise the headmaster's school thus you have to agree and say the good points. (3)
11. He had an answer to all criticisms and tried to sell his school - not really the aim of the exercise. (1)
12. No comment. (1)
13. I just felt awkward and bored (sorry) but I'm sure most other students benefitted from it. I just hate doing nothing creative. (2)
14. He never arrived. (3)
15. No comment. (3)
16. No comment. (2)
17. Looked at the effects of corporal punishment and why it is practised at that particular school (i.e. environmental influences, 'gang'/peer group pressure, working class backgrounds, etc.) (4)

18. Headmaster just wanted to know what you thought of his school. (2)
19. Cf more value than the day in the school. (4)
20. No comment. (4)
21. Representative tended to be very close and refused to accept or even acknowledge viewpoints put forward. (2)
22. No comment. (3)
23. I didn't feel as if I could say what I felt. I almost felt as if he was prying and so I couldn't comment. And he defended the school in such a way that he had me agreeing with him all the time. (2)
24. Our headmaster (of the school I was assigned to) did not arrive, so we got together and I listened to the others discussing their experiences. (3)
25. He didn't come. (3)
26. No comment. (4)
27. Good to discuss why or how certain things go on in a school. (4)
28. See what they have to say about the way their teachers teach and what the pupils think of the school. Can compare pupils' ideas and headmasters. (5)
29. There was no discussion. (1)
30. N/A. (3)
31. Headmaster did not arrive. (3)
32. It was too difficult to discuss it frankly with him. Maybe just the students should discuss it afterwards. (2)
33. He did not pitch up! (1)
34. He didn't turn up. (1)

35. Was interesting to see how our views were treated. (4)
36. The headmaster of X school was too scared to come. (3)
37. Headmaster didn't arrive. Discussion amongst ourselves was useful though. (3)
38. Headmaster didn't arrive. (3)
39. Feedback for him. Chance to question further on any matter on a small group level. (4)
40. Our head failed to arrive - potentially good exercise. (2)
41. Can't remember. Think I was absent. (3)
42. Very difficult to be entirely honest about some central opinions on his school - understandably. (2)
43. Assigned to an Afrikaans school (I am not bilingual) so I didn't go. This was a pity - perhaps this mistake should be avoided. (3)
44. One could not really be critical of a school in the presence of the headmaster, especially if one considers to teach at that particular school. (2)
45. No comment. (2)
46. Headmaster (or his rep) did not turn up for the discussion. This was disappointing in that we had no opportunity to clarify our impressions. (3)
47. Didn't arrive. (3)
48. Headmaster did not arrive. (3)
49. He did not arrive. (3)
50. Informative. Helped put into perspective what headmasters expected from the teachers and pupils alike. (5)
51. His view of school and school as it is, completely different. Difficult to talk to him. (2)
52. Useful to discuss school routine and school policies. (4)

SUMMARY OF RATINGS : DISCUSSION WITH HEADMASTER (OR HIS REPRESENTATIVE) ABOUT THE DAY YOU SPENT IN HIS SCHOOL

| <u>Ratings</u> |          |          |          |          |              |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 7              | 12       | 20       | 10       | 3        | 52           |

FILM: THE PRIME OF MISS JEAN BRODIE.

1. I had seen it before and classed it with St Trinians movies. (3)
2. Very informative and of great value indicating the risks involved. (5)
3. The essence of indoctrination and manipulation. I hope I will never be "In my prime". (5)
4. She knew where she wanted her pupils to go. Is this not what it is all about? (4)
5. Not appropriate. (2)
6. Fantastic - a mirror for all teachers. (5)
7. Scary to see how much influence a teacher can have on pupils. Teachers must keep that in mind. (5)
8. But the quality of the film was bad and it therefore lost its impact. (4)
9. Fantastic movie. Pity about bad copy. 'Miss Brodie' seems to be everywhere! (5)
10. It shows the influence teachers can have on pupils. (5)
11. No comment. (4)
12. I learned how people who fail in life project their failure onto young children. (5)
13. It was fantastic and inspiring. It gave us a different perspective on a different kind of teacher - not the usual kind of teacher. (5)
14. Found the movie very depressing - stimulated thought and awareness of potential power and the potential mis-use of it in the classroom. (5)
15. Just what not to be most of the time. (5)
16. A warning against getting too entangled in the subject and a reminder of the power which the teacher has. (5)
17. Excellent movie of how not to teach and influence a pupils' personality and outlook on life. (5)

18. No comment. (2)
19. Proves that the situation does exist. (4)
20. Gave us an awareness of what can happen. Enjoyable movie. (4)
21. Favouritism is clearly undesirable - as the film portrayed. Secondly, the teacher should not impose his/her ideas on the pupils. (4)
22. This could be good if the quality of the movie was better. I, personally, get terribly annoyed/frustrated when the movie jumps about etc. and I just couldn't get into it I'm afraid. Also, if I remember, there was some cock-up with getting the movie on time and we, as a class, were shunted around quite a bit. This also annoyed me. (2)
23. Excellent. Never exclude this. (5)
24. The only thing that spoiled the film was the bad quality, otherwise fantastic. (5)
25. No comment. (5)
26. No comment. (4)
27. Good to see a different approach to teaching. (4)
28. Teacher/pupil relationship. Teacher wishes to achieve goals (own goals) through pupils. Teachers expectations against pupils' limitations. (4)
29. Interesting and disturbing. (4)
30. How not to teach. (4)
31. Made me consider the effect a teacher can have on pupil development. (5)
32. Very enjoyable. Powerful and thought-provoking film. (5)
33. Interesting and eye-opening. (4)

34. Interesting. (4)
35. Showed me how confusing a teacher's role can be. She really confused me. (4)
36. Pity about the poor quality of the film. (5)
37. Allowed insight into the power of the teacher over her pupils if she chooses to use it. (5)
38. Shows one just how much a teacher influences or can influence a pupil's life. A situation which should be constantly kept in mind. (5)
39. The cautioning side of a teacher's interest in individual pupils. (5)
40. Very dramatic and vivid film - I have not yet finished thinking it all over. Many fellow students reacted differently to Miss Erodie herself. (5)
41. Distressed me - found her very strange and came out puzzled at the impact she had made on the four girls. (2)
42. Fantastic. (5)
43. I saw the message there as well. Unfortunately as a film it is a disaster (for me). I preferred "Star Wars" which also had a message but was more entertaining. It was also dated. (1)
44. It warned me of the pupil-teacher relationship in schools and also made me aware of the influence (not always good) that a teacher can have. (5)
45. It was difficult relating to the context. (2)
46. An important warning on the potential powers of a teacher and how these can be misused for 'personal' reasons. Definitely an important awareness exercise. (4)
47. No comment. (4)
48. Excellent, excellent movie - is a must for all educationalists. (5)

37.

49. No comment. (4)
50. Informative film on teacher and pupil relationships. (4)
51. Interesting. (4)
52. Very good in that it shows the psychological effects a teacher can have on pupils. (5)

SUMMARY OF RATINGS : THE PRIME OF MISS JEAN BRODIE

| <u>Ratings</u> |          |          |          |          |              |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 1              | 5        | 1        | 19       | 26       | 52           |

DISCUSSION BY STANDARD 6 AND 9 PUPILS ON 'THE TEACHER I'D LIKE'.

1. Many of their points were useful. I found that the vocabulary they used was surprisingly good. (4)
2. Confirmed a lot of the ideas I always had about the teacher I'd like and opened my eyes up to new ideas - found it difficult to accept some. Little bit theoretical - take what they said with a pinch of salt, because to a degree I'm sure they'd be trying to impress. Don't let 2nd group watch 1st group. Both interviewers good in the role. (4)
3. Although I enjoyed it and learnt a lot, I found that they knew what they wanted in a teacher yet on teaching practice, I could see that they didn't appreciate the qualities they'd spoken about, when it came to their own teachers who had had them for some time. (5)
4. I felt that the kids were very outspoken and amazingly intelligent. There was a vast difference between those from Private and from Government Schools. (5)
5. I can't remember very much but I remember being impressed. (4)
6. Interesting to see difference between pupils at private and government school. Generally intelligent and outspoken. (5)
7. Valuable in terms of how the pupils will perceive us next year - perhaps calls for an adjustment in teaching style. (5)
8. The use of Std 6 and 9 pupils gave a broad perspective of pupils' attitudes - some illuminating comments were made. (4)
9. Gave me an idea of what pupils regard as the model teacher - not so much as to structure your behaviour in this direction but to take account of the ideas of students. (4)
10. Feel that the Std 9 group shouldn't have seen the Std 6 group. Felt the Std 9's were perhaps trying to come up with other ideas to avoid repetition and this marred the point that perhaps there were the same things both ages liked/disliked. Otherwise perhaps, for me, one of the most valuable topics. (5)
11. Very helpful as you tend to forget what it was like. We will be teaching these kids so it is important we know what they like. The

- one group (Std 9) should not have listened to Std 6's before they had their discussion. (5)
12. We're always so worried about what other teachers think of us, but it's so much more important to know what the children who we're actually teaching think of us. (5)
13. Having been out of school for 4 years it was interesting to think back on the kind of values we looked for and to see it from a different perspective. (5)
14. Found the pupils very willing to speak. Main points made that were of use are: teacher must be 1) friendly; 2) fair and 3) firm. (4)
15. This was about the most valuable part of the whole About to Teach course and we get the pupils insight of teachers very clearly. (5)
16. Although everything was done to make this session 'informal', the children still said mostly what they were expected to say. Informal discussion with some of the pupils later revealed a different, and even contradictory picture. (2)
17. I don't think the Std 9's should have watched the Std 6's prior to their own interview. Otherwise it was extremely interesting and very useful. It's good to know how pupils feel about teachers. (5)
18. The kids made me aware of the teachers they'd like and that was quite helpful for I know what they expect of me. (5)
19. There was a provision for student teachers to know how pupils perceive their teachers. (5)
20. Interesting to find out what white kids want. (4)
21. I found it useful to see the views of pupils - however it would have been more useful if the second lot of pupils had not seen the first. (4)
22. Interesting to see how the youth is changing. (4)
23. It served to enforce the presupposition I already had with regard to teachers. (4)
24. Enthusiastic, interesting and interested in subject. (4)
25. No comment. (4)

26. One of the better parts of the course - very helpful and applicable. (5)
27. One cannot be exactly as the pupils would like, otherwise one could be over-familiar with them and thus lose respect. (4)
28. I was absent but I can't for the life of me remember that far back for an excuse. (3)
29. Learn how pupils see teachers and compare to own ideals of a teacher. (5)
30. This was an interesting discussion but I found that their answers were more or less the same as my answers would have been. (4)
31. Similar ideas to mine anyway. (4)
32. The pupils definitely gave us some ideas to work towards. (5)
33. Can compare to the feelings I had as a schoolgirl. I found them very similar. (5)
34. Perhaps one of the more valuable topics as it moved closer to the real-life situation. (4)
35. No comment. (5)
36. Good to hear the pupils' point of view. (4)
37. Very useful to get an understanding of what pupils like to see in a teacher. Very important sociological implications. (5)

SUMMARY OF RATINGS : DISCUSSION BY STANDARD 6 AND 9 PUPILS  
ON 'THE TEACHER I'D LIKE'

| <u>Ratings</u> |          |          |          |          | <u>Total</u> |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 0              | 1        | 1        | 17       | 18       | <u>37</u>    |

Note:

Fifteen responses were mislaid and could not be traced.  
Thus, on this item only 37 responses have been included.

PANEL PRESENTATION AND DISCUSSION: LCCAL TEACHERS ON CLASSROOM  
MANAGEMENT AND DISCIPLINE.

1. This is what future teachers are interested in. (5)
2. Away. (3)
3. Absent. (3)
4. Again, discipline problem in white schools are not the same as in ours. Little relevance but helpful. (4)
5. Good discussion. (4)
6. I think you're able to place yourself in the picture as a teacher - the real thing. A good idea. (5)
7. Good preparation for T.P. (5)
8. Eye opening, especially the response of the female teachers. (4)
9. Very valuable. All four speakers gave the impression that the classroom was the forum for confrontation between teacher and pupil. Would have been interesting to have a different point of view. (5)
10. Each teacher has their own method and personality and thus does his own thing. (3)
11. Again as in the headmaster's talks, it became a drag when a lot of overlapping of ideas came through. (4)
12. Tips about classroom management very useful. (5)
13. It showed me what kind of teacher I don't want to be. Helped put things in perspective. (5)
14. Very valuable to get different ideas before going into the situation myself. (5)
15. Absent. (3)
16. Any discussion would be too generalised - each individual must be taken in turn. (1)
17. Gave one a good impression of how to handle certain situations in the classroom. (4)

18. Found this discussion very interesting. (5)
19. Would like to see a greater range of staff. (4)
20. A very good idea. The sort of practical approach we need. (5)
21. Absent - left for Cape Town. (3)
22. Again, I think the teachers got away too lightly. (4)
23. Gave a more practical insight into classroom management. (5)
24. I found I learned a lot as discipline at that stage was a great worry and it was interesting to hear how others **coped** with it. (5)
25. Need to know what kids expect of teachers - what is right and wrong in a classroom. We've been out of one for at least four years! (4)
26. Helps one form a general idea on discipline - see if agree with own ideas. Allowed for modification. (4)
27. See how teachers already in schools carry out their teaching. (5)
28. No comment. (3)
29. Again, interesting, but without experience I was wary about accepting what they said. (4)
30. Comes from teachers with experience. (4)
31. Very practical and useful hints given. (5)
32. Absent due to illness. (3)
33. To compare the theories with the practicalities of classroom discipline. (5)
34. Absent. (3)
35. Very interesting, once again, to notice the differences. (4)
36. This brought us down to the nitty gritty of the classroom situation. I got the impression that some of the teachers were asses. A little formal and artificial for such a topic. (4)

37. Few ideas which may be useful. Feel it is largely personal, dependent on relationship with kids. (2)
38. Most enjoyable and very valuable points were made. (5)
39. One will find one's natural disciplining technique - would be difficult to try to model another's approach but it makes one aware of different ways, individual means. (4)
40. Many were alarmed by the disciplinarian attitudes. I enjoyed some cynicism to balance an idealistic course. The more contact with future work colleagues the better! (5)
41. Portrayed individuality among different teachers. Interesting to see which ones I identified with. (5)
42. Extremely useful, especially to give us some idea of how they handled disciplinary problems and allow us to formulate our own ideas. (5)
43. Absent. (3)
44. That was really necessary. It was useful to know what the teachers think and to choose between alternatives when I go into teaching. (5)
45. No comment. (4)
46. Interesting links but each teacher must develop his/her own management and discipline programme according to the "personality" of the class. (2)
47. No comment. (4)
48. Pity there was not greater differences amongst the speakers. (4)
49. Fairly disgusted. (4)
50. Absent due to illness. (3)
51. Need for discipline, their attitudes and hints on how to discipline very well explained and useful later. (5)
52. Get a good insight into what pupils interpret classroom management and discipline to be. (4)

SUMMARY OF RATINGS : PANEL PRESENTATION AND DISCUSSION -  
LOCAL TEACHERS ON CLASSROOM MANAGEMENT AND DISCIPLINE

| <u>Ratings</u> |          |          |          |          |              |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 1              | 2        | 10       | 19       | 20       | 52           |

ASSIGNMENT 2 : WHAT MATTERS TO ME NOW ABOUT TEACHING.

1. My opinion didn't change. (3)
2. Very good but found it less interesting than the first. I think I was tired when I wrote it and found myself being sarcastic. (5)
3. Especially relevant after T.P. I could once again re-evaluate what I had as my principal motivating force. (4)
4. Gave me a chance to say what I think is wrong with our whole structure of education. (5)
5. No comment. (5)
6. Good idea. We are able to sort out problems and decide if we like it. (5)
7. Good for reflection on T.P. (5)
8. After T.P. a reassessment of first essay - changes in ideas very few. (4)
9. Invited an open, subjective and personal approach - but I feel a stipulation on the number of words unnecessary. (4)
10. Little changed ideas. (3)
11. Useful after T.P. to put pen to paper on one's experiences. (5)
12. After gathering some more information from the lectures I had to look back and rectify some of my "imaginary" expectations. (5)
13. It enabled me to express my views however radical they are. (5)
14. Haven't done it yet, but with just the points I've written down, it has helped to articulate how I feel now and how my ideas have changed. (3)
15. Difficult to put what I feel down on paper. But was a radical change from first assignment. (3)
16. Having to write my ideas down allowed me to get them into perspective. (5)
17. One cannot really define the meaning of teaching as such but the whole teaching experience was very enjoyable and gave me more insight into the profession and what it entails. (4)

18. Made me realise that I saw teaching in a new light. (5)
19. Views didn't change much. (2)
20. Waste of time and effort - rather do 1 such essay (i.e. first one) Discussion after T.P. (2)
21. Made me realise that the fancy aims I had at the beginning would be extremely difficult to achieve after having experienced the school setting in a different role/capacity. (4)
22. Again, I don't think I needed to put my thoughts down on paper. It really is difficult because they are forever changing. But I suppose it is worthwhile for some. (4)
23. One cannot really define these points. (4)
24. No comment. (3)
25. No comment. (2)
26. Good, as it gives one the opportunity to see how his feelings on teaching have changed. Thankfully, mine were the same. (4)
27. I could see in my own mind how my ideas had changed. I didn't need to write it out again. (2)
28. Material applicable to teaching situation. (5)
29. It was not as good as the first assignment because the title implies that we are now teachers. I do not see myself as that yet. I still have to decide what is important. (4)
30. No comment. (4)
31. Found it difficult as many of my feelings were the same as the first assignment. (2)
32. The length suggested was a bit long, but reflecting on the year (especially teaching practice) was very helpful. (5)
33. Helped to draw together impressions of T.P. and the course thus far. (5)

34. Interesting to see how views have changed or stayed the same over 4 months. Easier to write than first one. (4)
35. Made me think about what I had been through. Should rather be verbal. (4)
36. Excellent for reclarifying one's views and for reflecting on T.P. (5)
37. But very little use - my attitude has not changed much. (4)
38. I found this a little bit boring to do again but nonetheless realise the importance of it in assessing how I've changed in my thoughts on teaching. (4)
39. Again, having to sift out from all one's thoughts about T.P. what it means to one to be going into teaching. (5)
40. A good way to express pent-up feelings from the teaching practice. There has not been enough time for everyone to say everything they wanted to about T.P. - this is an important outlet. Still a bit formal and perhaps dishonest in places (many of us feel). (4)
41. I loved my teaching practice, so was thrilled for the opportunity to re-live it, as it were. Thought-provoking. (5)
42. Not completely necessary as far as I am concerned. One's ideas hardly likely to have changed radically from the beginning of the year. (2)
43. Interesting to write such an essay again but with more insight. Found my opinions hadn't changed much. (4)
44. It made me put on paper what I thought after the first T.P. - but was mostly a repetition of what I'd said in the first assignment. (4)
45. A good means of reflecting on teaching practice and placing one's views in perspective. (4)
46. Once again a good opportunity to reflect on, perhaps, the most important question which could be posed to us this year. (5)
47. No comment. (1)
48. Proved to be extremely useful exercise for internalising the experiences of the past months. (5)

49. Chance to rave, not that it matters, since nothing is really changed. (5)
50. Found that some of my initial opinions had changed. Saw things from a different angle/a new perspective. (5)
51. Able to rethink attitude towards teaching. (4)
52. Clarify ideas about the job you are going to take on. (4)

SUMMARY OF RATINGS : ASSIGNMENT 2 : WHAT MATTERS TO ME NOW  
ABOUT TEACHING

| <u>Ratings</u> |          |          |          |          |              |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 1              | 6        | 5        | 20       | 20       | 52           |

GENERAL COMMENT ON THE STIMULUS MATERIAL AND ASSIGNMENTS ( Please comment on why you found the stimulus material and assignments helpful/unhelpful).

1. Those related to actual teaching were good.
2. The readings were interesting and stimulating and I found them super to read in bed before sleep.
3. The programme was great, yet I felt a little snowed under by all the readings.
4. Helpful. I have been exposed to many things (not enough though) concerning white thinking, feelings, prejudices, etc.
5. No comment.
6. I liked the whole idea of making us see the link between courses. The course structure remains educational and practical - good idea.
7. It was very helpful to broaden your knowledge about different schools and teacher attitudes. I thoroughly enjoyed the course. I didn't like being videod though.
8. Stimulus material, both booklet and movies as well as speakers were extremely interesting. Course as a whole was the highlight of my HDE year.
9. Extremely useful and helpful very practically orientated, and stressed or emphasised the pupil-teacher relationship. Invited personal responses and interpretations.
10. Great, helpful.
11. Useful.
12. Helpful - it gave me time to sit down and think about the value of the material and their meaning to me.
13. This was the best course that the HDE has offered. I was most upset it had to end. It is the only course which was actually helpful - not just hot-air and academic. Honestly, it gave me the most inspiration and actual advice for teaching.

14. Helpful - stimulus material was interesting and absorbing, assignments were few and far between and stimulating.
15. Need more written work combined with the readings - otherwise you are tempted to neglect.
16. No comment.
17. The material/assignments were very helpful for discussion was stimulated immediately during group sessions and this I found very absorbing and interesting.
18. The stimulus material was very interesting. In all, it started to orientate me and gear me towards teaching.
19. Stimulus material gave a good insight into some of the problems one encounters as a teacher. Very helpful. Assignments should be retained to keep one's interest in the course.
20. I found people's personal experiences most helpful and valuable - can relate to them after T.P.
21. Very useful in that it could be used for future reference if and when the teacher is faced with a crisis out of which he can make out neither head nor tale.
22. I think the ~~thing~~ about material and assignments is that students are not graded in any way. This would kill the course. We were nice and relaxed and no one went rushing off to the library to do extra reading, etc.
23. Stimulus material was very good. I did not find the assignments very useful, although it is good to reflect on one's ideals etc.
24. It was interesting hearing from the pupils what they expect from a teacher as they are the ones that **count**. I found the material thought-provoking and stimulating.
25. Assignment topic needs more enlightenment. Stimulus material was well chosen and applicable to topic. I found them not only interesting but enlightening.
26. Stimulus material was helpful as I even used it on my teaching practice. The films were good as they could be applied to to-day's situation.

27. Enjoyed the films - see how children's lives change as they grow up - how what happens in the first few years influences their life. Miss J Brodie - see a different type of teaching.
28. Material applicable to teaching situation.
29. I don't think this course really prepared me for T.P. and in many ways it made T.P. into more of a horror/nightmare than it needed to.
30. No comment.
31. I found the stimulus material very helpful and thought-provoking. Made one consider issues one often avoids.
32. On the whole helpful, but a lot of ideas were repeatedly brought up and tended to be flattened - i.e. over-discussed.
33. Reading material excellent but often not discussed in tuts - films always appropriate and useful.
34. Stimulus material was helpful and interesting assignments were helpful for comparison purposes.
35. I found them helpful. They were a good introduction into the life of teaching.
36. Very helpful. A wide variety of material presented. Papers or lectures would never have been able to stimulate discussion to the same extent.
37. Stimulus material was most useful - it generally gave a broader perspective to the situation, which I feel is important because each situation should be judged on its merits and not those of another 'similar' situation.
38. I enjoyed the talks, discussions and films very much. I think sometimes I learnt as much in those few months than I've learnt in any other course this year.
39. Offers subjects/areas for discussion and thought that might otherwise be forgotten/overlooked. Offers questioning on matters.
40. Overall very helpful and generally interesting. There might have been more preparation for some of the stimulus and perhaps more participation by us in its choice and presentation.

41. Frankly, I neglected to prepare for tutorials thoroughly, but those articles I did read were very interesting. Enjoyed assignments.
42. No comment.
43. Assignments were good and helped me a good deal. The Seven-Up films were excellent. I do not have discipline problems, fortunately, but I am sure it helped some people.
44. The 'About to Teach' course, on the whole, is at the top of my list of preferences among all other HDE courses. The stimulus materials were mostly helpful and necessary. The assignments, apart from increasing the load of work, were challenging.
45. An interesting means of introduction to the HDE course. Most enjoyable whilst still being thought-provoking.
46. The course was generally helpful in that it provided me with an awareness of issues which hadn't yet occurred to me, e.g. the child's perspective (after having been out of school for five years), Headmaster's perspective, foreign perspectives (films), etc.
47. Found it more entertaining than really helpful.
48. Stimulus material was of a very high standard - but I think at times more variety in the kind of material used could be offered.
49. Very good. Wide range/open.
50. Helpful in that it was dealing with key issues which may not have been so obvious when I first considered teaching as a career.
51. Made one think about why one was going in for teaching as a career and evaluate one's aims and ideas.
52. Helpful in that it aided me to get a grasp of what was going to be expected of me in teaching.

SUGGESTIONS FOR FUTURE COURSES : (Please offer any suggestions/ideas which you feel would be valuable as stimulus material for the course.)

1. More concentrated on the fact we are about to teach.
2. I was satisfied with the course. The only suggestion would be to do more of this type of thing in the HDE course and less philosophy and sociology which I find boring and of no use. Psychology is far more stimulating providing a lot of relevant stuff for teaching.
3. Another day at the schools would be useful. Keep it from being structured and formal.
4. If it **could** be arranged it **would** be lovely to take your whole HDE class on a short tour of Black schools. It would certainly open up a few closed minds.
5. No comment.
6. No comment.
7. No comment.
8. No comment.
9. Parents' views perhaps? What kind of 'education' they want for their kids; expect from schools etc.
10. Continue as this year.
11. Useful course, but instead of having it in one term, why not spread it out during the entire year (these topics need not necessarily all be covered before T.P.).
12. None.
13. More movies and more honest emotional discussion.
14. "Educating Rita" - 'real' education occurs in or out of educational institutions. More of the same.
15. No comment.
16. No comment.

17. Some emphasis should be placed on getting Black teachers and students (if possible) to speak **about** their schooling. Movies such as "To Sir With Love" would be appreciated to slow up the racial prejudices of people and how relationships are affected.
18. Maybe two or more days as a pupil in a school.
19. Informal interviews with some staff and possibly pupils would be of great value.
20. Continue bringing in pupils, teachers and headmasters to talk, debate on various aspects. They were great.
21. A day in the school is too little in respect of time to really get around and find out as much as possible through student interaction. It could be stretched to two consecutive days if possible.
22. Movies - 'Hair', 'Educating Rita', 'To Sir With Love'. Perhaps arrange one or two 'About to Teach' cheese and wines as fancy dress parties.
23. Perhaps some micro-teaching experience, even to the HDE class (or to groups within the HDE class) would help one to know what to expect when standing in front of a number of people. Video-taping these exercises would be very useful. Perhaps the film 'Class of 84' could be screened. The material in the booklet is comprehensive, however not all of it should be discussed - some of the articles could be included for voluntary perusal.
24. No comment.
25. I've felt the need for more contact with school children and with the school system. The jump from varsity, an all accepting society, to school with rules and regulations, expectations from both teachers and children, is too great. I felt out-of-touch with the pupils.
26. The videos of tut groups will be useful as they lead to more discussion.
27. One suggestion about the actual Tuts themselves - I found that they often went on for too long, sometimes for two solid hours. I feel it would be better to hold Tuts for one period and if the discussion is going well then spill over to the second rather than a Tut for two periods spilling over into the third.

28. Would liked to have seen "To Sir with Love".
29. The course was interesting, but I do not agree with its aim. It does not prepare one to teach and in that sense its title is misleading.
30. No comment.
31. No comment.
32. More involvement in the schools (such as the one day as a 'pupil') would be helpful, if possible. Course could tend to become too theoretical.
33. No comment.
34. No comment.
35. Perhaps a one day practice teaching experience followed by a discussion.
36. No comment.
- 37(a) Possibly include film of "To Sir With Love" instead of local teachers and discipline - more will emerge.
- (b) Make second essay of "What matters to me now about teaching" after the second T.P. when experience is broader. (Personally, first T.P. was very frustrating due to personal instability - this affects point of view.
- (c) Please remember to include always the children speaking about "The teacher I'd like" - I found that most useful and interesting.
38. I feel that there is enough stimulus material in the course for the time span of the A.T.T. sessions. Many students I know found even all this too much. Perhaps for those who wished to hear more, other materials could be supplied and arranged. The talks, films and discussions all covered a wide area in the teaching profession - I know I certainly benefitted considerably by this course. A pity we can't have more like this.
39. Panel discussion of how the children view the teachers in the "out of school" programme - how this might affect the "in-classroom" relationship.
40. "The Green Book". What is it? Who wrote it? Why do teachers refer to it so often? Where can we get it? How good/bad is it? (Following on from this a talk by someone from the Ministry of Education could be very interesting).

Problems with P.T.A's - many of us are not yet parents or teachers and as school kids were never allowed into P.T.A. meetings. What goes on there? How strong are they? Other areas of school not considered are maintenance staff, catering, sanatorium staff, etc. - how can they affect our lives as teachers - e.g. working with the sanatorium sister and the teacher/psychologist to help "problem kids".

What is the Teachers' Association? Who runs it and why do they do so? Should we join it/participate etc.

The course is good as it is though.

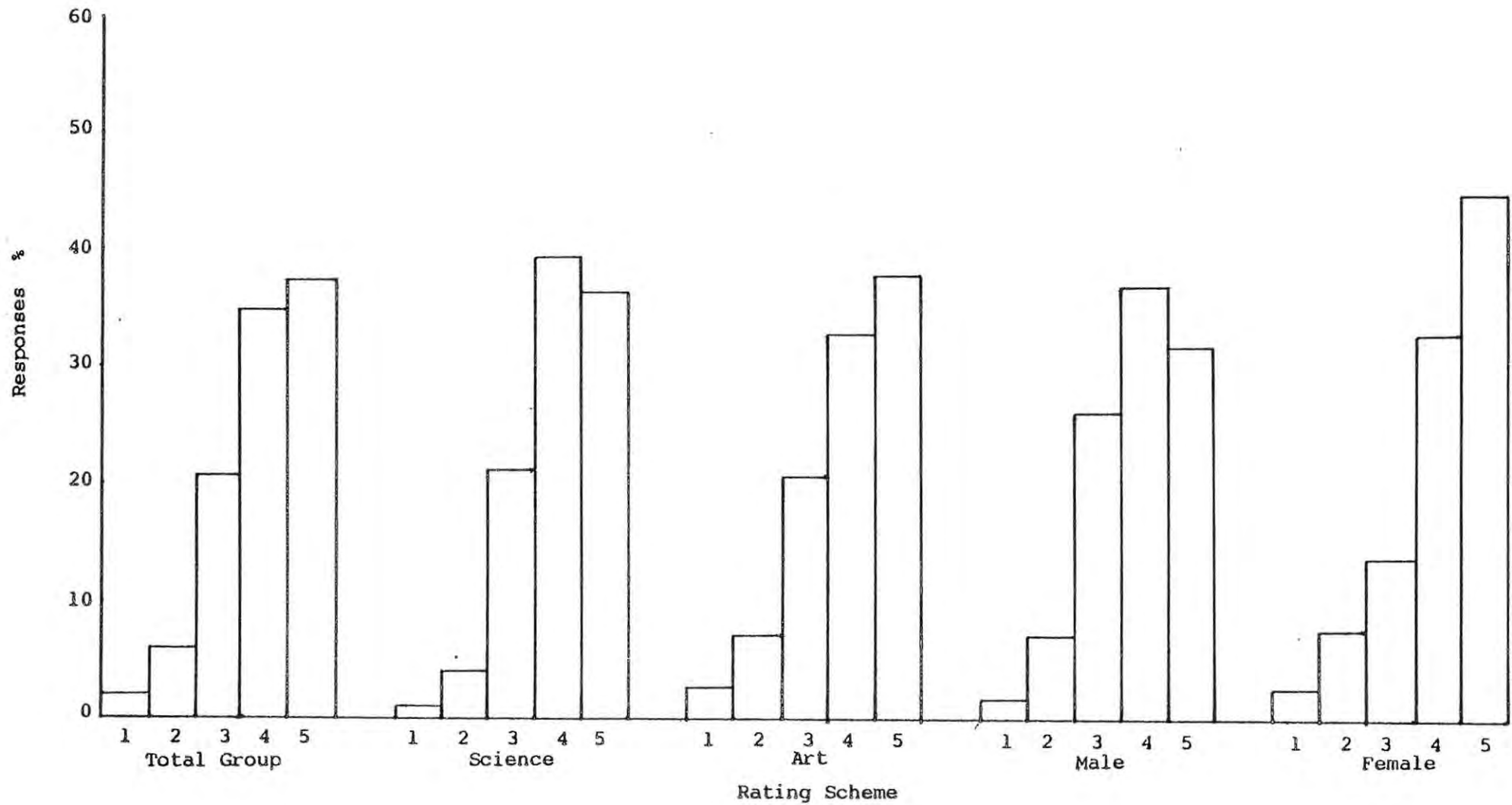
41. No comment.
42. Perhaps more discussions with children on various aspects of pupil-teacher situations. Most important to know what children think of the whole business.
43. More films on successful teachers.
44. Please show "To Sir with Love", and try, if possible, to provide stimulus material dealing with the South African Educational System - the problems which the teacher and child in South Africa face.
45. No comment.
46. Discussions with teachers who have left the profession due to disillusionment. This could counter-balance much of the idealism which comes across in the HDE course in general. Students must be made aware of the potential frustrations and disappointments which could face them in the first year of teaching (and in subsequent years).
47. No comment.
48. We must start looking towards education for the future - in order to do this more attention should be paid to the racist education system prevailing in S.A. at present - but not only race differences, also class differences, i.e. let's focus our attention more on Third World education rather than/in addition to basing our course around imperialist/Western idiosyncracies.

49. Observation/contact with children in completely informal situations. I realise that this is virtually impossible to organise, but encourage students to do this without trying to deduce all kinds of things from the experience.
50. No comment.
51. No comment.
52. Maybe could make stimulus material more condensed. I feel that there was a little too much reading.

APPENDIX FCONTENTSRESPONSES TO QUESTION 3 : THE ABOUT TO TEACH HANDBOOK

|      |   |             |
|------|---|-------------|
| 1.   | Graph summarising all the ratings of the readings   | p. 86       |
| 2.   | Chi-square tests  | pp. 87-88   |
| 3.   | Comments and summaries of ratings:  |             |
| 3.1. | Overall impression of the Handbook  | pp. 89-92   |
| 3.2. | Unit One: (1) Readings linked to Seven-Up Series  | pp. 93-97   |
| 3.3. | Unit One: (2) Readings linked to the film 'The Effect of Gamma Rays on Man-in-the-Moon Marigolds'       | pp. 98-101  |
| 3.4. | Unit Two: (1) Readings linked to the address by the Headmasters on the aims they have for their schools | pp. 102-105 |
| 3.5. | Unit Two: (2) Readings linked to 'A day in a school'  | pp. 106-109 |
| 3.6. | Unit Three: (1) Readings linked to the film 'The Prime of Miss Jean Brodie'                             | pp. 110-113 |
| 3.7. | Unit Three: (2) Readings linked to pupils on 'The teacher I'd like'                                     | pp. 114-117 |
| 3.8. | Unit Four: Readings linked with panel of teachers on classroom management and discipline                | pp. 118-121 |

HANDBOOK AND READINGS.



THE COURSE HANDBOOK AND READINGS

Using  $\chi^2$  to test 'goodness of fit' between the responses of (a) Science and Art students and (b) Male and Female students to the course handbook and readings.

(a)

|  |         | <u>OBSERVED RESPONSES (fo)</u> |                 |                   |              |     |
|--|---------|--------------------------------|-----------------|-------------------|--------------|-----|
|  |         | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> | <u>Total</u> |     |
|  | Science | 454                            | 28              | 127               | 609          | c/c |
|  | Art     | 629                            | 88              | 182               | 899          | c/c |
|  |         | 1083                           | 116             | 309               | 1508         | c/c |
|  |         |                                |                 |                   |              |     |

|  |         | <u>EXPECTED RESPONSES (fe)</u> |                 |                   |              |     |
|--|---------|--------------------------------|-----------------|-------------------|--------------|-----|
|  |         | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> | <u>Total</u> |     |
|  | Science | 437.37                         | 46.85           | 124.79            | 609.01       | c/c |
|  | Art     | 645.63                         | 69.15           | 184.21            | 898.99       | c/c |
|  |         | 1083                           | 116             | 309               | 1508         | c/c |
|  |         |                                |                 |                   |              |     |

$$\chi^2 = \frac{(fo-fe)^2}{fe}$$

$$\chi^2 = \frac{(454-437.37)^2}{437.37} + \frac{(629-645.63)^2}{645.63} + \frac{(28-46.85)^2}{46.85} + \frac{(88-69.15)^2}{69.15} + \frac{(127-124.79)^2}{124.79} + \frac{(182-184.21)^2}{184.21}$$

$$= .63 + .43 + 7.58 + 5.14 + .04 + .03 = 13.85$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(3-1) = 2$$

With degrees of freedom of 2, a value of  $\chi^2$  of 13.85 is significant at better than the 1% level of confidence and thus the null hypothesis (that there are no significant differences between the responses between Science and Art students) is rejected at better than the 1% level of confidence.

(b)

|        |  | <u>OBSERVED RESPONSES (fo)</u> |                 |                   |              |
|--------|--|--------------------------------|-----------------|-------------------|--------------|
|        |  | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> | <u>Total</u> |
| Male   |  | 571                            | 51              | 219               | 841 c/c      |
| Female |  | 512                            | 65              | 90                | 667 c/c      |
|        |  | 1083                           | 116             | 309               | 1508 c/c     |

|        |  | <u>EXPECTED RESPONSES (fe)</u> |                 |                   |              |
|--------|--|--------------------------------|-----------------|-------------------|--------------|
|        |  | <u>Positive</u>                | <u>Negative</u> | <u>No Opinion</u> | <u>Total</u> |
| Male   |  | 603.98                         | 64.69           | 172.33            | 841 c/c      |
| Female |  | 479.02                         | 51.31           | 136.67            | 667 c/c      |
|        |  | 1083                           | 116             | 309               | 1508         |

$$\chi^2 = \frac{(fo-fe)^2}{fe}$$

$$\chi^2 = \frac{(571-603.98)^2}{603.98} + \frac{(512-479.02)^2}{479.02} + \frac{(51-64.69)^2}{64.69} + \frac{(65-51.31)^2}{51.31} + \frac{(219-172.33)^2}{172.33} + \frac{(90-136.67)^2}{136.67}$$

$$= 1.80 + 2.29 + 2.90 + 3.65 + 12.64 + 15.94 = 39.20$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(3-1) = 2$$

With degrees of freedom of 2, a value of  $\chi^2$  of 39.20 is significant at better than the 1% level of confidence and thus the null hypothesis (that there are no significant differences between the responses made by Male and Female students) is rejected at better than the 1% level of confidence.

ABOUT TO TEACH HANDBOOK

Please rate the following by circling the appropriate number. Also, please offer as much comment as possible on each - and why you found it valuable or otherwise.

Your overall impression of the Handbook:

1. No Comment. (5)
2. Casual, no pressure to have to read everything. Most things are very good and interesting. (5)
3. Well organised and neatly presented. It was however difficult to find some of the readings. (4)
4. No comment. (3)
5. A very thorough and comprehensive book which attempted to explain education and the role of education in society in a very simplistic way. (5)
6. Of great value. Not only standing on its own but as valuable reference material. (5)
7. A bit too much reading in some cases. (4)
8. Extremely useful in many ways revealed so much about, not only teaching, but life. (5)
9. Some very interesting articles - highly informative. Provided some useful material and ideas for T.P. (5)
10. Certain articles interesting. (4)
11. No comment. (5)
12. I found it very useful and it may even **guide** me in future if some of the views and recommendations slip out of my mind. (5)
13. The reading was incredibly interesting and appropriate. (5)
14. Very interesting - and extracts stimulated me to read the book involved. (5)

15. Some interesting articles. (4)
16. No comment. (5)
17. Of good value. (5)
18. The stimulus material was very interesting and well laid out. (5)
19. Very good as an introduction to teaching. (5) (5)
20. Impressed with the effort which has gone into this Handbook. (4)
21. Equals a well-written textbook in initial aspects of teaching, the tools of the trade and secondly it is very flexible and can be adapted to any situation. (5)
22. I thoroughly enjoyed reading it. (5)
23. Good selection of material. (5)
24. It was very concise and well set out with interesting reading material. (5)
25. Well structured, clearly presented. Needed the questions. (5)
26. Gave us a good overview of the course and with its good layout we knew what to expect and do. (5)
27. Well set out. Good - students knew exactly what was expected and where the course was heading. (5)
28. Back-up reading to stimulus. (5)
29. No comment. (4)
30. No comment. (2)
31. There are many good extracts and references which can be of great use. (5)
32. Good to have something concrete to refer to; also that can be kept. Excellent variety of interesting articles. (5)
33. No comment. (5)
34. Summary of stimulus input. (5)

35. Some articles were too lengthy and abstract, not to the point. (4)
36. Clearly laid out and condensed, unlike some lecturer's handouts. (5)
37. Contained much useful information and interesting articles - only drawback was once interest was stimulated it could not be followed up as library lacked books - e.g. To Sir With Love, and H. (4)
38. The material referred to in this book is extremely valuable - for me anyway. I read every piece and found it all very thought provoking and interesting. (5)
39. Some very interesting articles. (4)
40. Discussion rarely needed close reading of the manual. Fewer and fewer people read the items each week. ~~Some~~ enjoyed the extracts, some didn't. Length affected reading of the items and most of us preferred to hear it summarised at discussion time! Later we will read and I am sure enjoy the extracts we missed out for tutorials. (4)
41. Obviously very carefully compiled. Attractively presented and topics handled thoroughly and systematically. (5)
42. Enjoyed some of the literary extracts a great deal. (4)
43. Good. Some passages, though, of questionable value! (4)
44. It is well organised. The programme is fore-planned to avoid misunderstanding, and the reading materials at the end are very useful. (5)
45. Well presented. (4)
46. A fair assortment of material giving varying perspectives - also stimulates further reading which is important because most students don't know much about education at this stage. (4)
47. No comment. (2)

48. Well presented. Very useful handbook. (4)
49. No comment. (5)
50. Helped me to understand some of the deeper problems that teachers and pupils both face. (5)
51. No comment. (4)
52. Never read the whole handbook. (3)

SUMMARY OF RATINGS : OVERALL IMPRESSIONS OF THE HANDBOOK

| <u>Ratings</u> |          |          |          |          |              |
|----------------|----------|----------|----------|----------|--------------|
| <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 0              | 2        | 2        | 16       | 32       | <u>52</u>    |

Unit One (1): Readings linked to the films 'Seven-Up', 'Seven Plus Seven' and '21'.

1. These give insight into what we are going to have to face.
2. Never got around to reading the Schooldays or the World of Peers articles. I will still read them some time. This unit was excellent and the progression of each child exciting. I found I couldn't wait for the next movie to see what happened.
3. The movie info. was very good and helped a great deal. The articles on School Days and World of Peers were of little value because I had already studied similar topics and knew the basics of it.
4. 3.2.1. Did not understand the poem. 3.2.4. The answers from the group were interesting. 3.2.7.(b) Peer pressure in Black schools accounts for much good/bad behaviour.
5. No comment.
6. I've found all these interesting and stimulating. I wish you could find some more; make it like a magazine and let us contribute as old students of Rhodes.
7. Class isn't as appropriate in S.A. Some articles geared too much towards England. Too many readings for one week.
8. Info. on film necessary in order to avoid confusion in discussion. Last three parts I can't recall.
9. A very interesting and fascinating unit. Unfortunately, although the questions were good, there was not enough time to look at each one in detail especially since some of them invited in-depth discussion. Perhaps two double seminar sessions were necessary to get the full value of the question-oriented discussion. The poem would have been more useful in discussions after T.P. - compare it with our experience of T.P.
10. Some articles not that interesting. Thus stopped reading halfway.
11. Questions should be kept for the tutorials themselves.
12. Useful because one has to think about some of the scenes.

13. No comment.
14. Interesting supplement to the movie and questions were thought-provoking.
15. Fair - those which I read.
16. The structure of the handbook was very well laid out. The articles, questions, etc., were relevant. My reason for finding the 7-up series not very useful resulted more from personal confusion. It should definitely stay in the course.
17. No comment.
18. A very interesting series of films.
19. This series was one of the most interesting I have seen and should be retained in the course.
20. The info. on the film was helpful with the Dramatis Personae helping us get to grips with each character.
21. All reading very relevant to the issue in question and in addition it 'provokes' thought on the part of anybody reading it.
22. Nice and brief, i.e. 3.2.7.(a) and (b) and to the point. Especially useful for students who have not approached these subjects before and for students (as a summary) who have.
23. No comment.
24. We did not deal directly with the questions, but they stimulated thought processes and ideas on the material. Material provided a good balance for discussion and was interesting.
25. Arrived in the middle of this and so missed most of it.
26. Excellent. The film and the info. on it opened up a great deal for discussion and the questions were set out so that nearly every main point could be covered and discussed.
27. What was not picked up in the films was picked up in the booklet.

28. Good material linked to the film series.
29. No comment.
30. Did not read some. Those I did read were helpful.
31. Often become very confused with the names in the films - struggled to relate the names to the people. The questions were very thought-provoking but didn't have enough time to cover them all.
32. Poem - interesting and relevant. Information helpful in becoming familiar with the film. Too many questions which would probably have emerged with discussion anyway. A bit too much stimulus material - the films were enough.
33. Questions should have been discussed in the tutorial because they were often controversial. Class questions good but now make more sense in the light of Sociology course. 3.2.7. articles more meaningful after T.P. (esp. in Psychology and Sociology courses).
34. Questions - good but not discussed fully.
35. N/A.
36. 3.2.5. Found it difficult to apply to S.A. context. 3.2.7. I can't remember reading these.
37. The poem focused in on isolation of person - useful introductory information and Dramatis Personae - useful consolidation of three films. Rest of information was moderately useful focusing point but eventually became too long and too much for successful evaluation in one tutorial.
38. The items relating to the stimulus I found most useful. The questions were valuable in the sense that I could analyse my thoughts/ideas along specific guidelines. The articles, although useful, I didn't enjoy.
39. 3.2.1. Not discussed. Sifting out specific thoughts from all those was stimulating.

40. Of what I did read not much remains with me. I think this is a problem with such a course. After so much stimuli my memory falters. At the time I found most items in the manual helpful.
41. No comment.
42. No comment.
43. 3.2.5. We live in South Africa.
44. This unit helps the teacher in the making to reconsider his choice, and to understand children. It is highly challenging.
45. No comment.
46. I found the 'class' aspect of this exercise very important - contrary to the statement in the handbook. I found it very appropriate. 'Class' has strong influences on all pupils' education regardless of skin colour. This viewpoint, however, depends on which side of the class vs colour debate one stands.
47. No comment.
48. Provided excellent stimulus material - especially if one has to take into account that people with different ideologies are registered for the course.
49. No comment.
50. All helpful and informative.
51. No comment.
52. No comment.

SUMMARY OF RATINGS : UNIT ONE: (1) READINGS LINKED  
TO THE 'SEVEN-UP' SERIES

| <u>Reading</u> | <u>Ratings</u> |           |           |            |            | <u>Total</u> |
|----------------|----------------|-----------|-----------|------------|------------|--------------|
|                | <u>1</u>       | <u>2</u>  | <u>3</u>  | <u>4</u>   | <u>5</u>   |              |
| 3.2.1.         | 0              | 6         | 7         | 27         | 12         | 52           |
| 3.2.2.         | 0              | 2         | 2         | 22         | 26         | 52           |
| 3.2.3.         | 0              | 2         | 3         | 22         | 25         | 52           |
| 3.2.4.         | 1              | 4         | 6         | 21         | 20         | 52           |
| 3.2.5.         | 1              | 3         | 9         | 22         | 17         | 52           |
| 3.2.6.         | 1              | 2         | 10        | 27         | 12         | 52           |
| 3.2.7.(a)      | 0              | 4         | 9         | 24         | 15         | 52           |
| 3.2.7.(b)      | 0              | 3         | 13        | 21         | 15         | 52           |
|                | <u>3</u>       | <u>26</u> | <u>59</u> | <u>186</u> | <u>142</u> | <u>416</u>   |

For details of particular readings consult Appendix L, pp. 7-30.

Unit One (2) Readings linked to the film 'The Effect of Gamma Rays on Man-in-the-moon Marigolds'.

1. No comment.
2. 'The teacher gives not of his wisdom but rather of his faith and lovingness'. This to me is the basis of a good teacher. The story of Christiane F was very powerful.
3. I think more background on Christiane F would have helped. The poems were great. Questions helped clarify my ideas about the film.
4. 3.3.1. and 3.3.2. Are we manipulated by the Lord?
5. Too theoretical. One tended to get bogged down with irrelevant information.
6. Same comment as for 3.2.
7. S.A. a bit unexposed to drug effects. Good for us to read about it.
8. I've always had great appreciation for Gibran. Found Christiane F an eye-opener and depressing.
9. 3.3.1. and 3.3.2. - Perhaps more Eastern Fundamentalist thinking is necessary! The questions invited carefully thought-out and argued responses - perhaps could have been better handled/answered in a written assignment/discursive essay.
10. Excellent story (Christiane F).
11. The poorest unit of the About to Teach course.
12. No comment.
13. No comment.
14. Very interesting readings - sometimes not aware of how they related to the film.
15. Poems and I don't see eye to eye.
16. No comment.
17. Story of Christiane F was one of the most amazing, thought-provoking, fascinating and scary books I have read for a long time.

18. No comment.
19. The film of 3.3.4. should be shown to the class.
20. No comment.
21. The poems by the Prophet and the story of Christiane F made very interesting reading. Should definitely be included in future years.
22. The questions on the movie were brilliant and in our group led to almost endless discussion. Good story - where's the book?
23. Fantastic.
24. Very realistic - pointed out the important role that the school and the teacher play in a child's life and in **influencing** it.
25. Don't leave out.
26. No comment.
27. Did not enjoy the poems.
28. No comment.
29. No comment.
30. No comment.
31. This stimulus material was really helpful. I enjoyed the poems as they 'hit the nail on the head' and expressed feelings that were very relevant.
32. Away.
33. Did not see the connection between film and reading material - did not see the point of the movie. Did not read Christiane F.
34. Questions and discussion helped towards an understanding of the film. Story very interesting.
35. Interesting.
36. 3.3.3. I didn't attend tut. probably because I didn't like/don't like the tutor, so I didn't look very closely at the question sheet.  
3.3.4. Eye-opening. Very informative and stimulating.

37. Important for focusing on the child as a human being affected by his/her circumstances - rather than just the means by which we are to earn our living.
38. I loved the poems - they're just great. The story of Christiane F had me so engrossed I have made arrangements to borrow the book from a friend.
39. Stimulated thought.
40. Nothing in the manual seemed to match the impact of the film.
41. No comment.
- 42.. No comment.
43. 3.3.4. How relevant is the drug problem to me? I think it should be there though (Christiane F, not drugs).
44. This unit too was helpful. It revealed the necessity of understanding between family, teachers and the child.
45. No comment.
46. 3.3.4. Have read but can't remember much of the content.
47. No comment.
48. Perhaps more theoretical input may have been useful here. While literature is a useful vehicle one mustn't overuse it.
49. 3.3.1. and 3.3.2. - Essential truths often missed. 3.3.4. Real.
50. Again helpful and informative.
51. No comment.
52. No comment.

SUMMARY OF RATINGS : UNIT ONE (2): READINGS LINKED TO  
THE FILM 'THE EFFECT OF GAMMA RAYS ON MAN-IN-THE-MOON  
MARIGOLDS

| <u>Reading</u> | <u>Ratings</u> |           |           |           |            | <u>Total</u> |
|----------------|----------------|-----------|-----------|-----------|------------|--------------|
|                | <u>1</u>       | <u>2</u>  | <u>3</u>  | <u>4</u>  | <u>5</u>   |              |
| 3.3.1.         | 0              | 5         | 13        | 10        | 24         | 52           |
| 3.3.2.         | 0              | 5         | 11        | 8         | 28         | 52           |
| 3.3.3.         | 0              | 3         | 12        | 18        | 19         | 52           |
| 3.3.4.         | 0              | 2         | 12        | 7         | 31         | 52           |
|                | <u>0</u>       | <u>15</u> | <u>48</u> | <u>43</u> | <u>102</u> | <u>208</u>   |

For details of particular readings consult Appendix L, pp. 31-57.

Unit Two (1). Readings linked to the address by the headmasters on the aims they have for their schools:

1. 3.4.2. was in Afrikaans. I am English so I didn't even waste my time. You certainly didn't cater for a minority there.
2. I found this the least useful of the section even though they weren't boring. I think it was because I didn't like the talks by the heads - they were too false (I may be wrong). What did you feel?
3. The Letter to the Editor and K.E.S. were good and stimulated reaction. Yet the Afrikaans gunk was unintelligible and I lost the whole drift because I do not understand Afrikaans very well.
4. 3.4.1. Throws some light on education. 3.4.3. Interesting. Headmasters Bully?
5. Very helpful. A good insight into the internal politics of a school.
6. Same comment as in 3.2.
7. No comment.
8. Found the talks by headmasters enough stimulus. Therefore not necessary to have too much extra stimulus.
9. All (except 3.4.2. - I am prejudiced towards Afrikaans) useful since I identify through personal experience especially those extracts related to private school systems and functions.
10. No comment.
11. Read the Letter to the Editor out to a class in school X - had a very interesting discussion on it.
12. Never read those marked 3.
13. No comment (Afrikaans?)
14. Letter to the Editor especially interesting because my brother is at the school. Found the others interesting and stimulating.
15. Beginning to see different planes come together.
16. A Clergyman's Daughter and the Letter to the Editor are more important (although obviously biased) than anything else in this unit.

17. Very interesting readings.
18. Too many readings.
19. Most were fairly interesting.
20. 3.4.2. Frightening!!
21. Sets out to show that various people have different motives for teaching - that some of these motives are formed without taking the pupils into consideration.
22. 3.4.1. is excellent. On my T.P. I used it many times in a number of Guidance classrooms I was given. It prompted intense discussion, some agreeing (Std 10), some not (Std 7).
23. No comment.
24. Interesting and eye-opening material.
25. I felt that this was biased and gave us expectations of the headmasters which were inappropriate at times. A more balanced view would be more valid.
26. No comment.
27. No comment.
28. No comment.
29. Being unimpressed with the headmasters I did not read the articles.
30. Did not read some of these.
31. These readings were very apt in getting their point across.
32. There was again, I think, too much material. Jean Brodie extract unnecessary.
33. No comment.
34. 3.4.2. Don't understand Afrikaans.
35. Introduced me to varying opinions.
36. 3.4.2. I didn't understand this at all - it should have been preceded by an explanatory note. Even after the tut. I didn't understand it and

I've got a 'Groot A'.

37. I did not read all of the material - but that which I did was an interesting insight into the school system (would that it would improve!)
38. The stories always held my attention and were all very thought-provoking. This is the kind of material I feel I learned most from in the handbook.
39. What goes on behind the subject scene.
40. I missed out this section.
41. No comment.
42. Tried to get a copy of A Clergyman's Daughter after reading the extract but was, unfortunately, unable to do so.
43. I was not there.
44. Reveals the pros and cons of teaching plus its limitations. It also made one aware of the role of a teacher from society's point of view.
45. No comment.
46. Did not read all the extracts. Can't recall much of those I read.
47. No comment.
48. Good variety of readings.
49. 3.4.2. Knew this from school.
50. Helpful and informative.
51. 3.4.2. Useless as I don't understand Afrikaans very well.
52. No comment.

SUMMARY OF RATINGS: (UNIT TWO (1): READINGS LINKED TO THE  
ADDRESS BY HEADMASTERS ON THE AIMS THEY HAVE FOR THEIR  
SCHOOLS

| <u>Readings</u> | <u>Ratings</u> |           |           |            |           | <u>Total</u> |
|-----------------|----------------|-----------|-----------|------------|-----------|--------------|
|                 | <u>1</u>       | <u>2</u>  | <u>3</u>  | <u>4</u>   | <u>5</u>  |              |
| 3.4.1.          | 0              | 1         | 8         | 20         | 23        | 52           |
| 3.4.2.          | 5              | 9         | 18        | 14         | 6         | 52           |
| 3.4.3.          | 2              | 3         | 16        | 16         | 15        | 52           |
| 3.4.4.          | 2              | 4         | 20        | 15         | 11        | 52           |
| 3.4.5.          | 2              | 3         | 14        | 18         | 15        | 52           |
| 3.4.6.          | 2              | 1         | 16        | 17         | 16        | 52           |
|                 | <u>13</u>      | <u>21</u> | <u>92</u> | <u>100</u> | <u>86</u> | <u>312</u>   |

For details of particular readings consult Appendix L, pp. 58-69.

Unit Two (2). Linked to 'A day in a School':

1. Why only a boy? You should have had both sexes. (2)
2. Shows the typical apathetic attitude of S.A. school children which is perpetuated by the system of education as well as teachers. At school X I observed some teachers who were typically like this. (5)
3. Very important piece of writing. Hidden Agenda rears its head. (5)
4. No comment. (4)
5. Very interesting because the other view was considered. (5)
6. Interesting to know what kids think of the school. Very good idea. (5)
7. Good to see how teachers act. (4)
8. The day was such an experience in itself that this was not necessary. Tended to have little relation to our experience - but is another aspect. (3)
9. Perhaps a taped interview with a number of Std 8 pupils, both boys and girls, would have been of more value. (2)
10. Interesting to see his views. (4)
11. Interesting, but what about all those happy 16 year olds. (5)
12. Boy haughty. (1)
13. No comment. (5)
14. Found this more interesting when lecturer X mentioned the circumstances. (4)
15. Good to know pupils' thoughts. (4)
16. No comment. (5)
17. No comment. (4)
18. Found this interview very informative. You can see the way a 16 year old thinks. (4)
19. Shows lack of interest and why this exists. (4)

20. Absent at the time. (3)
21. Gives one the opportunity to 'peep behind the scenes' and to have a look at what the pupils really think about the school, how they fit into, and their values. (4)
22. Perhaps more interviews to read instead of wasting time in the school or go out and interview the pupils ourselves. (You can always find one). (4)
23. Interesting as a case study. (4)
24. Showed the importance of, and the effect that a teacher can have on a child. The History master made the lesson interesting and therefore encouraged his pupils to work. (4)
25. Biased to make your point but certainly made me more aware of how my attitude can be stereotyped into the system. (4)
26. Good as it gave one the chance to see what the actual pupil felt; could discuss each others views. (4)
27. Good to hear from the pupils themselves what they thought of certain teachers and teaching methods. (4)
28. Comparison with other pupils; pupils' ideas. (5)
29. Being unimpressed with the school I did not read the article. (3)
30. Gives teacher insight. (4)
31. This is very honest and realistic. (5)
32. Good in bringing a practical 'real' element into the course. (4)
33. Keep it in. (4)
34. No comment. (4)
35. Could identify. (4)
36. Fantastic stuff. (5)
37. Realisation of general dislike of school system for any form of non-conformism. (4)

38. Insight into what a pupil thinks and feels about school - very interesting and certainly sad. (5)
39. Need to attempt to get to know how the pupils feel. (4)
40. It would have been far more useful for us to write up a summary of our care-taker and our own interviews with him/her. This is what discussion swung towards anyway. The link wasn't made too well at times. The interview seemed to jar a bit with the experiences we had in the schools. Perhaps they were too far apart. (4)
41. No comment. (4)
42. No comment. (3)
43. I was not there. (3)
44. They showed us what they expect from teachers, but maybe it would have been fine had there also been some 2 or 3 black kids, coloured, or whatever, just to have a full representation of the population groups we are going to deal with. (5)
45. No comment. (4)
46. Very important piece of awareness reading. (5)
47. No comment. (2)
48. O.K. (4)
49. No comment. (5)
50. I think it's important to re-capture some of what the pupil thinks and feels. (5)
51. Very good. (4)
52. No comment. (5)

SUMMARY OF RATINGS : UNIT TWO (2): READINGS LINKED TO  
'A DAY IN A SCHOOL'

| <u>Reading</u> | <u>Rating</u> |          |          |          |          | <u>Total</u> |
|----------------|---------------|----------|----------|----------|----------|--------------|
|                | <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 3.5.1.         | 1             | 3        | 5        | 27       | 16       | 52           |

For details of the particular reading consult Appendix L, pp. 70-75.

Unit 3 (1). Linked to Film 'The Prime of Miss Jean Brodie':

1. No comment.
2. Although I dislike the poem it does fit the unit. This whole unit, including the film was very powerful showing the huge disadvantage of being a teacher - the risk of being too familiar to the extent that harm is created.
3. I felt the questions destroyed the impact the film made. Hard Times and To Sir With Love were both helpful. The poem was also an interesting piece.
4. 3.6.2. and 3.6.3. The differences in how the pupils are handled and their response. Possibly some more literature on this?
5. Boring.
6. See 3.2.
7. 3.6.2. Doubt that such an extreme example happens nowadays.
8. All tend to give some idea of teaching methods in the past and views which others have of education.
9. Interesting questions - generate a lot of discussion. All readings were interesting - gave one a broad perspective of different points of view on education/teaching in different contexts.
10. You can interpret meanings to suit yourself.
11. No comment.
12. At least it gives me some tincture of problems one would come across at school.
13. No comment.
14. Interesting parallels and comparisons with the point the movie was making.
15. Excellent but most incidences occurred in the past - does this really occur now?
16. No comment.

17. No comment.
18. Quite a good movie and the readings tie in quite well.
19. 3.6.2. Exactly what a teacher shouldn't do!
20. No comment.
21. No comment.
22. 3.6.1. Too many. 3.6.3. Maybe get the movie.
23. Emphasis on the beliefs of teachers permeating their attitudes to the pupils.
24. All relevant to the teaching situation and how not to do it.
25. No comment.
26. This was good as it covered what a teacher shouldn't feel like yet at the same time you had sympathy for him as well. It enforced upon me how vital it is to vary a lesson and not just give facts.
27. Ways of teaching - see how the pupils feel about certain situations.
28. No comment.
29. Interesting.
30. Did not read.
31. Proved to be a lot of reading. Individually the articles were good but put all together they lost some of their effect.
32. Possibly too much material although all articles were good. The questions were too specific - we hardly used them anyway.
33. Questions always good but not dealt with sufficiently in tutorial. All very useful in viewing ways of **teaching** and teachers' feelings.
34. Questions are really structured well. Would have liked to see the film To Sir With Love.
35. Never Read.
36. I loved this section. It balanced the Jean Brodie film very well.

37. Loved the movie and the first two extracts and found them useful. Not so keen on D H Lawrence and personal prejudice inhibits fair evaluation.
38. Once again the stories were the most valuable to me.
39. 3.6.1. Sift thoughts. 3.6.2. Present to children. 3.6.3. Staff-room considerations. Teachers as people too. The challenge of teaching.
40. I was fascinated by discussion of the film and not really involved in the readings which seemed dry by comparison in some cases.
41. No comment.
42. No comment.
43. Interesting writings but not that useful I felt.
44. This was also a help. It is a hard time for the kids, but also for the teacher and to ease the problem there should be a common meeting ground between the two groups.
45. The movie irritated me but the material was most stimulating.
46. Particularly enjoyed this entire exercise. Cannot give a specific reason for this response, but I just felt 'involved'.
47. No comment.
48. Once again the stimulus provided good input but I do feel that an attempt should be made to vary the type of input provided.
49. No comment.
50. Helpful and informative.
51. Very good. Gave interesting perspectives.
52. No comment.

SUMMARY OF RATINGS: UNIT THREE (1): READINGS LINKED TO THE  
FILM 'THE PRIME OF MISS JEAN BRODIE'

| <u>Reading</u> | <u>Rating</u> |          |          |          |          | <u>Total</u> |
|----------------|---------------|----------|----------|----------|----------|--------------|
|                | <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 3.6.1.         | 1             | 5        | 9        | 24       | 13       | 52           |
| 3.6.2.         | 2             | 1        | 5        | 14       | 30       | 52           |
| 3.6.3.         | 1             | 1        | 6        | 16       | 28       | 52           |
| 3.6.4.         | 1             | 1        | 15       | 19       | 16       | 52           |
| 3.6.5.         | 1             | 3        | 8        | 17       | 23       | 52           |
|                | <hr/>         | <hr/>    | <hr/>    | <hr/>    | <hr/>    | <hr/>        |
|                | 6             | 11       | 43       | 90       | 110      | 260          |
|                | <hr/>         | <hr/>    | <hr/>    | <hr/>    | <hr/>    | <hr/>        |

For details of the particular readings consult Appendix L, pp. 76-102.

Unit Three (2). Linked with the pupils talking about 'The Teacher I'd like'.

1. Absent for this section therefore the reading did not connect at first. (3)
2. Gave me insight into childrens' likes, dislikes and expectations of a teacher. I realise that it will be hard to be liked by each pupil because they have such diverse feelings about what teachers should be!! (5)
3. Did not read it, yet it seems a worthwhile article. (3)
4. Did not read. (3)
5. Very helpful. (5)
6. Very interesting. Important to know what pupils think of their teachers. There's still room for improvement. Take pupils from different schools - wide range whenever possible. (5)
7. Excellent. (5)
8. Can't recall this article. (3)
9. I wish we could have been given the opportunity at school to give some feedback to teachers about teachers instead of just 'bitching' amongst ourselves back in the dormitory! (5)
10. You realise what pupils aim for and try to be the best on both sides. (4)
11. Very useful knowing how the pupils would like their teacher to be. (5)
12. Very useful. Gave me the views of school children about what they expect from their teachers. (5)
13. No comment. (5)
14. Interesting and amusing to read. (5)
15. Absent. (3)
16. Sorry, didn't read it. (3)
17. Very interesting discussion and this gave a deeper insight into how I would have to relate to pupils and what is expected of me as a teacher. (4)

18. Can't say much about this. (5)
19. Retain this. (4)
20. No comment. (5)
21. No comment. (4)
22. I can't remember if these were S.A. schoolkids. . Would be a good idea to get from them - both Black and White. (4)
23. No comment. (4)
24. Differing opinions from the pupils' point of view. (4)
25. No comment. (4)
26. Helps me to see what type of teacher is liked. Helps one to modify one's self if you feel it is necessary. Makes one look at oneself. (4)
27. Good to see what type of teacher is preferred. (4)
28. Good material. (4)
29. Interesting but not wildly stimulating. (4)
30. Did not read. (3)
31. These comments were very enlightening and gave us a pupil's perspective. (5)
32. Wide range - good. (5)
33. Good supplement to what the pupils had to say - good to compare responses. Very interesting - keep it in. (5)
34. Interesting - especially the way some of them spoke and thought. (5)
35. Never read but pupils talk was good in helping me to assess what type of teacher I'd like to be. (3)
36. Not nearly as helpful as the panel discussions we had, beautifully and superbly chaired by lecturers A and B. (2)
37. Most useful to know the child's view of teachers when it is their immediate context - not in retrospect from our point of view. (4)

38. The comments of the pupils amazed me as the insight and feelings were all very thought-provoking. (5)
39. The opinions that do exist. Some lovely quotes. (5)
40. My memory of school survives and my views on university teachers have added to that store. I missed this section but I don't feel I missed too much. Discussion with others has confirmed this for me. Others found it very relevant. (3)
41. No comment. (3)
42. No comment. (3)
43. No comment. (3)
44. This unit encouraged me (for I already believe in this) to respect childrens' opinions and to let them make some criticism of my work and being, as this may lead to a harmonious teacher-pupil relationship. (5)
45. No comment. (4)
46. Did not read. (3)
47. No comment. (1)
48. Excellent. (5)
49. No comment.(5)
50. Helpful and informative. (4)
51. No comment.(5)
52. No comment.(4)

SUMMARY OF RATINGS : UNIT THREE (2): READINGS LINKED  
WITH THE PUPILS TALKING ABOUT 'THE TEACHER I'D LIKE'

| <u>Reading</u> | <u>Rating</u> |          |          |          |          | <u>Total</u> |
|----------------|---------------|----------|----------|----------|----------|--------------|
|                | <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 3.7.1.         | 1             | 1        | 13       | 16       | 21       | 52           |

For details of the particular reading consult Appendix L, pp. 103-109.

Unit Four. Linked with panel of teachers on 'Classroom Management and Discipline':

1. A very important section for us because we are unsure of what to expect and how to react. Great.
2. I was away during this unit.
3. Absent and did not read, it.
4. 3.8.3. Useful to those of us who have never taught before.
5. **Absent.**
6. Make sure that each year you do not forget this article. Some teachers are still living in the old days and hence think pupils are too difficult to handle.
7. The 1983 handout was of great value to me.
8. Tend to put across the more restricted idea of punishment. Almost like the official outlook. A little frightening but necessary.
9. Extremely pertinent to how we would deal with disciplinary problems in the classroom while on T.P. Feedback necessary after T.P.
10. No comment.
11. Very one-sided arguments on punishment - let's hear both arguments.
12. Corporal punishment is not going to solve all the problems at school - something that is very much used, especially in Black schools.
13. No comment.
14. Didn't read 1983 handout - wasn't aware of its existence until now. Other two were only okay - a bit boring.
15. Punishment is part of school life and discipline.
16. I found the theory of punishment very difficult to relate to practice - possibly this should be included in the Theory courses. THE LAST PAGE OF THAT HANDOUT IS HORRIFIC. (p. 126).

17. No comment.
18. I doubt whether it was comprehensive enough.
19. Interesting views on a very difficult problem.
20. No comment.
21. Discipline and classroom management are important aspects of teaching which tends to be written off as being trivial. But these articles cast new light on the subject for a person about to go into the profession and allow the reader to see it from a different perspective.
22. I can't remember reading these articles. 3.8.3. too much emphasis is placed on the build-up for T.P. in this department. Students should 'discover' for themselves rather than be moulded by G.E.M. files, method files and 'How to Plan a Lesson' file. They turn to these for help if they are shit teachers (i.e. not managing).
23. These are important practical issues and should be stressed more. Perhaps a small 'briefing' could be given or suggestions as to what to say, how to act, how to hold the pupils' attention (eye contact) - just before T.P.
24. Found the handouts very interesting and useful especially retrospectively. It was also interesting to read about opinions on punishment and seeing where my ideas fitted in.
25. Very useful.
26. Prefer to use own ideas on punishment/discipline - set own standard.
27. No comment.
28. Good material. Important views of discipline which I feel is very important.
29. The first two I did not read and the 1983 handout I did not really enjoy because I feel we should find these things out for ourselves.
30. A new view on punishment. Very interesting.

31. The handout presented some useful ideas and thoughts.
32. Articles very thought-provoking. Handout - practical and thorough.
33. 3.8.3. Useful introduction and preparation for T.P. Absent - graduation in Durban.
34. I was absent for the stimulus input and the Tut.
35. Great.
36. A little too theoretical.
37. Can't give honest opinion as I did not read it. Feel that punishment is occasionally necessary but many factors must be taken into account.
38. The article on 'The Concept of Punishment', for some reason, I didn't get through at all - can't quite remember why. I liked reading the comment in the 1983 handout and found the extract on how to plan a lesson very useful during T.P.
39. Punishment does exist. Need it? As intended is stimulus material.
40. Again the discussion of the 'live' stimulus material preoccupied me (and the others) more than reference to the manual. It was one of the best tutorials our group had.
41. No comment.
42. No comment.
43. Punishment good for a lot of people. Some teachers say no punishment - I think these writings may have done them a bit of good.
44. It was surprising to learn that some teachers still believe in caning, but the situation in schools shows that the majority of teachers confuse punishment with discipline.
45. Most enlightening.
46. Did not read.
47. No comment.
48. Very useful and thought-provoking.

49. No comment.
50. I enjoyed the articles and was sorry to miss the actual tutorial.
51. No comment.
52. Very interesting as it reassures student teachers on how they could handle problem situations in the classroom.

SUMMARY OF RATINGS : UNIT FOUR : READINGS LINKED WITH  
PANEL OF TEACHERS ON CLASSROOM MANAGEMENT AND DISCIPLINE

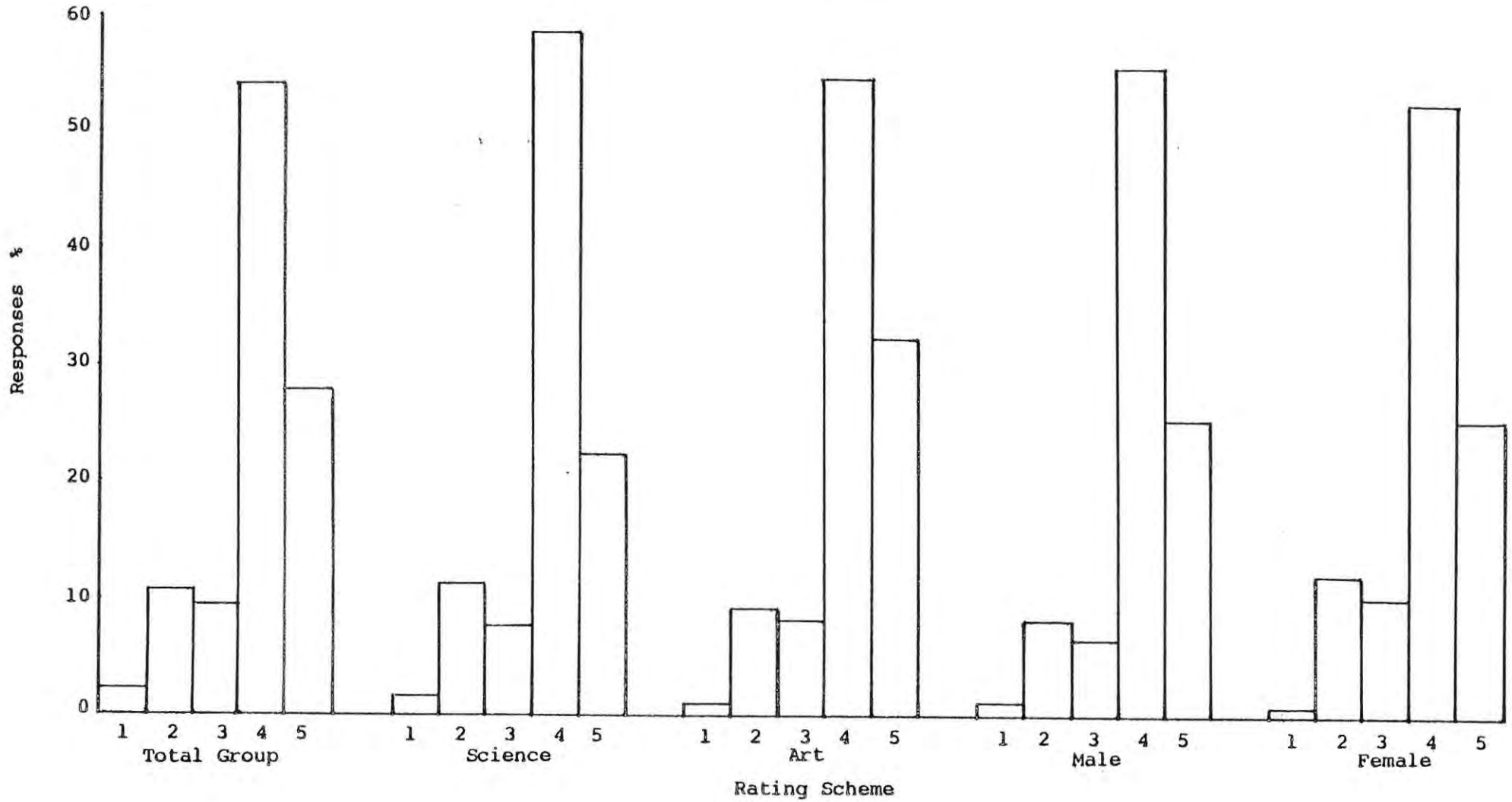
| <u>Reading</u> | <u>Reading</u> |          |          |          |          | <u>Total</u> |
|----------------|----------------|----------|----------|----------|----------|--------------|
|                | <u>1</u>       | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 3.8.1.         | 1              | 4        | 13       | 17       | 17       | 52           |
| 3.8.2.         | 1              | 4        | 14       | 18       | 15       | 52           |
| 3.8.3.         | 3              | 0        | 20       | 13       | 16       | 52           |
|                | 5              | 8        | 47       | 48       | 48       | 156          |

APPENDIX GCONTENTS

## RESPONSES TO QUESTION 4. TUTORIALS/GROUP WORK

|      |   |             |
|------|---|-------------|
| 1.   | Graph summarising all the ratings of tutorials/group work   | p. 123      |
| 2.   | Chi-square tests  | pp. 124-125 |
| 3.   | Comments and summaries of ratings:  |             |
| 3.1. | Did you feel it was beneficial to meet with particular staff members in this way?                                 | pp. 126-129 |
| 3.2. | Did you find the discussions during group sessions -  |             |
|      | - Informative?  | pp. 130-132 |
|      | - Facilitated communication?  | pp. 133-135 |
|      | - Stimulating?  | pp. 136-138 |
|      | - Fostered self-awareness?  | pp. 139-141 |
|      | - Gave you insights into the views held by other group members?   | pp. 142-144 |
|      | - Helped you articulate your own feelings and ideas?  | pp. 145-147 |
|      | - Engendered in you a degree of tolerance towards other people's ideas/views?                                     | pp. 148-150 |
|      | - Afforded you the opportunity to express your opinions/ideas?  | pp. 151-153 |
|      | - Incorporated your ideas/views/opinions in such a way that you felt that they were important/that they mattered? | pp. 154-156 |
|      | - Gave you the opportunity to really get to know your fellow students?  | pp. 157-159 |
|      | - Tended to be dominated by the Tutor(s)?   | pp. 160-163 |
|      | - Tended to be dominated by particular member(s) in the group?  | pp. 164-167 |
|      | - Were enhanced by the participation of students from different subject disciplines?                              | pp. 168-171 |
| 3.3. | Did you look forward to the tutorials/group sessions?   | pp. 172-175 |

TUTORIALS/GROUP WORK



TUTORIALS AND GROUP WORK

Using  $\chi^2$  to test 'goodness of fit' between the responses of (a) Science and Art students and (b) Male and Female students to the tutorials and group work.

(a)

OBSERVED RESPONSES (fo)

|         | <u>Positive</u> | <u>Negative</u> | <u>No Opinion</u> | <u>Total</u> |     |
|---------|-----------------|-----------------|-------------------|--------------|-----|
| Science | 218             | 35              | 20                | 273          | c/c |
| Art     | 329             | 40              | 34                | 403          | c/c |
|         | 547             | 75              | 54                | 676          | c/c |

EXPECTED RESPONSES (fe)

|         | <u>Positive</u> | <u>Negative</u> | <u>No Opinion</u> | <u>Total</u> |     |
|---------|-----------------|-----------------|-------------------|--------------|-----|
| Science | 220.90          | 30.29           | 21.81             | 273          | c/c |
| Art     | 326.10          | 44.71           | 32.19             | 403          | c/c |
|         | 547             | 75              | 54                | 676          | c/c |

$$\chi^2 = \frac{(fo-fe)^2}{fe}$$

$$\begin{aligned} \chi^2 &= \frac{(218-220.90)^2}{220.90} + \frac{(329-361.10)^2}{361.10} + \frac{(35-30.29)^2}{30.29} + \frac{(40-44.71)^2}{44.71} + \frac{(20-21.81)^2}{21.81} + \frac{(34-32.19)^2}{32.19} \\ &= .04 + .03 + .73 + .50 + .15 + .10 = 1.55 \end{aligned}$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(3-1) = 2$$

With degrees of freedom of 2, a value of  $\chi^2$  of 1.55 is not significant and thus the null hypothesis (that there are no significant differences between the responses of Science and Art students) stands.

TUTORIALS/GROUP WORK:

Please rate the following by circling the appropriate number. Further, a brief comment would be very much appreciated.

Did you feel it was beneficial to meet with particular staff members in this way?

1. Differences could be talked about and confusions ironed out. (5)
2. Yes most times, but I didn't like meeting with the members who I find boring. Most of the lecturers are good but there are some I don't like. Obviously this is a personal opinion which can't be solved by you - that I understand. (4)
3. I was able to form opinions more realistically yet perhaps two sessions with each would have been nice. (5)
4. Eyeball to eyeball discussion. I believe that both the tutor and student learn a lot from each other. (4)
5. No comment. (5)
6. More beneficial if the staff member can always have his own opinion and not let discussion go on until we forget the topic. (4)
7. No comment. (5)
8. Because one is able to get to know all the members of staff. (4)
9. Gave us the opportunity of hearing staff express their views and see how they approach topics. (5)
10. You get to know the staff personally. (4)
11. No comment. (5)
12. We would not bother about doing anything about it if we discussed it on our own. (5)
13. It enabled us to get to know all the staff and also learn from each one their differing opinions. (5)
14. Yes, met the staff in a way more informal than the lecture situation. (5)
15. Yes, but too long. (4)

16. Yes, but it would have been useful to have kept the same tutor. (4)
17. Very beneficial exercise for one could get to know all the staff members at this informal level and thus create a better working environment in the Department. (5)
18. Meeting the staff in small groups enabled you to meet all the staff. (5)
19. Very good idea. (5)
20. No comment. (4)
21. Meetings took place on an informal basis which does a lot for relaxing the atmosphere and thus conversation and debate that takes place flows freely. (4)
22. Needed as a group leader - not as 'knower'. (4)
23. It provided us with more 'stimulus' material because of the wide range of answers. (5)
24. Yes, it helped us to get to know the members of staff and gave us different views and opinions instead of just seeing things from one viewpoint. (5)
25. Found that tuts were dependent on the staff members. Some said too much and didn't give us an opportunity, others were too directed i.e. 'I want you to come up with X idea' and discussion was hampered. (4)
26. Yes as it always helps to meet with someone of greater experience than myself. (4)
27. Good way to meet and talk with the staff. (4)
28. Once guided by staff member, the discussions seemed to flow far easier. (4)
29. Yes, a leader was needed to direct the group when they went astray. (4)
30. Get to know all the staff and their views. (4)
31. Sometimes this was the only chance of actually meeting and discussing with certain staff members. (5)
32. More personal approach. Very encouraging. (5)

33. No comment. (4)
34. No comment. (4)
35. A good introduction to the Department - in a relaxed manner. (4)
36. Invaluable. (5)
37. Do feel it is beneficial to gain various personal perspectives on certain aspects of education. (5)
38. It was great meeting a different tutor every week and enabled one to get to know the staff. (5)
39. To control discussion otherwise one wonders how much discussion would have gone on. (4)
40. In a way, I was more interested in what fellow students said than in how the tutor handled the group. It was great to meet some lecturers we hadn't yet met and some we will never be taught by. (4)
41. It was very interesting seeing how the various tutors approached a topic; also nice being able to get to know them better in this manner. (5)
42. I feel these discussions were the type of discussion that would normally arise out of a meeting of a group of HDE students/teachers. Setting them up in this manner made the situation quite artificial and were therefore often tutor-dominated. Perhaps these periods could better have been used to present more stimulus material to the group with a short discussion/question period to follow immediately thereafter. (3)
43. Yes, to get to know them and hear their opinions. (4)
44. I wanted to know what each lecturer likes, and what types of things he/she expects from students. (4)
45. No comment. (4)
46. Important to gain different perspectives from people who have taught. (5)
47. No comment. (4)
48. Staff members have differing approaches/ideas - this was an excellent way to facilitate discussion and understanding. Also gave the students a broader outlook. (5)

49. This was where we met them. (4)
50. It was good to hear what different staff members thought about teaching issues. (5)
51. Quickly learned who was who and also got a wide range of attitudes. (5)
52. They provided leadership and thus controlled the group discussion and got discussion going when it died out. (4)

SUMMARY OF RATINGS : DID YOU FEEL IT WAS BENEFICIAL TO  
MEET WITH PARTICULAR STAFF MEMBERS IN THIS WAY?

| <u>Rating</u> |          |          |          |          |              |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 0             | 0        | 1        | 27       | 24       | 52           |

Did you find the discussions during group sessions -

Informative?

1. Sometimes (instead of 'No opinion') (3)
2. Again, I thoroughly enjoyed those with you, tutors B, C and D. The other three weren't as enjoyable. (4)
3. Different perspectives to my own were raised, which challenged me into a time of contemplation. (5)
4. No comment. (4)
5. No comment. (4)
6. Very much because our schools differed. Educational problems tackled in broad perspective. (5)
7. No comment. (5)
8. Many varied ideas. (4)
9. No comment. (4)
10. The film, articles or interviews say it all and the group discussion simply repeats it. (2)
11. No comment. (4)
12. Some of the opinions came from different members - there is no one solution to all of the problems. (4)
13. We learned from the staff and the students themselves. (5)
14. Most of them. (4)
15. Not really, but ideas are exchanged. (3)
16. No comment. (4)
17. No comment. (5)
18. No - really boring. Tuts were so long that people began to speak nonsense. (4)

19. Many good ideas arose from these discussions. (4)
20. Was surprised at most peoples' eagerness to talk in tutorials. (4)
21. Different viewpoints by different people from different backgrounds encourage further thought. (4)
22. Sometimes more than other times, especially if I hadn't done much work beforehand. (2)
23. Not always. (3)
24. In some cases some things said I felt were repetitive and sometimes irrelevant, but this happened very seldom. (4)
25. No comment. (4)
26. Often discussions were interesting. (4)
27. Yes, often the discussions were very interesting. (4)
28. The information was sometimes a bit general. (4)
29. Sometimes. It depended on whether I was prepared to accept what people said. (3)
30. Discover points you had not thought about. (4)
31. Many varied and interesting views were put forward. (5)
32. Varied - sometimes waffle but on the whole quite informative. (4)
33. No comment. (4)
34. Sometimes. (4)
35. Eye-opener. (4)
36. Unfortunately, some members always held back their views. (4)
37. It often became a limited three person discussion:- only a small amount of info. gained. (2)
38. They were sometimes very useful but sometimes also a waste of time. (4)
39. From tutors as well as members. (4)

## Facilitated communication?

1. Again sometimes. (3)
2. In some cases yes, others no. (4)
3. Each member could prod a different reaction from you. (5)
4. No comment. (4)
5. No comment. (4)
6. Interesting discussions would crop up all the time. (5)
7. No comment. (4)
8. Even I managed some comments. (4)
9. No comment. (4)
10. No comment. (4)
11. No comment. (4)
12. Members of the groups knew one another better. (4)
13. It enabled us to argue out our own point of view. (5)
14. Within the group, yes. Got to know my group members better. (5)
15. No comment. (3)
16. No comment. (4)
17. No comment. (5)
18. Definitely facilitated communication. (5)
19. Depending on group. (4)
20. No comment. (4)
21. Most definitely. Not only does it facilitate conversation, it also enables one to strengthen relationships. (4)
22. Most people had something to say (depends on preparation). (4)

23. Depended on whether people had done the reading and whether or not they were in the video room. (3)
24. Ideas from others brought ideas from me and the rest of the group. (5)
25. No comment. (4)
26. Yes as it makes one express one's ideas. (5)
27. Most people in the group made some contribution. (4)
28. Encouraged argument; different viewpoints, life-styles, cultures, education. (5)
29. Certainly. People normally talked and said what they wanted to say. (4)
30. Everyone was involved. (4)
31. Communication between members in my group was easily achieved. (4)
32. Very definitely. Small numbers allowed most people to have a say. (5)
33. No comment. (2)
34. No comment. (4)
35. No comment. (3)
36. No comment. (4)
37. Initially most people sat with 'mond vol tande'. (2)
38. I found in our group that it was basically the same people who spoke each time. (2)
39. Once people were willing to express their views. (4)
40. Very much so. But some tutors did not draw out all the students as much as I would have liked them to have done. (5)
41. No comment. (4)
42. No comment. (3)
43. Very much so. Got to know my class members. It is always good to brainstorm issues. (4)
44. But some students do not like sharing their views, or answering questions

to help those who may need help. Anyway I came to know fellow students better in these small groups. (3)

45. No comment. (4)
46. Also provided self-confidence. (5)
47. No comment. (5)
48. No comment. (4)
49. No comment. (4)
50. Helped me to improve my communication. Felt more relaxed. (5)
51. No comment. (4)
52. No comment. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING  
GROUP SESSIONS FACILITATED COMMUNICATION?

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 0             | 3        | 6        | 29       | 14       | 52           |

## Stimulating?

1. Again, sometimes. (3)
2. Most times. On occasions I did find it tedious - depending on the tutor often. (4)
3. Yes, because different tutors could give different perspectives and different approaches. (5)
4. No comment. (2)
5. No comment. (5)
6. We could always end up comparing situations. (5)
7. No comment. (4)
8. Would always go away pondering the ideas. (5)
9. No comment. (5)
10. No comment. (4)
11. No comment. (5)
12. No comment. (2)
13. Definitely. (5)
14. Yes, all the time with 1½ exceptions. (5)
15. At times. (4)
16. No comment. (4)
17. Discussions were very stimulating and emotionally hyped-up. (5)
18. Rather boring. (1)
19. Depends on the staff member. (4)
20. Most of the time they were. (4)
21. Most of the topics discussed called for different viewpoints. The participants were never shy to do so. (4)

22. Once again, on some topics. (4)
23. No comment. (4)
24. Always something new and different to talk about. (5)
25. No comment. (5)
26. Yes, particularly if it interested you or if you cross a point of conflict. (4)
27. Some were stimulating - others not so much. (4)
28. Material used stimulated discussion. (4)
29. Sometimes. (3)
30. Interesting topics. (4)
31. Points were raised that I hadn't considered before. (5)
32. Varied - generally stimulating if everyone attended. (4)
33. No comment. (4)
34. No comment. (3)
35. Once again, led me to think about issues. (4)
36. The most stimulating discussion was the one videoed and chaired by Tutor A. (4)
37. Only later on towards the end - but even then the group work was not the success it should be. (2)
38. Very seldom did we have a stimulating discussion:- with some tutors this was the case. (2)
39. No comment. (4)
40. This depended on the stimulus material, the tutor, the composition of the group and the mood of the gathering. (4)
41. No comment. (5)
42. No comment. (3)

43. Yes, I thoroughly enjoy a good argument. My Scottish blood emerging ! (5)
44. One is more free to speak up in a smaller group than in the larger class. (4)
45. No comment. (4)
46. Especially because they were spontaneous and not rigidly structured. (5)
47. No comment. (4)
48. Kept me going! (5)
49. No comment. (2)
50. Stimulating from the point of view of areas in teaching that were new to me. (5)
51. Very much. (5)
52. No comment. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING  
GROUP SESSIONS STIMULATING?

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 1             | 5        | 4        | 24       | 18       | 52           |

## Fostered self-awareness?

1. Sometimes too much fired at one person which tends to draw you back into your shell - after 6 or 7 barbed comments from others it was better to listen only. (5)
2. Yes, definitely. (5)
3. I do not really know. (4)
4. No comment. (4)
5. No comment. (4)
6. At no stage did I fail to compare situations. (5)
7. No comment. (4)
8. Many things of which one was not aware were revealed. (4)
9. No comment. (5)
10. Yes. (4)
11. No comment. (4)
12. Some people failed to accept the views of other people and I had to keep mine too as right for the problem. (2)
13. Showed me how each one of us are so different and have such completely different views of teaching. (5)
14. Yes, especially with regard to my power (or potential power) and the possibility of its misuse in the classroom. (4)
15. No comment. (1)
16. No comment. (4)
17. At the beginning I was self-conscious, but the group gave me more confidence in myself during the later tutorial periods. (5)
18. No comment. (5)
19. No comment. (4)
20. Can't decide. (3)

21. No comment. (1)
22. No comment. (2)
23. No comment. (2)
24. Placing of oneself in that situation. (4)
25. Wasn't aware of this. (3)
26. Yes, as it helps you see where you stand within the group; can defend yourself. (5)
27. No comment. (3)
28. No comment. (4)
29. No comment. (2)
30. No comment. (2)
31. I was aware of my views and how they differed. (4)
32. Need to form and express a personal opinion very helpful. (5)
33. No comment. (4)
34. No comment. (4)
35. Realising that my opinion was not always the only one. (4)
36. No comment. (4)
37. Made me aware of my own point of view - even if not that of others. (4)
38. I was able to assess my own opinions even when I didn't express them. (4)
39. If one was prepared to accept the tutorials for this purpose. (4)
40. Arguments nearly always do and fortunately we had some very lively and constructive ones. (4)
41. No comment. (5)
42. No comment. (3)
43. I am not quite sure what this question entails. (4)

44. As a Black student amongst a White majority, I sometimes have to swallow some painful remarks on the 'ignorance' of my race, but at times it made me aware of the knowledge I have which others don't have. (5)
45. No comment. (4)
46. No comment. (5)
47. No comment. (2)
48. No comment. (4)
49. The book/stimuli did much more in this respect. (2)
50. In my own way I have always been aware of my good and bad points. (4)
51. Had to think deeply about myself. (4)
52. Made me see flaws in my line of thinking and reinforced some of my personal concepts. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING  
GROUP SESSIONS FOSTERED SELF-AWARENESS?

|  | <u>Rating</u> |          |          |          |          |              |
|--|---------------|----------|----------|----------|----------|--------------|
|  | <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
|  | 2             | 7        | 4        | 27       | 12       | 52           |

Gave you insights into the views held by other group members?

1. And their spite, prejudice and sheer arrogance. (4)
2. Yes, more so when led by an open lecturer. (5)
3. I was able to form opinions more realistically. (5)
4. No comment. (4)
5. No comment. (4)
6. No comment. (5)
7. No comment. (5)
8. Very definitely. (5)
9. No comment. (4)
10. No comment. (4)
11. No comment. (5)
12. Some absolute rubbish - but speaker adamant. (2)
13. Sometimes it even shocked me. (5)
14. Yes, on the topics covered. (4)
15. Yes. (4)
16. No comment. (4)
17. No comment. (5)
18. Sometimes those views were a load of nonsense. (5)
19. Sometimes very interesting. (4)
20. Most us were very forthright in speaking. (5)
21. No comment. (5)
22. No comment. (2)
23. Very interesting. (5)

24. Those who participated gave valuable contributions. (4)
25. No comment. (4)
26. Good, because discussion nearly always brought out personal issues. (4)
27. Saw other people's opinions. (4)
28. People from different backgrounds, class, race. (4)
29. No comment. (4)
30. No comment. (4)
31. Very much so. (5)
32. No comment. (5)
33. No comment. (5)
34. No comment. (5)
35. No comment. (4)
36. No comment. (4)
37. Difficult to read minds. (2)
38. Yes, however, often others expressed opinions very contrary to mine. (4)
39. Sometimes too aware of 'self' to really think about views in relation to the people holding them - rather, how does that affect me? Do I agree with that? (4)
40. This aspect appealed to me most. (5)
41. No comment. (5)
42. No comment. (3)
43. Very much so. Also insights into other people's school experience. (4)
44. Fear of being labeled prevents some students from voicing their views on some issues. (2)
45. No comment. (4)

24. Those who participated gave valuable contributions. (4)
25. No comment. (4)
26. Good, because discussion nearly always brought out personal issues. (4)
27. Saw other people's opinions. (4)
28. People from different backgrounds, class, race. (4)
29. No comment. (4)
30. No comment. (4)
31. Very much so. (5)
32. No comment. (5)
33. No comment. (5)
34. No comment. (5)
35. No comment. (4)
36. No comment. (4)
37. Difficult to read minds. (2)
38. Yes, however, often others expressed opinions very contrary to mine. (4)
39. Sometimes too aware of 'self' to really think about views in relation to the people holding them - rather, how does that affect me? Do I agree with that? (4)
40. This aspect appealed to me most. (5)
41. No comment. (5)
42. No comment. (3)
43. Very much so. Also insights into other people's school experience. (4)
44. Fear of being labeled prevents some students from voicing their views on some issues. (2)
45. No comment. (4)

46. Discussions usually filled with much debate - a healthy situation for tuts. (5)
47. No comment. (4)
48. And how! (5)
49. Not many commit themselves though. (4)
50. Good to hear different people's opinions. (5)
51. Yes. (4)
52. No comment. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING GROUP  
SESSIONS GAVE YOU INSIGHTS INTO THE VIEWS HELD BY OTHER GROUP MEMBERS?

| <u>Rating</u> |          |          |          |          |              |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 0             | 4        | 1        | 26       | 21       | 52           |

Helped you articulate your own feelings and ideas?

1. Not really. (3)
2. Yes, more so when led by an open lecturer. (5)
3. Articulation of my own ideas often led to a re-examination of them. (4)
4. I have some set ideas and these were not changed a lot. (2)
5. No comment. (4)
6. No comment. (4)
7. No comment. (5)
8. With discussion one consolidated and stood for one's beliefs. (4)
9. No comment. (5)
10. Often the same as other group members. (4)
11. No comment. (5)
12. If people are stubborn though, why shouldn't I act the same? (4)
13. By arguing and discussing you do formulate your own feelings and ideas. (5)
14. Yes, though they were sometimes already articulated as a result of discussion with non-education friends of mine. (4)
15. Also yes. (4)
16. No comment. (4)
17. No comment. (4)
18. Definitely - made me aware of how I felt on different issues. (5)
19. Gave me a chance to think about these topics. (4)
20. No comment. (4)
21. No comment. (4)
22. If I'd prepared I'd done this already. Not readily changed by group work. (2)

23. When I felt strongly on a matter. (4)
24. Realised that others were in the same boat therefore felt free to speak about things. The atmosphere was relaxed and informal. (4)
25. I don't often do this in such groups. (2)
26. Could put mine into perspective with others. (4)
27. Maybe sometimes but not always. (3)
28. This encouraged me to express feelings and ideas. Also able to realise degree of self-confidence within the group. (5)
29. No comment. (4)
30. Gave me a chance to air my views. (4)
31. Often so many views put forward that you felt undecided about something you had always felt strongly about. (4)
32. Very helpful. (4)
33. No comment. (2)
34. No comment. (4)
35. Very much so. (4)
36. No comment. (4)
37. I was one of three people who expressed his ideas and although I had consolidated my ideas in order to express them, I was frustrated by the lack of feedback or arguments! (4)
38. I was always shy to voice my opinions in the group. Always felt that others might find it irrelevant and off the point. Perhaps this was why our group wasn't always stimulating. (2)
39. If one felt comfortable with the members. Often their lack of response limited mine. (4)
40. Very much so. The sight of myself on video shocked me into some self-reform as far as expression is concerned! (5)

41. No comment. (4)
42. No comment. (3)
43. More - made me think out things I might not have done owing to inherent intellectual laziness. (4)
44. It is difficult to articulate one's feelings openly, but I think these small groups were a help as compared to the bigger groups. (2)
45. No comment. (4)
46. No comment. (5)
47. No comment. (4)
48. Served as a useful tool in the process of developing my own ideas/understanding. (5)
49. No comment. (4)
50. Yes. (5)
51. Very much so. (4)
52. No comment. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING  
GROUP SESSIONS HELPED YOU ARTICULATE YOUR OWN FEELINGS  
AND IDEAS?

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 0             | 6        | 3        | 32       | 11       | 52           |

Engendered in you a degree of tolerance towards other people's ideas/views?

1. Particularly the Blacks. (4)
2. Yes, we all have different views which I have learned to appreciate instead of ignore. (5)
3. Only if they were willing to look at their own ideas critically. (4)
4. Though it is somewhat difficult. (4)
5. No comment. (4)
6. We could not always agree on some aspects - cultural differences - but could always understand each other. (5)
7. No comment. (4)
8. Where ideas were realistic. (4)
9. The only way to learn, appreciate and understand is to listen to others. (5)
10. Understand certain situations more. (4)
11. No comment. (3)
12. I did not bother about tolerating people who aren't tolerant on their side. (1)
13. Sometimes I got quite angry to hear other people's views. (2)
14. I think I already had quite a bit of tolerance (sometimes) - did enhance it. (4)
15. Always have had. (3)
16. No comment. (4)
17. Tolerance towards other people's ideas is not my greatest asset but the group as a whole did engender a more impartial attitude in me. (4)
18. Some people in my group bored me with a lot of irrelevant views. (3)
19. Found some of the groups's ideas very dogmatic. (4)

20. Only if I thought they were good ideas I could back up that view with something substantial. (3)
21. Once people substantiated their views they tended to be reasonable. I found I could even go as far as reaching a compromise. (4)
22. I think I am usually tolerant anyway. (4)
23. I felt intolerant when people were dogmatic and rigid on certain issues. (2)
24. Generally there were no astronomically differing ideas. (4)
25. I don't think this necessarily did. (3)
26. No comment. (3)
27. No comment. (2)
28. Did not always agree with others. (4)
29. No comment. (4)
30. Learned to listen. (4)
31. Depending on the way views were put across and presented. (4)
32. Was already fairly tolerant. (2)
33. No comment. (4)
34. No comment. (4)
35. No comment. (4)
36. But not always. Personality clashes did develop as the course progressed. (4)
37. They kept quiet for the most part so it was difficult to tolerate their views whatever they may have been. (2)
38. I hope I have always been tolerant of others' ideas. I can't say if this was enhanced by this course. (3)
39. Sometimes discussion was very/so general that 'others' views' may not have been their own. (4)

40. I caught myself being highly intolerant of the intolerance of others in the group towards each other. Group dynamics were very instructional and demanding. (4)
41. No comment. (4)
42. No comment. (3)
43. Some people's! (4)
44. I suppose one has to tolerate others' views if one is to survive. (4)
45. No comment. (4)
46. Sometimes my tolerance faded, but the tuts made me aware that I was being intolerant towards certain individuals. (5)
47. No comment. (4)
48. But sometimes made me very irate, as some people within the group were not prepared to consider other peoples' ideas/attitudes at all. (4)
49. Not many had particularly strong/different ideas to agree/disagree with. (2)
50. Yes, it is important to respect how other people feel about an issue even if you don't agree with them. (5)
51. Most of the time. Occasionally not! (4)
52. I don't think this was important as I have a great ability to tolerate others' viewpoints. (3)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING GROUP  
SESSIONS ENGENDERED IN YOU A DEGREE OF TOLERANCE TOWARDS  
OTHER PEOPLE'S IDEAS/VIEWS?

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 1             | 6        | 9        | 31       | 5        | 52           |

Afforded you the opportunity to express your opinions/ideas?

1. I would rather listen having received some snide remarks about my opinion. Some were endurance tests. (1)
2. This course definitely seemed geared towards this and for me succeeded. (5)
3. Felt free to express my point of view. (5)
4. No comment. (4)
5. No comment. (5)
6. That's why I'll always think this a good idea for students. (5)
7. No comment. (4)
8. Always the opportunity but not always taken up. (5)
9. Sometimes talked too much! Not everyone offered their opinions and therefore left the field open to 3 or 4 people to argue their points. (5)
10. No comment. (4)
11. No comment. (4)
12. I had also to stand by my word - because one cannot be able to predict e.g. the kid in the film Gamma Rays precisely - just because she/he loves or hates the kid - one can assume or guess. (5)
13. No comment. (4)
14. Some tutors just wanted to channel what you said into their framework of ideas. (4)
15. Always have. (3)
16. No comment. (4)
17. No comment. (5)
18. I often gave my views but did not waffle along just to take up two periods. (4)
19. Unfortunately, one particular female in the group found it necessary to continuously express her own ideas without giving the others a chance. (2)

20. Sometimes I couldn't get a word in edgeways! (4)
- 21.. No comment. (5)
22. I probably did too much. (5)
23. I didn't know what my ideas were. (4)
24. Relaxed atmosphere encouraged us to talk. (4)
25. No comment. (2)
26. This is essential today. We need self expression; allows for good comparisons. (5)
27. Sometimes, but often my ideas were the same as others. (4)
28. No comment. (5)
29. No comment. (4)
30. No comment. (4)
31. Unless there was a domineering member. (4)
32. At times discussion was dominated by more extroverted students - but generally did give opportunity for expression. (4)
- 33.. No comment. (4)
34. No comment. (4)
35. No comment. (4)
36. I am fairly outspoken but other members might have felt inhibited in such a situation. (5)
37. It was difficult not to - I did a great deal of talking. (5)
- 38.. Many in our group, including myself, often sat with a mouth full of teeth. In fact had a very subdued group as a whole. (2)
39. If one felt comfortable with the members. Often their lack of response limited mine. (4)
40. Sometimes my opinions/ideas were private ones and I wanted them to be, but

- expression was very possible before/during/after/ group meetings. (4)
41. No comment. (4)
42. No comment. (3)
43. Although I never need much opportunity to open my big mouth, it is nice to have time to do it set aside. (5)
44. Same reasons I have for small group work. (4)
45. No comment. (4)
46. Gave ample opportunity for self-expression. (5)
47. No comment. (4)
48. No comment. (5)
49. No comment. (4)
50. It improved my communication, therefore I was able to express my opinions/ideas much more freely. (5)
51. Yes. (4)
52. No comment. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING  
GROUP SESSIONS AFFORDED YOU THE OPPORTUNITY TO EXPRESS  
YOUR OPINIONS/IDEAS?

|          |          | <u>Rating</u> |          |          |              |
|----------|----------|---------------|----------|----------|--------------|
| <u>1</u> | <u>2</u> | <u>3</u>      | <u>4</u> | <u>5</u> | <u>Total</u> |
| 1        | 3        | 2             | 28       | 18       | 52           |

Incorporated your ideas/views/opinions in such a way that you felt that they were important/that they mattered?

1. Or didn't matter depending on how the group reacted. (2)
2. Students, being older postgrads are more aware of others' opinions. This is an advantage in discussions. (5)
3. I felt all peoples' views were treated equally and given the same emphasis. (5)
4. It was interesting to see how they listened and commented whenever I said something. (4)
5. No comment. (2)
6. At least there was room for differences if they had to occur at all. (4)
7. No comment. (2)
8. Felt I had made a worthwhile contribution. (4)
9. Others in the group (as well as tutor) prepared to listen. (5)
10. No comment. (4)
11. Does it matter that the others accept your ideas or not and hence make you feel they are important? (3)
12. Because it helped me learn more about the effect of nurturance and the environment on the child later in life. (4)
13. No comment. (5)
14. Most of the time. (4)
15. Depending on topic. (3)
16. No comment. (2)
17. No comment. (5)
18. Don't understand the question. (3)
19. I felt that some of my ideas were important to the group. (4)
20. No comment. (4)

21. No comment. (4)
22. No comment. (2)
23. One cannot have fixed ideas - especially prior to T.P. but some basic concepts were put into a clearer perspective. (4)
24. Everyone listened and commented and used each others ideas, therefore making one feel that one's ideas were important. (4)
25. I found my ideas were adapted and changed by what was discussed. (4)
26. Were able to look at own ideas and rethink their importance. (4)
27. No comment. (3)
28. Incorporated into what? (5)
29. No comment. (3)
30. Did not disregard your views. (4)
31. No comment. (3)
32. No comment. (4)
33. No comment. (2)
34. No comment. (3)
35. No comment. (4)
36. No comment. (5)
37. As they were some of the few expressed. (4)
38. Not always. (2)
39. No comment. (4)
40. The group often showed in unobtrusive ways what they felt about my ideas and sometimes they helped me understand other worlds - even if they were inane ones! (4)
41. No comment (4)

42. No comment. (3)
43. I always do. (5)
44. It has to be noted, however, that one's opinion matters, particularly when one is recognised as capable of having some great ideas. (4)
45. No comment. (4)
46. No comment. (5)
47. No comment. (4)
48. No comment. (4)
49. Although they do not seem to matter to the powers that be. (4)
50. Yes. (5)
51. No comment. (4)
52. No comment. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING GROUP  
SESSIONS INCORPORATED YOUR IDEAS/VIEWS/OPINIONS IN SUCH A WAY THAT  
YOU FELT THAT THEY WERE IMPORTANT/THAT THEY MATTERED?

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 0             | 7        | 8        | 27       | 10       | 52           |

Gave you the opportunity to really get to know some of your fellow students?

1. No comment. (2)
2. Yes, definitely. (5)
3. Yes, valuable in this area. (5)
4. No. (2)
5. No comment (3)
6. Although I cannot claim to know much about them but this is a good chance to mix and discuss freely. (4)
7. No comment. (4)
8. Both as people and in their ideas. (4)
9. Made some good friends - not so sure about enemies, may have offended one or two people. (5)
10. No comment. (2)
11. No comment. (4)
12. We talked and discussed a lot and I could see those kettles that are quick to boil. (5)
13. No comment. (5)
14. Yes and No. Yes, to be able to say "hi" and chat, but, no, because I didn't really get to know them as people - which would be impossible in the situation. (4)
15. Knew most anyway (personally). (3)
16. No comment. (2)
17. This was the best part of the whole exercise. Seeing how others 'tick' was very interesting. (5)
18. Groups should have changed every week though. Some peoples' waffle made the discussion unbearable. (5)

19. Emphasis on some. (4)
20. Very definitely. (5)
21. No comment. (4)
22. We didn't meet often enough and I missed one or two of the group meetings (not the stimulus though). (2)
23. This depends on the group. (1)
24. Yes it did. (5)
25. It would have taken longer without these groups. (4)
26. Discussion, I feel, always opens the door to opportunities for meeting fellow students. (4)
27. No comment. (4)
28. But not to any great degree. (4)
29. To know someone is a very subjective statement. (4)
30. Not enough to get to know people. (2)
31. I got to know some students that I otherwise would not have. (5)
32. I appreciated this a lot. (5)
33. People did not reveal themselves. (3)
34. No comment. (4)
35. No comment. (4)
36. It helped me to get to know one or two a little better. (4)
37. If they came and said anything. (2)
38. Did get to know students from other disciplines which I perhaps might not have done if the groups hadn't been arranged as such. (4)
39. Sometimes too aware of self to really think about views in relation to the people holding them - rather, how does that affect me? Do I agree with that? (4)

40. Even when they were silent other students really revealed themselves. I found the whole atmosphere very social and conducive to open discussion. (5)
41. No comment. (4)
42. No comment. (3)
43. Very much so. Got to know my class members. It is always good to brainstorm issues. (5)
44. Communication is to a large extent only within the lecture, and it ceases to exist out of the lecture. (2)
45. No comment. (4)
46. No comment. (5)
47. No comment. (5)
48. Definitely helped to break down many barriers which existed on registration for course. (4)
49. No comment. (4)
50. Often but not always. (4)
51. Yes - especially those doing other subjects. (4)
52. Especially those who were in the same tutorial group. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING GROUP  
SESSIONS GAVE YOU THE OPPORTUNITY TO REALLY GET TO KNOW SOME  
OF YOUR FELLOW STUDENTS?

| <u>Rating</u> |          |          |          |          | <u>Total</u> |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |              |
| 1             | 8        | 4        | 24       | 15       | 52           |

Tended to be dominated by the Tutor(s)?

1. The tutors were good at standing back. (1)
2. Some were but again this depended on the tutor. I found it student-dominated with C, B, and D, and even E, - but tutor oriented with A and E. . . Why? I think because we weren't as open with them. (4)
3. Only for initial stimulus. (2)
4. No comment. (4)
5. No comment. (2)
6. In most cases we could talk for 5 minutes without recognising that he's there and he would intervene to stress a point. (1)
7. No comment. (2)
8. Simply led discussion. (2)
9. No. (1)
10. No comment. (1)
11. No comment. (1)
12. They were acting as mediators or organisers. (1)
13. No comment. (2)
14. No - only twice. (2)
15. At times. (3)
16. No comment. (2)
17. Was not dominated by tutors. Tutors actually stimulated very favourable discussion when there were lapses during the period. (2)
18. Tutors tried their best to stimulate conversation amongst students. (2)
19. Tutors handled discussions well - merely guiding the students. (2)

20. Often they couldn't get a word in edgeways! (2)
21. Tutors generally felt that it was their duty to simply get things going or to push it along where it tended to slow down. (1)
22. Only on one occasion. (2)
23. Only when no-one had done the reading, although his/her particular point of view dominated. This emphasises the importance of changing tutors. (3)
24. I don't think so. They provided a guideline for us and when ideas were low provided stimulation. One or two exceptions. (2)
25. Either by their experiences or they directed it too much looking for the answer they wanted. (4)
26. No. (1)
27. No comment. (2)
28. Seldom dominated. But good guidance. (2)
29. The tutors needed to be there to see that we did not get too side-tracked. (2)
30. Gave students ample opportunity. (2)
31. Only if the group was not prepared to participate. (4)
32. They usually faded into the background once discussions got going. (2)
33. No comment. (4)
34. Unless there were total silences. (2)
35. No comment. (2)
36. Most of the tutors only chaired the groups; they never pushed their views unless asked for. (2)
37. By force of necessity to keep the ball rolling - sometimes a discussion between the tutor and one or two students. (4)

38. Very few tutors actually dominated the discussions. Very few actually said much except to guide the discussions. (2)
39. No comment. (2)
40. Few tutors had the talent of disappearing socially or intellectually. Many directed tone or discussion by their presence and non-verbal language. (4)
41. No comment. (2)
42. No comment. (3)
43. No comment. (2)
44. Sometimes communication takes place between the tutor and some members of the group to the neglect of others. (2)
45. No comment. (2)
46. Some tutors tended to ramble on a bit. (2)
47. No comment. (2)
48. No comment. (1)
49. Some days. (3)
50. The tutors were obviously the leaders of the group- but they always gave the group the opportunity to lead in discussion. (2)
51. Only by some. The majority encouraged us to talk. (2)
52. I felt tutors led the discussion. Important otherwise discussions got side-tracked. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING GROUP  
SESSIONS TENDED TO BE DOMINATED BY THE TUTOR(S)?

| <u>Rating</u> |          |          |          |          |              |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 9             | 31       | 4        | 8        | 0        | 52           |

Note: In this assessment, ratings 1 and 2 are positive responses (i.e. the Tutors tended not to dominate tutorials) and 4 and 5 are negative responses.

Tended to be dominated by particular member(s) in the group?

1. No comment. (5)
2. Not in my group. (1)
3. Sometimes, especially when B Sc and B Comm people were unfamiliar with subjects. (4)
4. No comment. (4)
5. No comment. (5)
6. No one can be blamed for this though. It depends so much on the personality of the people in the group. (2)
7. No comment. (4)
8. On some occasions. (3)
9. Already mentioned that this did occur. (4)
10. No comment. (1)
11. Sometimes. (2)
12. I loved it! (5)
13. No comment. (1)
14. No, not that I can remember. (1)
15. Not in ours. (3)
16. No comment. (4)
17. All people in the group actually had a chance to air their views and most of them invariably had something to say during the period. (2)
18. Some people bored me with a lot of irrelevant views. (5)
19. One member! Unfortunately - this often deprived others of a chance to express themselves. (5)

20. One individual thought it necessary to express her views continuously no matter how irrelevant they were. (4)
21. Everybody in the group afforded everyone else an opportunity to speak his/her mind but sometimes where a particular topic affected somebody more, his 'rave' was allowed. (2)
22. Probably, but I think the other group members don't mind. Some people just like to sit back and listen. (4)
23. No comment. (5)
24. It depended on how keen the others were to contribute to the discussion. There were one or two members who weren't keen to talk. (2)
25. The males! (4)
26. You need someone to start but once this happens the others join in. (2)
27. Depended on the topic. (4)
28. Some felt that their viewpoint was far more important than listening to those of others. (4)
29. No comment. (4)
30. No comment. (4)
31. On certain topics, certain members would want to dominate on something they felt very strongly about. (4)
32. No comment. (2)
33. No comment. (4)
34. Some were obviously more talkative than others but everyone had a chance to speak, if they wanted. (2)
35. No comment. (2)
36. Sometimes, depending on the issue under discussion. (3)
37. Others would not speak - were given opportunity but did not seem to want to express themselves. (5)

38. Had some very forceful people in the group - in fact found them very intimidating. (4)
39. Tended to if others were not willing to contribute. (4)
40. I have a very big mouth and couldn't always keep it shut; the tutors should have helped me in this exercise. (4)
41. No comment. (4)
42. No comment. (3)
43. This is to be expected. Some people are always more outgoing than others. (4)
44. No comment. (4)
45. No comment. (4)
46. Tutors did not allow this to happen. (1)
47. No comment. (2)
48. No comment. (1)
49. Some don't speak up. (4)
50. Seldom. Most people in the group had a chance to express their particular views or opinions. (2)
51. Very seldom. (2)
52. I felt that certain members were shy to speak out their views. (4)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING  
GROUP SESSIONS TENDED TO BE DOMINATED BY PARTICULAR  
MEMBER(S) OF THE GROUP?

| <u>Rating</u> |          |          |          |          |              |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 6             | 12       | 4        | 23       | 7        | 52           |

NOTE: In this assessment, ratings 1 and 2 are positive responses (i.e. student(s) tended not to dominate discussions) and 4 and 5 are negative responses.

Were enhanced by the participation of students from different subject disciplines?

1. No comment. (2)
2. This was super. To get to know and share ideas with students outside the method groups. (5)
3. Yes, some were more dogmatic while others were more willing to evaluate opinions. (4)
4. Not very much. (2)
5. No comment. (5)
6. A good idea to mix the groups well so that they can always have a wide range of ideas and examples. (5)
7. No comment. (4)
8. Art students tended to be far more realistic. (4)
9. Interesting to see how peoples' views differ accordingly - although not the only variable to be considered. (4)
10. Some strange comments and ideals were heard. (4)
11. No comment. (4)
12. Some of them did not know anything about Psychology - but I don't say that it is essential for the understanding of the child but it is interesting. (5)
13. No comment. (5)
14. Definitely. (5)
15. Definitely. (4)
16. No comment. (5)
17. No comment. (5)

18. Nice to get views from students with different subjects. (5)
19. Made discussions more interesting. (4)
20. No comment. (4)
21. No comment. (5)
22. Didn't notice. (2)
23. No comment. (2)
24. Provided ideas from a different angle. (4)
25. Keep this. (5)
26. No comment. (4)
27. Did not make any difference as to which subject they took. (2)
28. No comment. (5)
29. Yes and also from different social and racial groupings. (4)
30. Look at problem from different angles. (4)
31. This gave many varying and interesting viewpoints. (5)
32. No comment. (4)
33. No comment. (4)
34. Very beneficial to mix students from different subject disciplines to get a wide range of opinions. (4)
35. No comment. (4)
36. It is important to experience this inter-disciplinary approach. I was involved in inter-disciplinary courses in my undergraduate curriculum and found them most rewarding. (4)
37. Occasionally. (2)
38. It was interesting to hear the opinions of different students from different disciplines. (4)

39. Not really. More about general teaching - the relationships involved. (2)
40. This always added colour to the composition and discussion of the group. School background often counted for more than subject disciplines. (5)
41. No comment. (4)
42. No comment. (3)
43. Good point! (5)
44. Students from different subjects brought with them ideas and interpretations unknown to others, and this is a good idea. (4)
45. It did not appear to make any difference. (2)
46. I was never really aware of this aspect. (3)
47. No comment. (4)
48. Played a vital role in facilitating. (4)
49. No comment. (5)
50. Often. It was good to see what people were saying about issues related to their own particular subjects. (4)
51. Very much so in that we get different ideas. (4)
52. I don't feel that different disciplines have much to do with the course. (3)

SUMMARY OF RATINGS : DID YOU FIND THE DISCUSSIONS DURING GROUP  
SESSIONS WERE ENHANCED BY THE PARTICIPATION OF STUDENTS FROM  
DIFFERENT SUBJECT DISCIPLINES?

| <u>Rating</u> |          |          |          |          |              |
|---------------|----------|----------|----------|----------|--------------|
| <u>1</u>      | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u> |
| 0             | 8        | 3        | 25       | 16       | 52           |

Did you look forward to the Tutorials/group sessions?

1. But not always. (4)
2. Yes, especially when it was with a nice tutor! (5)
3. Yes, because they were informally structured. (4)
4. Because in all truth I had hardly done the reading. (2)
5. Depended on who the tutor was and what the subject matter was. (4)
6. I always wished that interesting aspects would be raised. They always were, so this was a good idea. (4)
7. No comment. (4)
8. On most occasions. (4)
9. Yes. To me one of the most valuable ways of learning and broadening one's perceptions is to talk informally to others and to listen to others. (5)
10. You know what was going to be concluded. (2)
11. No comment. (5)
12. Yes, they were most of the time informative. (4)
13. To be honest it was the only course I looked forward to. (5)
14. Yes, the stimulus material aroused my interest and I looked forward to sharing and comparing how I felt with others. (5)
15. Not particularly - did to the video sessions. (3)
16. No comment. (4)
17. This was my favourite session of the week. Very well presented and very interesting and informative. (5)
18. No, it tended to be a waffle session - to waste time. All that needed to be said could have been said in half the time. (1)

19. After interesting stimulus material. (4)
20. There were some I would have rather missed. (4)
21. It granted me the opportunity to seek for answers to questions I could not cope with; to see how other people felt about the topic in question. (4)
22. Only some. Usually I found the stimulus material enough to get one thinking. Also, it depended on who the tutor was. (2)
23. It depended on the issue to be discussed. (4)
24. The material was interesting and stimulating and provided vast scope for discussion. (5)
25. Depending on preparation and topic. (4)
26. Yes, as it allows one to get to know others and you need to be critical and be criticised. (4)
27. Most of the time I did but some I did not. The film discussions were the best. (4)
28. No comment. (5)
29. I was indifferent to them. (3)
30. Did not turn me on. (2)
31. Usually, unless I was feeling withdrawn on a particular day. (4)
32. On the whole enjoyed them very much. (5)
33. No comment. (4)
34. Sometimes they carried on too long - some were interesting. (2)
35. It was a time to relax, discuss and generally break away from the theory and hear other peoples' views in practice. (4)
36. Usually. (4)

37. Only to be frequently disappointed by the lack of response. (4)
38. Although sometimes nothing very useful was discussed. Nevertheless, I did enjoy most of them. (4)
39. No comment. (4)
40. This largely depended on stimulus material and tutor. (4)
41. No comment. (5)
42. No comment. (3)
43. I love argument. (5)
44. Sometimes nothing essential is discussed, due to the heavy load of work, tiredness and lack of sleep (thinking of parties all around campus and not having a chance to attend, due to Education Assignments). (4)
45. No comment. (4)
46. Yes, mainly because they were spontaneous and the topics discussed were those that really mattered to us. (5)
47. No comment. (4)
48. No comment. (5)
49. No comment. (4)
50. Yes. (4)
51. Yes, good to talk out ideas and impressions gained from stimulus. (4)
52. I never look forward to any work. (3)

SUMMARY OF RATINGS : DID YOU LOOK FORWARD TO THETUTORIALS/GROUP SESSIONS?

|          |          |          |          |          | <u>Rating</u> |  |
|----------|----------|----------|----------|----------|---------------|--|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Total</u>  |  |
| 1        | 5        | 4        | 29       | 13       | 52            |  |



APPENDIX HCONTENTS

## RESPONSES TO QUESTION 5 : ASSESSMENT OF TUTORS

## 1. Ratings and scoring of the ideal Tutor

|  |        |
|--|--------|
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| 2. Scoring (whole group)                 | p. 178 |
| 3. Rating of items (whole group)         | p. 179 |
| 4. Ratings and scores : Science and Art: |        |
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| 4.4. Scoring (Art students)              | p. 182 |
| 4.5. Ratings (Male students)             | p. 182 |
| 4.6. Scoring (Male students)             | p. 183 |
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## 2. Assessments of individual Tutors.

|              |             |
|--------------|-------------|
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| 2.2. Tutor B | pp. 191-193 |
| 2.3. Tutor C | pp. 194-196 |
| 2.4. Tutor D | pp. 197-199 |
| 2.5. Tutor E | pp. 200-202 |
| 2.6. Tutor F | pp. 203-205 |

NOTE: Scoring refers merely to the number of points allocated to characteristics - according to their ranking.

TUTORS

The following is a list of ideal characteristics. They are not listed in any order of priority.

THE IDEAL TUTOR:

- A. Is enthusiastic
- E. Is willing to accept students' ideas
- C. Has the ability to incorporate into the discussion the ideas and issues raised by the stimulus material and the readings set.
- D. Has the ability to prevent individuals from dominating discussion.
- E. Has the ability to communicate with students.
- F. Takes a personal interest in students as individuals.
- G. Is approachable.
- H. Is academically very competent.
- I. Does not dominate discussion.
- J. Has the ability to encourage discussion.
- K. Has the ability to stimulate interest.
- L. Has the ability to adopt a flexible approach in discussions.
- M. Has the ability to clarify ideas/points/issues.

Your Assessment.

Please rate the above characteristics in order of importance as you see it.

Next to the numbers below place the letters representing the characteristics of your choice, (e.g.'s if you think enthusiasm is the most important, place A next to number 1; if you think approachability is next in importance, place G next to number 2 ... and so on until you have completed the full list).

Responses.

| <u>Priority</u> | <u>Total Group</u> | <u>Science</u> | <u>Arts</u> | <u>Male</u> | <u>Female</u> |
|-----------------|--------------------|----------------|-------------|-------------|---------------|
| 1               | E                  | E              | E           | E           | E             |
| 2               | A                  | A              | A           | A           | A             |
| 3               | J                  | J              | E           | K           | J             |
| 4               | B                  | B              | K           | B           | B             |
| 5               | K                  | K              | F           | J           | K             |
| 6               | G                  | C              | G           | G           | G             |
| 7               | F                  | G              | J           | F           | F             |
| 8               | C                  | F              | L           | C           | L             |
| 9               | L                  | M              | I           | L, M        | I             |
| 10              | M                  | L              | C           |             | C             |
| 11              | I                  | D              | M           | D           | M             |
| 12              | D                  | I              | D           | I           | D             |
| 13              | H                  | H              | H           | H           | H             |

Note: Using Spearman's Rank Order Correlation:

1. Science to Art : = 0,82
2. Male to Female : = 0,93

1. RATINGS - WHOLE POPULATION (i.e. 46)

CHARACTERISTICS

|       | PRIORITY/POSITION |    |    |    |    |    |    |    |    |    |    |    |    | Total |
|-------|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|-------|
|       | 1                 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 |       |
| A     | 9                 | 6  | 6  | 5  | 3  | 2  | 2  | 7  | 0  | 1  | 1  | 3  | 1  | 46    |
| B     | 3                 | 3  | 6  | 8  | 5  | 3  | 1  | 7  | 1  | 4  | 3  | 2  | 0  | 46    |
| C     | 1                 | 7  | 1  | 3  | 5  | 0  | 5  | 2  | 6  | 6  | 3  | 3  | 4  | 46    |
| D     | 0                 | 4  | 1  | 1  | 1  | 5  | 1  | 4  | 5  | 5  | 7  | 7  | 5  | 46    |
| E     | 14                | 7  | 5  | 3  | 4  | 2  | 3  | 2  | 4  | 0  | 2  | 0  | 0  | 46    |
| F     | 7                 | 3  | 5  | 2  | 3  | 2  | 4  | 1  | 3  | 7  | 4  | 4  | 1  | 46    |
| G     | 1                 | 5  | 5  | 6  | 2  | 6  | 4  | 2  | 6  | 3  | 3  | 3  | 0  | 46    |
| H     | 0                 | 1  | 2  | 2  | 2  | 1  | 1  | 0  | 2  | 3  | 3  | 2  | 27 | 46    |
| I     | 1                 | 2  | 1  | 2  | 4  | 2  | 3  | 4  | 5  | 5  | 6  | 9  | 2  | 46    |
| J     | 5                 | 3  | 3  | 7  | 6  | 2  | 3  | 8  | 4  | 1  | 1  | 2  | 1  | 46    |
| K     | 3                 | 2  | 5  | 3  | 3  | 10 | 8  | 1  | 8  | 1  | 0  | 2  | 0  | 46    |
| L     | 1                 | 2  | 5  | 2  | 3  | 4  | 6  | 5  | 1  | 6  | 6  | 1  | 4  | 46    |
| M     | 1                 | 1  | 1  | 2  | 5  | 7  | 5  | 3  | 1  | 4  | 7  | 8  | 1  | 46    |
| Total | 46                | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | -     |

2. SCORING. The scoring is based on 13 points for a first choice, 12 points for a second choice...and so on, until 1 point for a thirteenth choice.

CHARACTERISTICS

|       | SCORES |     |     |     |     |     |     |     |     |     |     |    |    | Total |
|-------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|-------|
|       | 13     | 12  | 11  | 10  | 9   | 8   | 7   | 6   | 5   | 4   | 3   | 2  | 1  |       |
| A     | 117    | 72  | 66  | 50  | 27  | 16  | 14  | 42  | 0   | 4   | 3   | 6  | 1  | 418   |
| B     | 39     | 36  | 66  | 80  | 45  | 24  | 7   | 42  | 5   | 16  | 9   | 4  | 0  | 373   |
| C     | 13     | 84  | 11  | 30  | 45  | 0   | 35  | 12  | 30  | 24  | 9   | 6  | 4  | 303   |
| D     | 0      | 48  | 11  | 10  | 9   | 40  | 7   | 24  | 25  | 20  | 21  | 14 | 5  | 234   |
| E     | 182    | 84  | 55  | 30  | 36  | 16  | 21  | 12  | 20  | 0   | 6   | 0  | 0  | 462   |
| F     | 91     | 36  | 55  | 20  | 27  | 16  | 28  | 6   | 15  | 28  | 12  | 8  | 1  | 343   |
| G     | 13     | 60  | 55  | 60  | 18  | 48  | 28  | 12  | 30  | 12  | 9   | 6  | 0  | 351   |
| H     | 0      | 12  | 22  | 20  | 18  | 8   | 7   | 0   | 10  | 12  | 9   | 4  | 27 | 149   |
| I     | 13     | 24  | 11  | 20  | 36  | 16  | 21  | 24  | 25  | 20  | 18  | 18 | 2  | 248   |
| J     | 65     | 36  | 33  | 70  | 54  | 16  | 21  | 48  | 20  | 4   | 3   | 4  | 1  | 375   |
| K     | 39     | 24  | 55  | 30  | 27  | 80  | 56  | 6   | 40  | 4   | 0   | 4  | 0  | 365   |
| L     | 13     | 24  | 55  | 20  | 27  | 32  | 42  | 30  | 5   | 24  | 18  | 2  | 4  | 296   |
| M     | 13     | 12  | 11  | 20  | 45  | 56  | 35  | 18  | 5   | 16  | 21  | 16 | 1  | 269   |
| Total | 598    | 552 | 506 | 460 | 414 | 368 | 322 | 276 | 230 | 184 | 138 | 92 | 46 | 4,186 |

|       |  |       |
|-------|--|-------|
| 3.    | <u>RATING OF ITEMS</u> : Whole group (i.e. 46)   |       |
| 3.1.  | E has the ability to communicate with students   | (462) |
| 3.2.  | A is enthusiastic  | (418) |
| 3.3.  | J has the ability to encourage discussion  | (375) |
| 3.4.  | B is willing to accept students' ideas   | (373) |
| 3.5.  | K has the ability to stimulate interest  | (365) |
| 3.6.  | G is approachable  | (351) |
| 3.7.  | F takes a personal interest in students as individuals   | (343) |
| 3.8.  | C has the ability to incorporate into the discussion<br>the ideas and issues raised by the stimulus<br>material and the readings set | (303) |
| 3.9.  | L has the ability to adopt a flexible approach in<br>discussions   | (296) |
| 3.10  | M has the ability to clarify ideas/points/issues   | (269) |
| 3.11. | I does not dominate discussions  | (248) |
| 3.12. | D has the ability to prevent individuals from<br>dominating discussion   | (234) |
| 3.13. | H is academically very competent   | (149) |

NOTE: Six of the fifty-two candidates did not complete a full ranking list and, as a result, their contributions are not included.









4.8. SCORING - FEMALE STUDENTS (21).

|       | SCORES |     |     |     |     |     |     |     |     |    |    |    |    | Total               |
|-------|--------|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|---------------------|
|       | 13     | 12  | 11  | 10  | 9   | 8   | 7   | 6   | 5   | 4  | 3  | 2  | 1  |                     |
| A     | 39     | 48  | 33  | 10  | 9   | 8   | 14  | 18  | 0   | 0  | 0  | 4  | 1  | 184                 |
| B     | 39     | 12  | 22  | 30  | 27  | 0   | 0   | 30  | 0   | 8  | 3  | 2  | 0  | 173                 |
| C     | 0      | 36  | 0   | 10  | 36  | 0   | 28  | 0   | 15  | 8  | 3  | 2  | 2  | 140                 |
| D     | 0      | 24  | 0   | 10  | 0   | 24  | 0   | 6   | 15  | 4  | 15 | 6  | 2  | 106                 |
| E     | 91     | 24  | 11  | 20  | 0   | 8   | 7   | 6   | 20  | 0  | 6  | 0  | 0  | 193                 |
| F     | 26     | 24  | 33  | 10  | 9   | 0   | 14  | 6   | 5   | 16 | 6  | 4  | 0  | 153                 |
| G     | 0      | 12  | 44  | 30  | 9   | 16  | 7   | 12  | 15  | 8  | 3  | 2  | 0  | 158                 |
| H     | 0      | 12  | 0   | 10  | 0   | 0   | 0   | 0   | 0   | 8  | 9  | 0  | 14 | 53                  |
| I     | 13     | 24  | 11  | 10  | 18  | 16  | 7   | 12  | 5   | 16 | 3  | 6  | 0  | 141                 |
| J     | 39     | 12  | 22  | 40  | 27  | 16  | 0   | 6   | 10  | 4  | 0  | 2  | 1  | 179                 |
| K     | 13     | 12  | 22  | 20  | 9   | 32  | 42  | 0   | 10  | 0  | 0  | 4  | 0  | 164                 |
| L     | 13     | 12  | 22  | 10  | 27  | 8   | 7   | 24  | 5   | 4  | 15 | 0  | 0  | 147                 |
| M     | 0      | 0   | 11  | 0   | 18  | 40  | 21  | 6   | 5   | 8  | 0  | 10 | 1  | 120                 |
| Total | 273    | 252 | 231 | 210 | 189 | 168 | 147 | 126 | 105 | 84 | 63 | 42 | 21 | 1911 <sup>c/c</sup> |

4.9. COMPARATIVE RATINGS AND SCORES.

|        | <u>Whole Group(46)</u> | <u>Science(21)</u> | <u>Art(25)</u> | <u>Male(25)</u> | <u>Female(21)</u> |
|--------|------------------------|--------------------|----------------|-----------------|-------------------|
| 1      | E (462)                | E (208)            | E (254)        | E (269)         | E (193)           |
| 2      | A (418)                | A (193)            | A (225)        | A (234)         | A (184)           |
| 3      | J (375)                | J (191)            | B (212)        | K (201)         | J (179)           |
| 4      | B (373)                | B (161)            | K (205)        | B (200)         | B (173)           |
| 5      | K (365)                | K (160)            | F (203)        | J (196)         | K (164)           |
| 6      | G (351)                | C (156)            | G (197)        | G (193)         | G (158)           |
| 7      | F (343)                | G (154)            | J (184)        | F (190)         | F (153)           |
| 8      | C (303)                | F (140)            | L (172)        | C (163)         | L (147)           |
| 9      | L (296)                | M (132)            | I (149)        | ( L (149)       | I (141)           |
| 10     | M (269)                | L (124)            | C (147)        | ( M (149)       | C (140)           |
| 11     | I (248)                | D (111)            | M (137)        | D (128)         | M (120)           |
| 12     | D (234)                | I ( 99)            | D (123)        | I (107)         | D (106)           |
| 13     | H (149)                | H ( 82)            | H ( 67)        | H ( 96)         | H ( 53)           |
| Totals | 4186 $\frac{C}{C}$     | 1911               | + 2275         | 2275            | + 1911            |

5. SPEARMAN RANK ORDER CORRELATION.

The Spearman Rank Order Correlation is a non-parametric test and as such does not require that data approximate normal distribution. It is "used to compare two sets of ranks to determine their degree of equivalence." (Tuckman, 1972, p. 244)

Of interest to this researcher is the fact that on the face of it, there appears to be a great similarity between the ranking of (a) Science and Art students, and (b) Male and Female students. The Spearman Rank Order Correlation is used, therefore, to determine the degree of similarity.

5.2. SCIENCE AND ART STUDENTS.

| CHARACTERISTICS | Ranking |     | D  | <u>D<sub>2</sub></u> |
|-----------------|---------|-----|----|----------------------|
|                 | SCIENCE | ART |    |                      |
| A               | 2       | 2   | 0  | 0                    |
| B               | 4       | 3   | 1  | 1                    |
| C               | 6       | 10  | -4 | 16                   |
| D               | 11      | 12  | -1 | 1                    |
| E               | 1       | 1   | 0  | 0                    |
| F               | 8       | 5   | 3  | 9                    |
| G               | 7       | 6   | 1  | 1                    |
| H               | 13      | 13  | 0  | 0                    |
| I               | 12      | 9   | 3  | 9                    |
| J               | 3       | 7   | -4 | 16                   |
| K               | 5       | 4   | 1  | 1                    |
| L               | 10      | 8   | 2  | 4                    |
| M               | 9       | 11  | -2 | 4                    |
|                 |         |     |    | <u>62</u>            |

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

$$= 1 - \frac{372}{2184}$$

$$= 1 - .18$$

$$= \underline{.82}$$

5.1. MALE AND FEMALE STUDENTS.

| <u>CHARACTERISTICS</u> | <u>Ranking</u> |               | <u>D</u> | <u>D<sub>2</sub></u> |
|------------------------|----------------|---------------|----------|----------------------|
|                        | <u>MALE</u>    | <u>FEMALE</u> |          |                      |
| A                      | 2              | 2             | 0        | 0                    |
| B                      | 4              | 4             | 0        | 0                    |
| C                      | 8              | 10            | -2       | 4                    |
| D                      | 11             | 12            | -1       | 1                    |
| E                      | 1              | 1             | 0        | 0                    |
| F                      | 7              | 7             | 0        | 0                    |
| G                      | 6              | 6             | 0        | 0                    |
| H                      | 13             | 13            | 0        | 0                    |
| I                      | 12             | 9             | 3        | 9                    |
| J                      | 5              | 3             | 2        | 4                    |
| K                      | 3              | 5             | -2       | 4                    |
| L                      | 9.5            | 8             | 1.5      | 2.25                 |
| M                      | 9.5            | 11            | -1.5     | 2.25                 |
|                        |                |               |          | <u>26.50</u>         |

$$\begin{aligned}
 r_s &= 1 - \frac{6 \sum D^2}{N^3 - N} \\
 &= 1 - \frac{159}{2184} \\
 &= 1 - .07 \\
 &= \underline{.93}
 \end{aligned}$$

It is important to note that both correlations are significant at better than the 1% level of confidence. Further, Siegel (1956) makes the point that "the efficiency of the Spearman Rank Correlation when compared with the most powerful parametric correlation, the Pearson 'r', is about 91 percent" (p. 213).

Assessment of the 'About to Teach' tutors. Please offer your own assessment of each of the tutors. If you did not attend a session by any one, or more, of the tutors, please indicate why.

TUTOR A.

1. Reasonable.
2. As a person he seems nice but I didn't find the tuts very stimulating. In fact at times I have to admit that I was bored.
3. Interesting approach. World view is set and was able to facilitate discussion.
4. Used to wear a tie everyday. Has some set ideas about this and that.
5. Very friendly and approachable. Not controversial enough.
6. Can stimulate an interesting discussion. Don't allow one person to dominate until he confuses himself.
7. Too insipid. Not very sure of himself. But he didn't dominate - Good.
8. Allowed discussion to take its course though kept it in bounds of readings.
9. I don't feel I can offer a fair assessment after having only one tutorial session with this tutor.
10. Good.
11. Good.
12. Very soft-spoken and as a result the discussion died. He talks a bit much.
13. Was very pleasant but not forceful enough.
14. Tends to know where he wants to go and forces everything the group says into that framework.
15. Not acceptable to me as a person - maybe it's the looks i.e. sly
16. Perfect.
17. Never dominated the group once and the first session was really a crying out session to introduce the course. Very capable tutor. Very nice person who handled us 'rogues' with a lot of respect and care.

18. A very competent tutor. Has ability to communicate well with the students - A<sup>+</sup>
19. Handled discussion well and was able to clarify points of contention. - B.
20. Did not attend.
21. Ideally suited but tended to be a bit too soft-hearted in terms of discipline.
22. Missed the session. Can't remember why.
23. Quiet, but very good. He stimulated thought.
24. Sincere, but the group was strained as it was being videoed.
25. He wanted to make his point most times and directed the discussion that way even if we didn't think it was valid.
26. Enjoyed it. Had the ability to stimulate interest, even when many of us had done the reading.
27. Very good - interesting.
28. Took quite a while for this discussion to get underway.
29. Fine, but did not round off enough at the end of discussion.
30. No comment.
31. Was approachable and willing to accept our ideas.
32. Good at clarifying issues and drawing discussions together. Sometimes allowed more outgoing students to dominate.
33. Too indecisive and retiring - hindered and inhibited discussion. People did not feel at ease.
34. Can't remember much about the tut except that it was not dominated by Tutor A - joined in.
35. Quiet, passive, accepting, friendly.
36. Very accepting of student ideas. Respects the individual. At times a little timid.
37. Interested and easy to talk to; knowledgeable and positive, receptive to ideas.

38. Very quiet. Therefore, couldn't really draw our group out. However, as only three of us arrived, can't blame him at all.
39. C.B.I.A. (quietly so, I think).
40. Good but seemed to lack spontaneity or humour or something! Tried to get all involved.
41. He was the first tutor I encountered - found him relaxed and he got us 'into' the idea of the tuts. Tended to be a bit vague, perhaps.
42. Had a subject clash.
43. Missed this session.
44. He is quite good, but a little bit unclear, and his quietness makes it difficult for one to approach him. He encourages individual participation.
45. Does not have easy acceptance of others' ideas.
46. Good at listening to students and incorporating their viewpoints into discussion.
47. Did not attend.
48. Didn't attend.
49. Good. Can elicit argument.
50. Very competent. Does not dominate, but leads the group very well.
51. Encouraged us to talk. Accepted our opinions.
52. Competent.

TUTOR B

1. Very helpful.
2. Excellent. Wonderful person with a genuine personality and a real concern for other people. Very stimulating tutor too.
3. Amiable, easy going, friendly and an excellent tutor because of continuous encouragement.
4. Tends to let discussion wander. Otherwise he has interesting things to say.
5. An open-minded person who respects each person's individual ideas whether good or bad.
6. You definitely are interested in what other people think. This is interesting for you make us all talk. Don't forget to share your own ideas with us.
7. Good. Talked a bit much but had interesting things to say.
8. Someone who develops enthusiasm and in so doing stimulates discussion.
9. I don't feel I can offer a fair assessment after having only one tutorial session with this tutor.
10. Excellent.
11. Very good.
12. Interesting and one will not doubt that he has done psychology - but he does much of the talking.
13. Pleasant and interesting. Ready to hear everyone else's views.
14. Excellent - amusing, interesting, stimulating tut - allows everyone to speak and ties ends up well.
15. Did not attend.
16. Perfect.
17. Likes to talk a lot but I found him interesting, stimulating and the session could have gone on forever. Very approachable and likeable person. Very nice person who handled us 'rogues' with a lot of respect and care.

18. Was ill for this tut.
19. Very interesting; allowed the discussion to develop naturally. A.
20. Is enthusiastic and communicates well. Generally very good. A<sup>+</sup>
21. Ideally suited.
22. Very good. LISTENED to anyone who had anything to say and didn't flog a dead horse, i.e. go for two periods when we had dried up in the first.
23. Very enthusiastic. Handled the tut well.
24. Open, friendly, approachable. Enjoyed his group.
25. Too much personal experience - needed more discussion from group - (I'm being very critical).
26. Excellent. Has the right approach. Is not the conservative teacher of old. Has his own ideas but is willing to listen to others.
27. Excellent. Interesting.
28. Good. Generated some interest in the topic. Students became involved.
29. Fine.
30. Excellent. Gets everyone involved. Very relaxed atmosphere.
31. Took a personal interest in the students and offered interesting comments. Prevented domination from certain individuals.
32. Absent.
33. Good but tended to dominate - maybe because we never had anything to say.
34. Good but tended to dominate the discussion slightly too much.
35. Warm, accepting, friendly, stimulating.
36. Very accepting of student ideas. Appears to have had vast personal experience. A very balanced though critical (constructive) attitude.
37. In SAN. M.V.A.

38. Very interesting. I feel he was the most successful with our group and really got us going.
39. Tutor B found this a difficult tut. Lack of response from the group. Centred on anti-punishment in a way.
40. I cannot recall if he was good or excellent (he was one or the other), because a fellow student decided to use this meeting to vent her frustrations on me in a personal attack which distracted me from the proceedings.
41. Enjoyed tut very much - he was very 'real' - encouraged openness, frankness. Being relaxed about sharing from personal experience very valuable.
42. Had a subject clash.
43. Good, interested, interesting, well-informed.
44. He is approachable and he 'mixes' well with students which helps remove the barrier of lecturers-students relationships and communication. Only, he keeps us a bit too long.
45. Stimulating, flexible, enthusiastic, approachable, able to communicate, etc. etc.
46. Good communication ability - N.B. for a successful tut.
47. Enjoyed the tut. I normally hate talking in tuts but found myself relaxing and contributing to the discussion.
48. Very relaxing atmosphere engendered by tutor. Provided good input.
49. Good. Approachable, interested in students.
50. Very enthusiastic and interesting. Identifies and relates to students very well.
51. Good, encouraged discussion. Made us feel our ideas were worthwhile.
52. Very competent.

TUTOR C:

1. Didn't come. Father out from England.
2. Excellent. Seems to have a super way with people. He is very approachable and concerned with individuals.
3. Good tutor. Open to discussion and criticism. More neutral than most which is good.
4. Talks a lot I think. He also has some set ideas of what teaching is about and he puts them across forcibly.
5. Controversial, always looking for flaws in an educational system. His views on education are unbiased, honest and stimulating, leaving one with a very open-minded attitude regarding education.
6. You honestly enjoy discussions. Always try to stop it when we are still enthusiastic so that we don't miss the point otherwise your tutorials are stimulating.
7. Good. Draws the quieter people out.
8. Showed warmth of personality, enthusiasm and concern for students.
9. I don't feel I can offer a fair assessment after having only one tutorial session with this tutor.
10. Excellent.
11. Very good.
12. Enthusiastic. Can stimulate discussion and goes beyond the subject to clarify a point.
13. Dominated the discussion too much.
14. Excellent - also allows everyone to say their bit and ties it in well - a little too accepting maybe.
15. Excellent.
16. Perfect.
17. This session was the most emotionally charged of all and Tutor C handled it with panache. He always stimulated interest while we went at each other 'hammer and tongs' (verbal only). Very nice person who handled us 'rogues' with a lot of respect and care.

18. In all, a very good tutor. Knows where a conversation is going. A<sup>++</sup>.
19. Very interesting - shows a great insight into the school system. A.
20. A.
21. Ideally suited.
22. He handles the group very well - like always. Prepared to listen and always seems enthusiastic.
23. Interesting but vague at times.
24. Interesting, but a bit repetitive. But I'm in his English group and he repeated some of the points he'd made to us. (minor criticism).
25. Good.
26. Did our video tut with Tutor C. Excellent. Has the right approach. Is not the conservative teacher of old. Has own ideas but willing to listen to others.
27. Excellent. Easy manner.
28. Guided discussions well. Made the tutorial interesting.
29. Too patronising.
30. Good. Gets right behind peoples' ideas.
31. Was approachable and enthusiastic. Encouraged discussion and was very tactful.
32. Very approachable, but tends to talk too much.
33. Excellent. Promoted discussion; interesting additions brought out everybody's point of view.
34. Good - got involved in the discussion without dominating it.
35. Absent. Was away in E.L.
36. Very approachable, accepting of ideas. Very critical of traditional schools - capable of stimulating discussion.
37. Concerned, easy to talk to, draws people into discussion.

38. Very interested in our opinions and has a lot to add in terms of experience. Managed to draw a few of us out.
39. E.G.C.F.M.
40. I missed this session, but the group seemed to have really enjoyed it. My absence was due to the material I think; either that or residence crises.
41. Enjoyed tut (private schools - pros and cons). Showed perception in his guiding of discussion. Appreciated him taking a back seat.
42. Fantastic - open to ideas from students. Has the ability to encourage a response from tutorial members and adds examples from his own experience to explain how he would have handled certain situations.
43. Excellent command of language.
44. Encourages student participation largely and his praise is a good incentive for student participation. He's also approachable.
45. Could be less serious.
46. Incorporates his own teaching experiences in a very valuable manner.
47. Excellent tutor who encourages everyone to contribute.
48. Encouraging tutor.
49. Good. Knows children, thus competent - open.
50. Quiet, unassuming and relaxed with the group. Also very competent and enthusiastic.
51. Good.
52. Very competent.

TUTOR D:

1. Very helpful.
2. Also good. He has good ideas but there is something that bothers me about him - I cannot work it out now - it needs a lot of thought.
3. Bit stiff, yet can be welcoming of ideas. Also tends to dominate and push own view.
4. Interesting. His science background shows.
5. Is enthusiastic and stimulates any discussion in a positive way.
6. You throw it at us and we jump for it. But we are not always right. Do not be too lenient.
7. Very good. Also tried to get the quiet ones to talk.
8. Left discussion pretty much to group.
9. I don't feel I can offer a fair assessment after having only one tutorial session with this tutor.
10. - Good.
11. Useful.
12. Interesting, with a sense of humour that makes it very easy and lovely to be in his group.
13. Not really interested in what females have to say (sexist) but fun to discuss things with.
14. Good tut - maybe not so good on the encouraging of the group to speak - accepting and ties it up well.
15. Good.
16. Perfect.
17. Loud, boisterous but a very likeable and approachable person. Has a caring attitude. Very nice person who handled us 'rogues' with a lot of respect and care.
18. Able to communicate well. Accepts students ideas and collates them. A.
19. Good - handled tut well. B.
20. A.

21. Ideally suited.
22. Tends to dominate a little, but tried hard.
23. Tended to dominate.
24. Friendly, open to **ideas**, approachable.
25. Dominant.
26. No comment. (Comment given applies to Educational Technology tutorials)
27. Excellent.
28. Very good. Really enjoyed discussion. Was friendly and easy to communicate with and encouraged students to speak.
29. Fine. But not seen alone as we had a mixed group with F.
30. Good. Very relaxed. Don't like his method of going away in groups and then reporting back.
31. Clarified certain points for us. Enthusiastic.
32. Relaxed and good at encouraging quiet students to share in discussion.
33. Excellent - easy going and did not take a dominant role. Good, interesting discussion.
34. Excellent.
35. Friendly, stimulating, dominant.
36. Good at stimulating discussion and accepting of ideas generally, although at times appears a little arrogant. I like his approach though.
37. Easy going and relaxed. Receptive and responsive.
38. What an enthusiastic person! Enjoyed the group discussion but felt that it was too big as we combined with another group.
39. A.C.J.D.
40. Quite dominant. Good sense of humour and managed to get most of us involved.
41. Very relaxed. Students shared easily in this environment.

42. Distant. Tends to dominate which in turn seems to discourage comment. A very class-like atmosphere tended to prevail which dissuaded discussion.
43. Missed this session.
44. Also encourages student participation and directs questions clearly.
45. Fun. Able to communicate with students.
46. Very relaxed tuts. but much can be gained from them.
47. Did not attend.
48. Didn't attend. Think I slept in!
49. Can't remember.
50. Full of energy. Enthusiastic and very relaxed with the group.
51. Good. Made us examine our ideas.
52. Very competent.

TUTOR E:

1. Dour.
2. Fair as a tutor. I found him a bit sarcastic and got the feeling that he disliked me. Funny, I never took to him very much.
3. Average. Distant at times. Hard to approach and can be off-putting. Better with bigger groups than small.
4. Unapproachable.
5. Conservative in his approach, but very sensible.
6. Your ideas are always interesting and helpful but try not to involve yourself too much in case we listen and dream.
7. Unapproachable. He accepted peoples' ideas. Good.
8. Formal but friendly.
9. I don't feel I can offer a fair assessment after having only one tutorial session with this tutor.
10. Fair.
11. Useful but not as enthusiastic as other tutors - also paid too much attention to the articles.
12. Very difficult to be with him - seldom smiles.
13. Too formal, but pleasant.
14. Excellent - continual flow of ideas, stimulating discussion - everybody talked and ideas were accepted and tied into the whole.
15. Don't enjoy.
16. Possibly a little dry.
17. Quiet, introverted but a very capable tutor and ideally suited to the role. Very nice person who handled us 'rogues' with a lot of respect and care.
18. Was ill for this tut.
19. Stimulating - handled topic well. B.
20. B.
21. Ideally suited.

22. Missed the session. The reason escapes me once again.
23. Dogmatic, but important practical issues were raised.
24. Found him very stimulating and he gave everyone a chance to think and talk - no rush. Guided the group with questions and left it to us.
25. Good.
26. Good at starting discussions.
27. Not so interesting. A little overpowering.
28. Discussion very one-sided. Came to a standstill; students did not open up, rather let tutor speak. Became boring.
29. Fine.
30. Fair. A bit too formal.
31. Our group was a bit more reserved, but eventually relaxed.
32. Absent due to illness.
33. Good. Brought in outside information apart from the stimulus. Gained a lot from his Tut.
34. Had him for the Tut. after day in the schools. - a general feedback tut.
35. Distant, cold, accepting, smiling.
36. I did not attend. Very unpredictable. Conservative and defensive. Not an endearing personality. Takes job seriously (evidenced by copious note-taking during films).
37. Distant and smiling - difficult to approach.
38. Had a very short discussion in this group. The discussion petered out - he left it at that! Truly appreciated. Not approachable.
39. E.I. Missed second tut. on discipline. Cannot remember why.
40. I missed this one. I think because of material and tutor. Tutor E seemed to me then very "stand-offish".

41. Austere. I was reluctant to contribute.
42. Merely asked questions - elicited responses certainly but without any comment at all. Quite disconcerting.
43. Good. Manages a discussion well but too reticent to put his own opinion across.
44. Was good too, but not always receptive of all ideas. He also encourages student participation.
45. Missed this tut due to illness.
46. Appears to be very critical of student behaviour/responses - can hinder discussion.
47. Good tutor who stimulated discussion.
48. Tends to structure discussion too much - didn't enjoy tut. in terms of atmosphere at all.
49. No comment.
50. Quiet, but also enthusiastic. Also very competent.
51. Inclined to be pedantic. Too critical of student ideas.
52. Competent.

TUTOR F:

1. Reasonable.
2. No comment on him as a person. All I can say is that I hated his tutorial and I found him unusual when he critted me on T.P. As a tutor I felt myself closing up when he lead the group.
3. Hard to communicate with. Discussion tended to die and needed more vibrant input.
4. Radical ideas which do come across even though he tries to conceal them. Will willingly steer a discussion towards politics.
5. A superb 'catalyst' for any discussion.
6. Don't hesitate to tell us when you disagree. Sometimes we just talk for kicks.
7. Okay. Talked to everyone and made everyone feel included.
8. Allows freedom of discussion but constraints on going further - though at easy pace.
9. I don't feel I can offer a fair assessment after having only one tutorial session with this tutor.
10. Fair/Good.
11. Good.
12. Throws the discussion around the place to encourage contributions.
13. Has great ability to stimulate discussions. Very interesting to hear a person with such definite viewpoints.
14. Tended to dominate the tut a little - asked questions to which we didn't see the point.
15. Enjoyable.
16. Perfect.
17. A very pleasant session was spent with Tutor F. This session was also very interesting and thought-provoking. He really knows what he is talking about and handles the so-called controversies with style. Very approachable person. Very nice person who handled us 'rogues' with a lot of respect and care.

18. He is also a good tutor. His own views he makes known. A.
19. Fairly interesting. Generated good discussion. B.
20. B-.
21. Ideally suited.
22. Had joint session with Tutor D's group and didn't hear much from Tutor F.
23. Quiet and therefore a little distant, but his handling of the Tut was very good.
24. Not as open and a bit more formal (than the others). He tended to talk a bit more.
25. Absent - illness.
26. Didn't attend his tut.
27. Not so interesting.
28. No comment.
29. Fine, but not seen alone as we had a mixed group with Tutor D.
30. No comment.
31. Discussion continued, even though all relevant points had been made.
32. Excellent at raising controversial issues and listening to others' ideas.
33. Poor. Discussion was stilted and not very beneficial.
34. Joined up with Tutor D's group. F took a back seat. Whole group divided into small groups to discuss topics - then feedback.
35. Did not have him. No particular reason.
36. Very controversial. Stimulates discussion. Seems approachable.
37. Idealistic but responsive to individuality and creativity.
38. Felt rather intimidated by F but, nonetheless, we managed to get out quite a lot in the group discussion.

39. B.C.D.
40. Really interesting and interested. He didn't manage to draw all in our group into the discussions sometimes but tried to.
41. Interesting discussion. He guided it well. Possibly slightly too philosophical for me.
42. Was teamed up with D for one tut and simply faded into background. Quite an academic approach to discussion which did not encourage free discussion.
43. Missed this session.
44. Encourages student participation but has a tendency to dominate the discussion.
45. Can be somewhat dogmatic. Could offer more individual attention.
46. Does not come across as being very impartial. Personal views too strong and can smother opposing views.
47. Did not attend.
48. Good approach although tended to be quiet at times when input was perhaps needed.
49. Not objective. Own ideology interferes, even if it is true. (I agree, many don't).
50. Quiet, but very relaxed in a group situation. Does not dominate.
51. Inhibits discussion by strong views held.
52. Competent.

APPENDIX ICONTENTS

## RESPONSES TO QUESTION 6 : GENERAL POINTS

Comments on:

1. Duration of the course pp. 208-210
2. Now that you have started your core subjects (Philosophy, Sociology, Psychology) do you feel that:
  - 2.1. During the period of 'About to Teach' your method subject courses suffered from a lack of specific knowledge in those core areas? pp. 211-213
  - 2.2. Having moved from general issues raised during the course and then into Teaching Practice you are now better prepared and informed for the reception of specific topics covered in the core courses? pp. 214-216
  - 2.3. We should consider introducing into the 'About to Teach' programme at the end of each week an integrated staff panel discussion/session on the major philosophical, psychological and sociological issues raised during that week? pp. 217-219
3. Would you recommend that a similar course be offered in 1985? (Whatever your answer please explain why.) pp. 220-223.

4. What suggestions do you have for future courses? pp. 224-226
5. How valuable was the course in preparing you for Teaching Practice? pp. 227-230
6. After completion of the course how did you feel about going into a school? Please elaborate. pp. 231-234
7. If you missed any sessions please give the reasons. pp. 235-236
8. Do you think that the course encouraged you to think both about teaching and your own experiences, ideas and motivations? pp. 237-239
9. You changed tutors every week. Would you have preferred a different arrangement? pp. 240-243
10. Please comment on any issues relating to the planning, design and implementation of your H.D.E. courses so far, emphasising, if possible, the part played by the 'About to Teach' component. pp. 244-248

GENERAL POINTS: Please comment on the following:

Duration of the course (too long, too short, more periods per week to the exclusion of others, etc.).

1. A double tut can sometimes drive you nuts.
2. I would rather have more of this type of input rather than philosophy, sociology and GEM. GEM should be shortened and the other two either improved or scrapped completely.
3. Just right length. Learned far more than at GEM. Could have had it 3 times a week.
4. Just right.
5. More breaks between method lectures. Difficult to keep concentration up for long periods of time.
6. I think it is reasonable. You've managed to spread the HDE's numerous courses in a way I never thought possible.
7. Three periods of tutorial discussion on Thursday is too long. Two periods would be ample as people start to get restless.
8. Evenly spaced. Just enough.
9. Too short.
10. Fine.
11. Should be covered during the entire year and not crammed in.
12. Not that bad - it was interesting.
13. Too short. It should carry on throughout the year.
14. Too short - it would be nice to do it over a longer period of time but I'm not sure even while saying that, that people might not get bored after a while.
15. Too long - could fit in more method times - more important.
16. I would have liked a second session on authoritarian approaches in school.

17. Course is long enough.
18. The course is perfect, apart from the discussions (tutorials) becoming boring because of too much time.
19. Dead right.
20. Just right.
21. Duration of the **course** - ideal length.
22. Exactly right and at the right time of the year. Maybe more stimulus and cut out a bit of GEM.
23. Fine. Perhaps a bit too long, however, as interest wanes towards the end.
24. Too short. Could have continued as I found it one of the most beneficial courses.
25. I thought the course was the right length but some things could have been discussed less, e.g. discipline - it just made me more nervous.
26. No comment.
27. Tuts sometimes too long.
28. Good duration. One lesson stimulus material, one lesson discussion.
29. Too long. What was said could have been said in shorter time, as I regarded things like the headmasters, Day in a School, Discipline discussion as not that important, and could have been dropped.
30. I think the course was just about the right length.
31. The balance was fine. I don't think that more periods should be allocated.
32. Fine.
33. Just right.
34. Not too long. Occasionally tuts could have been shorter.
35. The course was just long enough to serve as an overall introduction.
36. Just right.
37. I enjoyed the stimulus input sessions - but sometimes tuts were too long. But, on the whole, all right.

38. I felt it was of sufficient length but sometimes wish it had been a little longer from a personal point of view.
39. Just right probably. Members of groups tiring of each other?
40. If it were possible alternatives might be a great idea. If we could elect topics or groups perhaps attendance may have been increased. Why did the course end - it was going so well?
41. Possibly just right - could easily have had more tuts in the series, but may have killed the enthusiasm in us which course fostered.
42. No comment.
43. Just right.
44. More periods per week, especially during discussion. It could have been better if we had only two periods for discussion and a longer time for films etc.
45. Could have been a bit longer.
46. Satisfactory.
47. Took up too much time.
48. Format was excellent (- i.e. stimulus on Tuesdays with discussion on Thursdays) providing opportunity to consider many aspects of Tuesday's input session. This course could never be too long though.
49. Just right.
50. I felt that the course was just right - in preparation for teaching practice.
51. Could have been longer.
52. Think it was long enough. Maybe should spend a little more time at schools.

Now that you have started your core subjects (Philosophy, Sociology, Psychology) do you feel that:

During the period of "About-to-Teach" your method subject courses suffered because of a lack of specific knowledge in those core areas?

1. No, not really.
2. No. About to teach relied on peoples' personal values in life. These are there to stay and not formed only when philosophy etc. came onto the scene.
3. No, because I did undergraduate courses in the 'core subjects', yet I feel that the above could have happened if this was not the case.
4. Not really. Not much was done anyway.
5. No.
6. No. I personally believe we are doing them just at the correct time. If you can give them a month before T.P.
7. No, we covered some psychology in our method courses.
8. No.
9. No.
10. No.
11. No.
12. No. At least I have done two of the subjects - sociology and psychology.
13. No.
14. No - if anything they are suffering in the 'gemors' now - philosophy is confusion, sociology, semi-confusion and psychology the only one on the ball and interesting (excluding any bias).
15. Yes.
16. No, I certainly would suffer in the three core subjects mentioned above if the About to Teach course had not been done first.
17. Yes.
18. No - I don't think that my method courses suffered.

19. Would rather have an extended About to Teach course than philosophy or sociology.
20. I don't think so. Personally, I think About to Teach is more valuable.
21. It was up to students to relate About to Teach to core areas.
22. Definitely not. At the moment I'm struggling to get into the core subjects and even now don't find them all that relevant to my method subject courses.
23. No.
24. No, not really.
25. No.
26. No. Much of the core subjects is theoretical and I feel that although it could be useful this usefulness is over-rated.
27. No. I don't feel philosophy, sociology or psychology contribute much to method subjects at all. The core subjects are far too theoretical and don't apply to the methods.
28. Not really. Most people were able to pick out some key factors concerning these subjects.
29. Very much so. More time is needed for the core subjects. Important parts of About to Teach could be put into these courses.
30. No. Do not find the core subjects helpful at all.
31. No. Sometimes the About to Teach course was able to offer more practical hints.
32. No. The ideas behind the 'knowledge' were introduced without the threat of 'labels'.
33. Only on T.P. I found I could have done with some psychological and sociological knowledge. 'About to Teach' was interesting but I did not draw on it that much in T.P.
34. No. 'About to Teach' stimulus was helpful.
35. Not at all.

36. No. The About to Teach course offered a better base for discussion and self-awareness than these artificially theoretical courses could have.
37. No. It was an easy entrance into teaching and allowed us to explore 'gut responses'.
38. Not really.
39. No the method courses didn't lack and now with the theory I find myself looking back to the situations. Could work in reverse, i.e. if we have A.T.T. after Educ. Theory will look back to theory, applying it to teaching situations.
40. No. My B.A. covered psychology, anthropology and sociology so I did not feel a lack.
41. No. I feel that one's classroom/pupil understanding is largely instinctive. Core subjects may be helpful, but in a real teaching situation one will draw on common-sense largely.
42. No.
43. No.
44. Not much. These theories are much more of a European and American fashion - they do not really offer much to an understanding of education in South Africa.
45. Not at all.
46. No. Actually helped in 'getting into' the core subjects. Especially for those who had not been acquainted with the core subjects previously - a good introduction to core subjects in its own right.
47. No.
48. Not at all.
49. Not at all.
50. No. This is where the About to Teach course was, in many ways, most helpful.
51. No.
52. Not really.

Having moved from general issues raised during the course and then into Teaching Practice you are now better prepared and informed for the reception of specific topics covered in the core courses?

1. Certainly not philosophy so far. I can see us all writing dictionaries at the end of it.
2. Yes, in a way although I find philosophy tedious, sociology difficult. In psychology there seems to be a continuation of the About to Teach course which is great.
3. Yes, this is so, yet not from the side of philosophy.
4. To me it seems like a better idea to start with the core courses and then 'About to Teach'.
5. Yes.
6. I think it's easier to understand them now. The situation is more practical.
7. Yes.
8. Not sure.
9. English method, yes. Easier to make references to issues raised in About to Teach course because of flexibility and variety of English source material.
10. Yes.
11. Yes.
12. Yes. Especially now that I have been to the actual thing myself.
13. Yes.
14. Yes, I guess so - I could answer better if I knew what issues were being covered - especially in philosophy.
15. On occasions.
16. Yes.
17. No comment.
18. Absolutely. I feel we need to teach before any core courses are thrown our way.
19. Right.

20. True.
21. No comment.
22. Definitely not. At the moment I'm struggling to get into the core subjects and even now don't find them all that relevant to my method subject courses.
23. Yes, you are more aware of the situation that is at issue, and can apply the theory to the practical more easily.
24. Yes, having experienced a little of the situation for yourself.
25. Some topics in core courses seem of little value.
26. No not really because the T.P. is only one month.
27. No.
28. Yes.
29. No, because the core courses are dealing at such a superficial level that I do not feel like accepting them.
30. Obviously, yes. We have encountered a few of these topics in teaching practice.
31. Yes, I think the 'About to Teach' course stimulated many ideas and has made us more receptive.
32. Yes, though the sudden switch to heavy theory is formidable.
33. No, I feel that if we had core courses first, 'About to Teach' and T.P. would have been more meaningful.
34. Yes.
35. Very much so, but I wish I had known a bit more before I went on teaching practice.
36. Yes.
37. Yes, more realisation of the validity of core studies.
38. Most certainly.
39. Possibly yes.
40. I don't feel this too strongly. Instead of taking T.P. as a sample many feel it is representative of all teaching experience.

41. Yes (may contradict my view in 6.2.2. above). But can draw on actual experience and apply it.
42. Yes. Otherwise one is simply wrestling with academic principles with no real idea of application.
43. Somewhat. I am full of examples now.
44. Yes.
45. Most certainly.
46. Yes.
47. Yes.
48. To a certain degree yes. But must say I am not really enthralled by method courses.
49. Philosophy, yes. Sociology, yes, but of little use. Psychology, can't say. Knew core material before.
50. Yes.
51. Yes.
52. I feel that a lot of the course was applicable to school situations but maybe some of it was too psychological and theoretical.

We should consider introducing into the 'About to Teach' programme at the end of each week an integrated staff panel discussion/session on the major philosophical, psychological and sociological issues raised during that week.

1. Might bring relevance to the philosophy section.
2. Possibly this could be a solution. Something must be done about integrating these three very diverse subjects.
3. Could be a very good way of getting deeper into subjects for those interested.
4. Yes - if it is not possible to have the core courses before 'About to Teach'.
5. A good idea.
6. A good idea.
7. Good idea - in fact, excellent for those people who have never done those subjects - the issues need to be pointed out.
8. Could be very interesting.
9. Not before students have had some grounding in each of these disciplines in order to contribute to discussions. Perhaps in third term.
10. Yes, on a Thursday, not on a Friday.
11. No comment.
12. Oh no, that was enough.
13. Yes.
14. I suppose so - yes, I think it would help a lot.
15. Not on a Friday - especially in afternoon.
16. No, clarification can be done by individual students approaching the lecturers.
17. No comment.
18. Might be a good idea as long as the discussions don't turn into waffle sessions.
19. Might be a good idea.

20. Could be a good idea.
21. Yes, most definitely. They could serve as an introduction to these courses helping students who never did these at varsity.
22. No. It's not necessary and I'm sure half the class would miss them anyway. I would.
23. No, but perhaps the points could be raised in the tutorials themselves.
24. I think it **would** be a very good idea, in order to see other's viewpoints.
25. I think that would be very valuable.
26. This would help people like me who do not always understand the theories.
27. Yes, that may be better - so that the core subjects are not completely separated from the rest of the HDE as they seem to be now.
28. Possibly, but not every week.
29. That is not a bad idea.
30. No. Do not consider these aspects very important.
31. Yes. This might help us with all the issues faced when we start these subjects.
32. Yes - would be very useful to concretise ideas and issues.
33. Good idea.
34. No comment.
35. That would be quite a good idea.
36. This would be very informative for students but a little demanding for staff, don't you think?
37. No, it would take from the course its feeling of spontaneity.
38. This would be very valuable.
39. This could be very valuable - bringing theory into the sphere of our feelings.
40. This sounds too vague for comment. If you are recommending staff/student panels or debates then I agree - any excuse for integration and practice at public speaking especially on topics of general interest.

41. No. These discussions tend to be open-ended. Such a discussion would be a repeat of those in the week - the same issues would be raised. Each person needs to arrive at his own view - i.e. it's very personal.
42. Why?
43. I won't venture my opinion on philosophical, psychological and sociological issues in teaching.
44. That sounds a good idea. But, how about a student discussion too?
45. A good idea.
46. Yes.
47. Might be a good idea to combine these issues.
48. I think this would be of great interest to the students - would clarify many problem areas.
49. No.
50. Yes. It may help students to understand these three areas a lot better if they are introduced to these areas earlier on in the course.
51. Unsure.
52. Don't think you would find the time for this.

Would you recommend that a similar course be offered in 1985? (Whatever your answer, please explain why).

1. Yes, with more emphasis on teaching the problems to expect and how to react.
2. Yes, for sure - if it is scrapped the next students will lose out on an important section. Maybe have more of it.
3. Yes, it was one of the more beneficial courses offered.
4. It is necessary. It gives one a chance to talk to people of widely different cultures, class etc.
5. Yes, because it stimulates one's interest in education as a whole.
6. Yes, this is a stimulating and interesting course. We get practical examples of teaching situations before T.P.
7. Yes, I derived a great deal of benefit and interest from it.
8. Definitely - thought provoking and of extreme interest.
9. Yes. One of the most interesting, stimulating and valuable parts of the HDE course. Stimulus material in the course has generated a lot of informal discussion both within and without the immediate educational context.
10. Yes, because it is informative and helpful.
11. Very definitely yes, but I would prefer to see it spread out during the year and not pushed in before T.P.
12. Yes, very informative.
13. Yes, I've mentioned before that it was interesting, fun, inspiring.
14. Yes - it was interesting and stimulating and I enjoyed it very much.
15. Yes. It has some good aspects and stimulus material e.g. Brodie, and the Seven Up series etc.)
16. Yes, it was most useful in raising ideas and considerations concerning teaching.

17. Yes, it is very interesting and brings in a very wide variety of topics which are supposedly controversial (i.e. racial prejudices, sexism, etc.)
18. Yes. This course really geared me to think seriously about teaching. The stimulus material also helped to make me think about teaching.
19. Yes. This course was excellent as an introduction to the year.
20. Yes. It's interesting, helpful and it differs from the norm.
21. Yes, I found it very informative, helpful, stimulating. I think it is essential for every HDE candidate to be referred to this course.
22. Yes. Besides being very enjoyable it leads the students at a nice pace into the education field, especially important for science and commerce students who are used to a different 'way' of thinking. With this course everyone can participate - especially if you leave out the core subject bit.
23. Yes. One must be provided with as many sources/attitudes as possible, especially those of the pupil and how important a teacher is in a pupil's life.
24. Yes, very interesting and stimulating.
25. Yes, because it broadens your mind on things, gives an awareness of types of traps not to fall into, helps understand kids better.
26. Yes, because there are those who enjoy it and we must try and cater for all.
27. Yes, I found the About to Teach course good.
28. Yes. Beneficial background knowledge. General.
29. No, because I do not think that it achieves that much, apart from causing fear about T.P.
30. Yes. Does help people to gain insight into the life of a teacher.
31. Yes. I found it very enjoyable because it encouraged so much interaction between staff and students.
32. Yes. Enjoyable as well as educational. Useful in getting to know staff and other students which is important for the year as a whole.

33. Yes, I found it very interesting and I'm sure it will be beneficial in teaching.
34. Yes. I found it stimulating and helpful.
35. Yes, because it can only have a good effect.
36. Yes, definitely. It provides a good basis/focus for further courses. Gets you thinking about why you have chosen to teach. A little depressing at times. Initial two weeks of teaching would have been beneficial for me. I nearly gave up!
37. Yes, it was the course I most enjoyed and allowed a broader view of teaching than our previous experience had allowed us to see.
38. Yes, I feel this course has benefitted me the most this year - hope others will find it the same.
39. Yes, very stimulating. Creates awareness and valuable for self-discovery.
40. Yes. This course has been enjoyable and informative and has tuned me in to a better awareness in all other courses and teaching experiences. It might well be a boost for teachers themselves.
41. Yes. The stimulus material and discussions were very interesting (the more they draw on actual teaching, e.g. pupils/classroom management, etc. the better). Got us into thinking about real issues in teaching.
42. Yes. One of the most beneficial courses offered in the HDE year as it dealt with practical issues.
43. Yes. I enjoyed it and it was relevant, interesting and informative. I don't see why that would change with the passage of a year.
44. Yes. I think 'About to Teach' is the best and most enjoyable course HDE has to offer. It is motivating and highly essential.
45. Yes. Offers a good and effective grounding for the course.
46. Yes. The course explained a lot of issues which students had never possibly even thought about. An excellent introductory course for the whole HDE programme.
47. At present, I am disturbed about the fact that the students have little practical knowledge about teaching.
48. Yes - was a very good introductory course - provided students take it seriously. Facilitated the establishment of good relationships between staff/students and students/students.

49. Yes. Some peoples' only introduction to the world of children and teaching.
50. Yes. Just to help students to articulate their own ideas, thoughts and opinions on teaching.
51. Yes. Need to start thinking about teaching and pupils' attitudes.
52. Yes. Of great value to student teachers going into schools.

What suggestions do you have for future courses?

1. Cut out the day as a pupil. We all know what it's like.
2. Make it longer and cut down on the section of the HDE which is too theoretical. What we need as teachers is practical advice which can be implemented in the classroom.
3. It could be mated with GEM, then both courses would be more beneficial. Theory and practice need combination.
4. A day in a Black school for White students and a day in a White school for Black students.
5. Introduce controversial debates regarding teachers' salaries, the role of rugby as a character builder.
6. So far your present scheme satisfies me.
7. More films.
8. Keep it the way it is.
9. None as yet.
10. More films/discussions than interviews/discussions since a film with live examples is more appealing.
11. Tutors shouldn't dissect the articles which were meant to have been read by the students. Rather discuss the topic in general. It is the students themselves who are to blame if they don't read the articles.
12. None. This is first grade.
13. Can't think about it off-hand.
14. More of the same.
15. More of the above type relating to pupil behaviours - related to teacher character and style of teaching.
16. Possibly an assignment on one of the sections - student's choice.
17. Carry on in same vein as the 1984 About to Teach course.

18. Make the tuts shorter. Too much time is allocated just to discussions.
19. No comment.
20. No comment.
21. More interesting films should be incorporated into the content of stimulus material.
22. Try to make it more South African, - both Black and White education. We should draw on material and resources that are on our doorstep, rather than go looking overseas. Try to make it more local where you can.
23. If all the extracts must be dealt with, perhaps the larger ones could be presented to the group. This would give students more of an opportunity to speak on a more formal basis and to answer questions and to stimulate discussion.
24. Sociology and Philosophy could be clarified a bit more than they are - their aims, purposes etc.
25. Should give more balanced view of topics as said below. Discipline was made into such an issue (and was not a problem) that I was petrified of the children after sitting through the sessions.
26. No comment.
27. No comment.
28. No comment.
29. Possibly if you had a course that centred around good films that are connected to education, then you could discuss them.
30. Compare good and bad teachers (perhaps in films).
31. No comment.
32. No comment.
33. No comment.
34. No comment.
35. There should be a brief course in typing.
36. I am very happy with this course.

37. Attention to group work - strong personalities will dominate and possibly should be grouped together.
38. The groups need some attention. Perhaps each week groups could be changed in terms of students as well as tutors. Variety is the spice of life.
39. Could look back to A.T.T. situations in theory courses. Is being done in Ed. Psycho - good.
40. I have made some already. The more views we are exposed to the better. Lecturers from Anthropology, Psychology and Sociology might have a lot to contribute. Variety is an asset and students might be allowed to arrange programmes themselves in some periods.
41. Haven't got any. Enjoyed the course. Well-rounded and balanced.
42. No comment.
43. Only more modern material (no old films!)
44. Show more films - and encourage discussions. Invite a panel of 'younger teachers' to talk on Classroom Management - and also 'older teachers' to speak on the same subjects.
45. No comment.
46. Future courses might include a session where students could fire questions at their tutor about his/her teaching experience and the tutors reasons for not being a teacher any longer.
47. Perhaps more practically inclined.
48. Look at differing social conditions and positions of South Africans. Look at education systems operating in African countries. Look at effect of S.A. education system.
49. Do something about the interview with school children. When I spoke to one of the pupils, in an informal setting, his ideas were quite different from ones stated in the interview. Remember that they have the 'name' of their school to consider.
50. No comment.
51. No comment.
52. Work on its structure and try to condense it more and relate it to South African schools as much as possible.

How valuable was the course in preparing you for Teaching Practice?

1. Only the discipline section was really helpful. The rest was abstract.
2. Very valuable - broadened my outlook on life - therefore helping me to be more tolerant of other peoples' faults as well as their views.
3. Helped me establish a basic preparedness on certain issues.
4. Not very much. I have taught before.
5. It made me aware of the various issues and problems faced by teachers and pupils in a school environment.
6. Helped me a lot. I actually had a real picture of the class because of the stimulus material used.
7. Very valuable - especially hearing pupils views, teachers ideas on discipline and management and headmasters' views.
8. Put forward many aspects of teaching which I was previously unaware of.
9. Some of the issues raised in the stimulus material and discussion groups extremely pertinent. Others offered more of a source for personal reflection.
10. Very valuable.
11. Very useful, but why just for T.P.? It is preparing us for teaching and hence should be covered over the entire year.
12. Very useful. It covered much of what is not done in method classes.
13. I think it was indirectly very helpful. Just to help us 'suss' things out for ourselves and not just to accept everything.
14. Very valuable, especially in terms of having something presented to you, thinking and talking about it and then forgetting in a way - but the awareness had been aroused.
15. Fair.
16. I did not see it as an absolute pragmatic course, but it was nevertheless subconsciously useful.

17. Quite valuable e.g. relationships with teachers, principals, pupils.
18. Fairly valuable. I'm sure that it helped to subconsciously prepare me for teaching.
19. Panel discussions were probably the most helpful.
20. Panel discussions/debates were most helpful.
21. By the time I started my teaching practice I had some idea of what to expect from pupils, headmasters etc. and how to cope with difficult situations that could arise.
22. I'm on a big anti-build-up-to T.P. campaign so feel that I didn't take much notice of the preparation. Maybe it was valuable in some way, but I didn't notice.
23. Not very. Without practice, the theory remains theory, and the practical issues dealt with in T.P. didn't allow time for consideration of many theories and ideas.
24. It gave me a view of past ways of teaching, the effect one can have on children, taught me to be more open and experimental.
25. So far I think it has been the most valuable in that we were made aware of situations (and how to cope, sometimes) and the differences in schools - government, private, boys, girls and co-ed.
26. Was valuable as the course covered all aspects e.g. the teacher and pupil side of things.
27. Was valuable for the approach to teaching, ideas of pupils, ideas of other students.
28. General information about what to avoid but found that one didn't really know what to expect on T.P.
29. Not valuable at all.
30. Of some value but not of great value.
31. Valuable as it raised issues which are bound to arise in practice.
32. Valuable in whetting my appetite but on a practical level not all that helpful.

33. Not very but this may be because I did not read through the entire booklet and consolidate.
34. Not really.
35. Consciously I am not directly aware, but subconsciously I'm sure it prepared me well.
36. Fairly valuable but method courses were more valuable or should have been. English and Guidance method were very valuable.
37. Very common, it made me aware of the child in the system and what to be careful of.
38. Didn't really aid my teaching as such but did make me aware of issues in and around the classroom and school.
39. Valuable when one realised "here is a situation like that in X" but one has little scope to really deal with the situation while on T.P.
40. I feel it was more general than preparation just for T.P. - it did help but it's hard to say how much.
41. I didn't consciously draw on stuff learned in course during T.P.
42. Very.
43. It was a bit of experience gained. It is hard to evaluate this question. It was more valuable than it seemed.
44. It was highly critical in that it prepared me for the school situation - how to relate to kids and staff members.
45. Valuable in that it stimulated an awareness of those issues.
46. Valuable in that it gave some insight into the school system from the teacher's end.
47. Not very helpful.
48. It is very difficult to assess the value of such a course as it is difficult to determine what was actually learned (in the traditional sense). Nevertheless, it proved an excellent way for one to concretise attitudes/ideas.

49. Can't say.
50. Gave the whole concept of teaching a lot more depth to it. Made me more aware of problems facing pupils/teachers alike.
51. Fairly, but still fairly idealistic.
52. Of great value.

After completion of the course how did you feel about going into a school? Please elaborate.

1. Just as scared despite having worked as a member of staff for a year. In some areas totally unprepared.
2. I felt good. I was looking forward to it. Anyhow, the course enhanced these feelings.
3. I feel more practical experience would be worthwhile and beneficial to me, and that the course could do that and give us more of a foundation.
4. It was not a new experience for me so it really did not matter.
5. A positive and self-confident attitude.
6. I will be at home there. But I hope, since I taught before, they will understand that I'm a changed person.
7. More prepared.
8. Had obtained another viewpoint.
9. With much trepidation!
10. Confident because I was more aware of situations in the class.
11. More knowledgeable about the goings on in a school.
12. I was longing to be there to see if I could practice those recommendations.
13. A bit **wary!**
14. Better - but I still had the nerves that could only be overcome by going into a school - a classroom.
15. More at ease - actually don't know how I would have felt without it.
16. I had a better understanding of the school as a system.
17. Fairly confident, but nervous (like everyone else) at first.
18. I can't really tie up any direct influences. I think that the course had a more indirect influence on me (subconsciously).

19. I had been into a school before - but this course is good preparation.
20. As apprehensive as before - the further ideas/knowledge probably make you even more nervous!
21. Well, having been acquainted with what goes on in school I saw it more as a challenge than anything else.
22. Basically the same as the beginning of the year.
23. Nervous, because one cannot predict a class situation and no one approach can be applied to all classes/schools.
24. Mixed feelings, both anxious and looking forward to it after having had a taste of what it could be like.
25. Nervous.
26. Nervous, but after my first lesson I read some of my notes and my lessons and confidence improved.
27. I feel confident to go into a school now but also because of being on teaching practice itself.
28. More confident.
29. Nervous, because the course tended to be a big eye-opener - good - but that was off-putting before T.P.
30. Much the same as before the course.
31. Very apprehensive as I realised all the responsibilities and issues that were relevant.
32. Probably the best thing the course did for me was to give me the realisation that the most important thing in teaching is to be myself. Therefore, it gave me more confidence in going into a school.
33. Did not change my attitude at all.
34. No different - my method courses have helped the most in preparing me for T.P.
35. I felt quite confident. I was now aware of varying attitudes and opinions and hopefully was armed to handle this.

36. A little apprehensive to say the least. The A.T.T. course in a way does build your T.P. up into a mountain; that's why I recommend 2 weeks teaching at onset of course (HDE).
37. Excited but rather concerned about the effect of "The System" and how I would brave the storm.
38. I was a little frightened as I was greatly influenced by the pupils' discussions on "The Teacher I'd Like". I didn't know what response I'd get.
39. Possibly more aware of all the factors involved.
40. Apprehensive. I did not take the course as a tranquilizer for T.P. but as a **tonic** to help me be more aware of T.P. experiences.
41. Very excited. I couldn't wait to experience 'the real thing'.
42. I felt terrified but that had nothing to do with the course. Heaven knows what I would have felt like if I hadn't done the course though!
43. The same as I felt before. It did not make my personality change.
44. I felt confident - ready to try it all out, but also scared that I wouldn't make it. But, that is what one needs to be aware of - the pros and cons of teaching.
45. I felt more open-minded about some issues which I had not been previously aware of.
46. Still very nervous. The course helps in that it allows discussion of potential fears etc, but it could never remove all the uncertainties which go together with the 'fear of the unknown'.
47. Didn't affect my feelings. I was absolutely terrified.
48. The course actually made me more apprehensive. Issues/problem areas were raised during discussions which I had never contemplated as existing e.g. problems in classroom management.
49. Prepared to take things as they came, not to try to change anything.
50. Felt more competent knowing that my communication had improved. Also knowing some of the problems faced by teachers and pupils alike.

51. Nervous but more confident.
52. Much more confident than I would have been without the course.

If you missed any of the sessions please give the reasons.

1. My father was out from Britain so I felt I had to spend time with him.
2. I missed the last week of the term because my sister had a baby and I flew to Pretoria to help her because Mom was away. Because of this I missed the video session.
3. I simply forgot.
4. No comment.
5. N/A.
6. N/A.
7. No, I didn't miss any.
8. N/A.
9. N/A.
10. Missed none.
11. Attended all
12. I didn't miss any.
13. No comment.
14. N/A.
15. Boredom and gives extra time.
16. N/A.
17. Did not miss one session.
18. I had hepatitis at the start of February and was very sick for approximately 2½ months.
19. Didn't miss any.
20. One or two heavy nights!
21. One at the end of the term. I was forced to leave earlier because of travel arrangements.
22. I felt that the stimulus material was sufficient to get me thinking. I never missed the stimulus input sessions at all (except the day in the school).
23. No comment.
24. Due to illness.
25. Illness and wasn't signed up for the HDE course.
26. Some due to personal reasons.
27. No comment.
28. Flu.
29. No comment.
30. No comment.
31. I missed the very last discussion. It was a day that I just didn't feel like group discussions.

32. I had to attend a funeral in Cape Town one week and was ill another.
33. Missed one tutorial (- was at graduation in Durban) and one stimulus. In fact, I was present for 'Marigolds' but might as well not have been - I obviously wasn't in the mood for it.
34. The last week as I went to fetch my parents from P.E. for graduation.
35. There was no particular reason. I think I was just plain lazy.
36. I think I slept late by mistake for the one tut.
37. I had a motor accident.
38. N/A.
39. Discussion on classroom management - cannot remember why - I think parents arriving for graduation.
40. Personal crises or commitments elsewhere, combined with no real sense of social commitment to groups or tutors.
41. N/A.
42. Missed two of the tutorials due to clashes with another subject until that was sorted out.
43. Rag commitments or flu.
44. I don't think I missed one, not as far as I can remember. If I did, maybe I forgot because of the assignments, which are always haunting me.
45. Illness. (My 21st - the previous night!!)
46. N/A.
47. I found that doing three method courses, I had one free afternoon and A.T.T. sessions were the first to get the chop when I needed more free time.
48. No comment.
49. No comment.
50. Missed the 'Discipline' section due to illness.
51. N/A.
52. Never missed any.

Do you think that the course encouraged you to think both about teaching and about your own experiences, ideas and motivations?

1. Yes - also about your fellow students.
2. Yes - talking to others and seeing what their opinions were did encourage me to think more about teaching and my own views.
3. Yes, as you might have seen from earlier comments.
4. Yes, certain things which I had taken for granted were questioned and this set me thinking.
5. Yes.
6. Yes. I just stopped theorising on many issues.
7. Yes. You could start collecting ideas and reminds you of experiences you had at school - good and bad.
8. Very definitely - also about life.
9. Very definitely.
10. Yes.
11. Yes.
12. Yes. I have already said something about it.
13. Yes.
14. Yes, and it stimulated discussion with others - even non-education students, which was important for reflection.
15. Yes.
16. Yes.
17. Yes. It helped me to look back on my own schooling experiences and see how much it has changed after being at varsity for four years.
18. Yes, definitely, it puts you in the gear to teach.

19. Yes, definitely.
20. Yes, definitely.
21. Yes, and in addition it gave me the chance to relate these and to reach compromises where possible.
22. I never actually sat down meditating for an hour a day - but I suspect indirectly the course did.
23. Yes, but in a very abstract manner.
24. Yes, very much so, and how to apply them, if possible, during T.P.
25. Yes.
26. Yes, as the assignments and films covered these areas as well as the tuts and lectures. It allowed me to ask myself if I still wanted to be a teacher.
27. Yes, and the ideas of others.
28. Yes. This is evident in the assignment titles.
29. Yes, certainly about teaching, ideas and motivation but since we have had no experience of teaching I do not feel that it should be incorporated.
30. To a small degree.
31. Yes, definitely.
32. Yes.
33. Yes.
34. Tended to make me compare some of the films to my experience at school.
35. Yes.
36. Yes, very much so.
37. Yes - made me promise myself to teach in a way which I found exciting and interesting and empathise with children who are bored by school - or baffled.

38. Yes - exposed to stimuli like this, naturally. Have come to know myself a lot better.
39. Yes, very much, and the need to be convicted about them but still maintain an open mind.
40. Very much so. What's more important is that it started me thinking without claiming to end the thought. Follow-up films and questionnaires like this help invaluabley.
41. Yes. Especially the need for me to have specific views as a Christian.
42. Yes.
43. Yes.
44. Surely it did.
45. Yes.
46. Yes, especially motivations. This for me was the most important aspect of the course.
47. Not really.
48. Had a **concretising** effect.
49. Definitely. Made me ultra-radical instead of radical, while at the same time accepting that change will be slow.
50. Yes.
51. Yes.
52. Yes, definitely.

You changed tutors every week. Would you have preferred a different arrangement?

1. In some ways yes and some ways no. E's tuts were dreaded so for that week, no.
2. No. I'm not sure if that is right. If I could have chosen my own tutor I would rather have stayed with the same person throughout.
3. No, because it would have been lousy to have been saddled with a crummy tutor.
4. No. As already stated different tutors have different views to put across.
5. No. Variety is stimulating. The same tutor every week would become boring.
6. No. It bores me to listen to one person. The arrangement was super.
7. No. It was good to have different tutors' viewpoints.
8. No. It was a means of getting to know all the members of the department.
9. No. Opportunity to get to know members of the staff in a relatively informal and relaxed way.
10. No. A wider spread has more ideas.
11. No.
12. No. I had the chance to meet and understand many of the members of staff.
13. No. It's fun to hear from different people.
14. No. It was a chance to get to meet the staff more informally than in a lecture. I know the staff in this department better than those in Psychology or English - and I was in them for four and **three** years respectively.
15. Yes, preferred some tutors to others.

16. Yes, possibly at least the same tutor for two weeks running - allowing the students to get to know their tutors before giving more personal comments.
17. No. Got to know everyone at a better and more informal level.
18. No. I think that it is a good idea to have a new tutor every week - get new views.
19. No. Good to get ideas from each tutor and a good way of getting to know them.
20. No. Changing tutors is of value. Variety is the spice of life.
21. No. By changing tutors I found that I was exposed to a variety of experiences.
22. No. Helps us get to know the staff early in the year.
23. Both. For 'yes', perhaps it would have been beneficial to form a relationship with particular tutors (say 2 throughout the course). 'No', because different tutors give different ideas and approaches to material.
24. No. We received the widest range of knowledge and ideas and got to know members of staff better.
25. No. Balance of good and bad in tutors and also gave us an opportunity to get to know each other and express ideas.
26. Difficult to answer. You need different tutors but maybe 2 or 3 with each would have been better.
27. No. It is good to change tutors each week to be able to get to know other staff members.
28. No. Change is as good as a holiday.
29. No. A change is as good as a holiday.
30. No. Best to meet the staff and hear different views.
31. No. By rotating one could meet different tutors and find out about their viewpoints.

32. No. Good to get different perspectives.
33. No. I found it beneficial to have different tutors - I'd have hated to be stuck with a useless tutor for the whole period.
34. No. I think it is good to have different tutors as each has different ways of thinking.
35. No. By changing tutors we got to know the staff and as we are not stuck with one particular class, it prepared us indirectly for change.
36. No. This rotating offered a chance to meet the whole staff which I thought very beneficial. It also countered possible staleness in the groups. The course ended just in time.
37. No. Previously stated that a change is as good as a holiday and it is valuable to exchange ideas and points of view.
38. No. Again, variety is the spice of life.
39. No. The opportunity to get to know the different tutors was valuable since follow-up, if necessary, could be conducted with the tutor you feel might empathise with your ideas/problems in certain areas.
40. No. It seems the best solution. To elect tutors might have been a problem. Perhaps surprise appearances by a tutor would keep attendances up. Knowing who you'll meet doesn't help sometimes.
41. No. I appreciated getting to know them all. Very easy to want to have a specific tutor for each - i.e. the one I enjoyed most but better to be exposed to wider views.
42. No comment.
43. No. I liked meeting them. This was an excellent way of doing it.
44. No. Although tutors do not have the same ability to lead a discussion group, I think it is essential to hear different views from all tutors.
45. No. It was a good means of getting to meet the staff at the beginning of the year.

46. No. A very good arrangement since each tutor has different perspectives and abilities which can only be of value to the student.
47. No. I think it was good to meet most of the lecturers.
48. No. Allowed the students the opportunity to be exposed to different experiences/attitudes. Must definitely continue this arrangement.
49. No. Good to see different members of staff who have slightly different ideas.
50. No. I think it's good to get around and meet the staff. It helps to improve general communication and relationships within the Education Dept.
51. Got to know members of the Department.
52. No. Better to get a general idea of what all the tutors concepts are, and you get to know the tutors.

Please comment on any issues relating to the planning, design and implementation of your HDE course so far, emphasising, if possible, the part played by the 'About to Teach' component.

1. I feel the emphasis should be to prepare you for your first T.P. I don't think this was achieved. I went in cold.
2. The About to Teach course has been the most valuable section for me. This term I have enjoyed Psychology too. X's Guidance lectures are fantastic too - he is a super person and means all he says and I feel I can say what I feel to him without feeling rejected or silly.
3. GEM needed to be only one term. About to Teach facilitated a great deal of discussion on basic issues.
4. I like About to Teach, among other things, because it is non-examinable.
5. No comment.
6. I think your plan was good. It nursed certain important aspects in teaching, like T.P. Before we went all interesting and uninteresting aspects of Teaching had been raised.
7. I am enjoying my HDE course, especially doing subjects I have never done before - Psychology, Sociology, Philosophy.
8. T.P. tends to lead to too much segmentation. Rather have T.P. at beginning or end of term.
9. I'm exhausted at this stage of the questionnaire so all I will say is 'I'm enjoying the course so far'.
10. Method content should be more related to the teaching situation i.e. in the class. Try and avoid 1st periods and afternoon lessons, otherwise good planning and design.
11. Suggestions for films for the About to Teach course next year : 'Hair', 'Educating Rita', 'Apocalypse Now'.
12. No comment.

13. The GEM course worried me a bit. The About to Teach course just made the whole course more interesting and informal.
14. I don't really know. 'About to Teach' was a preparation for T.P. on a more idealistic, thought-provoking level. Simultaneously our methods and GEM were preparing us on a more practical level. There was a link, but this was never made explicit. (I don't even know if that's necessary anyway).
15. Very lax - too much free time. Make assignments related to subjects. This would enhance knowledge of the topics involved.
16. No comment.
17. No comment.
18. The About to Teach course served as a good introduction for the HDE course. It was beneficial as it 'broke' the mould that B.Comm had built up.
19. The course is far too condensed. Some of the less important sections could be dealt with in less detail or discarded.
20. I find much of the HDE course irrelevant to actual teaching experience. However, the About to Teach was stimulating and helpful.
21. No comment.
22. I could go on forever here. I'm thoroughly enjoying some of it and thoroughly hating some of it. About to Teach definitely gets a place in the top three. I automatically love anything that is not graded. I feel less threatened and get more out of it as a result.
23. Perhaps the About to Teach programme could give us an opportunity to implement our GEM through micro-teaching etc. On teaching practice one cannot think about questioning techniques in the class situation - perhaps they could be practised in the About to Teach sessions.
24. About to Teach brought the different components together.
25. The idea offered in 6.2.3. will help.

26. I have enjoyed it so far as we are treated like adults. It has been well thought out, especially the About to Teach course. This was a section that covered a very broad outline about teachers. However, I personally do not like Psychology, Philosophy and Sociology with possibly Psychology the best of the three.
27. About to Teach and GEM are the only two which I really thought about while on T.P. My method lectures did not help at all - and so far the core subjects are too theoretical and too apart from teaching itself that I feel they do not play a leading role in HDE.
28. In method courses would have liked more information of the syllabus and material available.
29. We are not introduced into the teaching set-up early enough - why not have a T.P. at the beginning of the year for three weeks - and then what is being talked about will make more sense. It is hard to conceptualise something that is so unlike anything we have done before.
30. I enjoyed the About to Teach sessions but I do not think that they really prepared me for teaching as much as GEM and method courses.
31. No comment.
32. Some more discussions (especially re T.P. experience) in the tut groups in second term would be excellent - to relate all ideas/ issues from the course to actual experience. It would help to lighten the incredible anti-climax in coming back after T.P.
33. No comment.
34. No comment.
35. The course is fine but could be shorter and a little more compact.
36. As I've already stated, I didn't have teaching experience prior to the course (I didn't know one should) and I feel this would have been beneficial.
37. One of the most enjoyable parts of the course and valuable background to method courses as well as Sociology, Psychology and Philosophy.
38. Very packed with extremely long days. A.T.T. was a pleasant part of these days though.

39. Dissatisfaction generally with the method courses. Feel the need for syllabus knowledge and discussion very greatly since through the subject is the contact achieved and competent feelings about it can leave one adequate to handle the extras. About to Teach highlighted this hidden curriculum, perhaps the most important part of teaching. Education should bring something out of a person, not stuff something in.
40. Theory and practice will always be the biggest problem. The more the class has to do for itself the better. That is in keeping with the theory we are taught. Videoing ourselves for fun and self-improvement would be helpful. Microteaching (not just in our subjects) would help too. A.T.T. gave us a morale boost to cope with some less stimulating subjects. Co-ordinators looked like they enjoyed doing it (leading the course) and shouldn't they share the responsibility and pleasure?
41. I would appreciate a less 'full' timetable to be able to make greater use of resource centre. At the risk of being shot down by the other students (!!) I think I'd appreciate more assignments, ones which are practically oriented. I would like to put the knowledge gained into practice (i.e. T.P. was so fulfilling, satisfying and stimulating that it is a bit of a comedown to have lectures all day again).
42. I feel the discussions were the type of discussions that would normally arise out of a meeting of a group of HDE students. Setting them up in this manner made the situation quite artificial and were therefore often tutor-dominated. Perhaps these periods could have been better used to present more stimulus material with a short discussion/question period to follow immediately thereafter.
43. An HDE course could be cut to six months - 4 months prac. teaching after two months basics. You could keep some sections down to a passing word, and introduce more valid exercises (collecting examples and problems - how to order and choose texts, setting trial examinations and getting expert opinions on everyday teaching experience). Ed. Tech. is a good idea - and to the point. 'About to Teach' is another. Courses should be like this.

44. HDE in general is a scattered course (I am not being lazy). It is too full of bits and pieces and sometimes one forgets which is for which period - and assignments! We seem to be doing our junior degrees once more. About to Teach was practical and essential. Long live its planners!
45. No comment.
46. The HDE course is far too idealistic. A.T.T. component possibly helped to get away from this idealism since it faced the issues which frighten students most, but which method lecturers often gloss over.
47. I have found the course far too airy fairy. I couldn't believe how much I learned on T.P. on what teaching was actually all about.
48. Much of the HDE course seems to be merely filling in time for the sake of it - while this (ATT) is essentially a practical course. The so-called theoretical input (e.g. GEM) needs to be drastically revamped - This is South Africa - 1984! About to Teach fits into the design nicely.
49. Sociology, why? The matters discussed in these courses just indicate a lot of problems that have no answers. Personally, I believe that Philosophy and Sociology are important, but some of the content (e.g. The Credo) does not help anyone.
50. I think it was good to do the 'About to Teach' course at the beginning of the year, before the first teaching practice, just to get students into the basics of teaching.
51. No comment.
52. I think the HDE course should be more closely tied to schools and teaching i.e. theory tied to practice as often this is not the case.

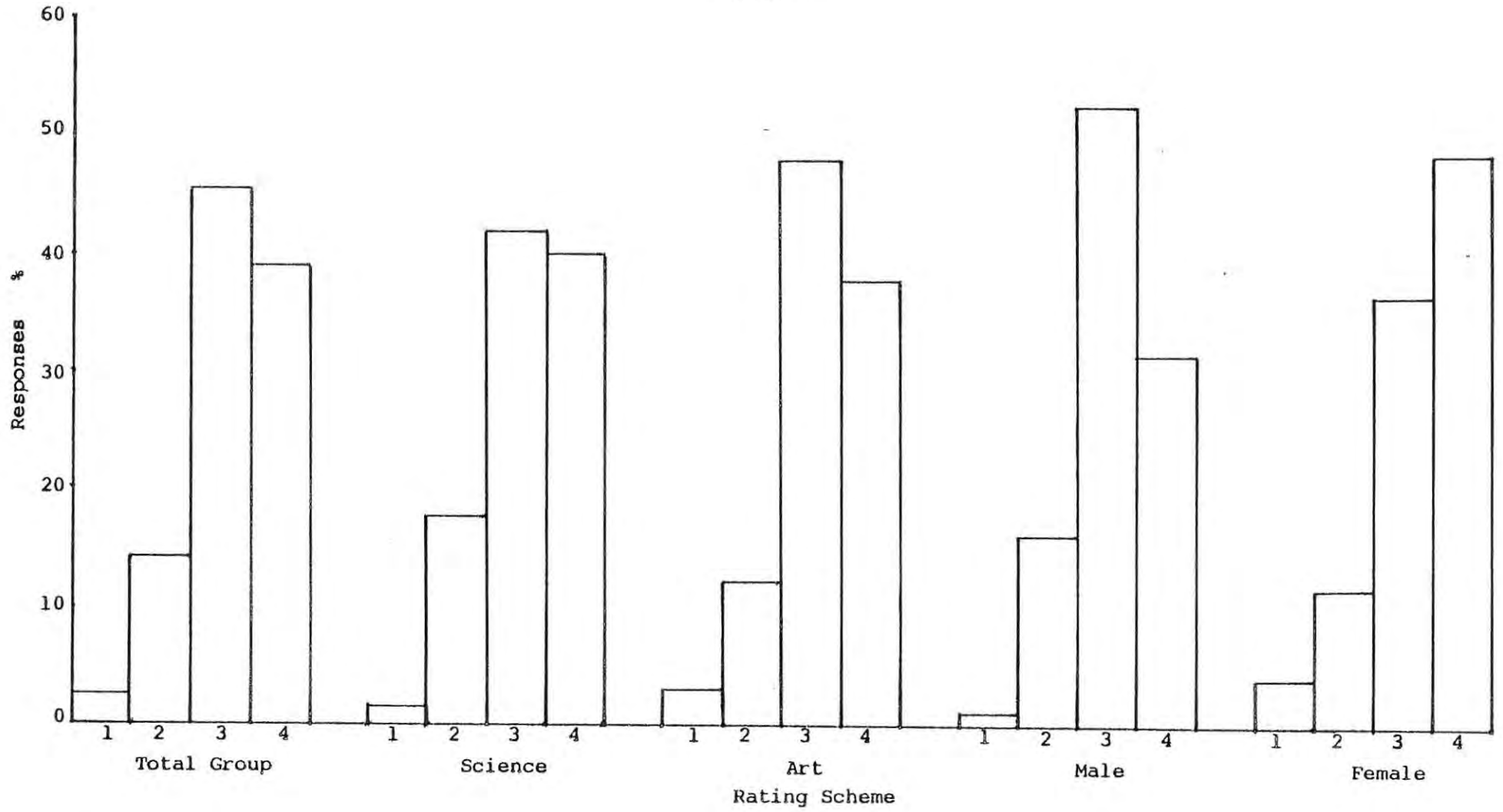


APPENDIX JCONTENTS

## RESPONSES TO QUESTION 7 : AIMS OF THE COURSE

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AIMS



AIMS OF THE COURSE

Using  $\chi^2$  to test 'goodness' of fit between the responses of (a) Science and Art students and (b) Male and Female students to the aims of the course.

a)

Observed Responses (fo)

|         | <u>Positive</u> | <u>Negative</u> | <u>Total</u> |     |
|---------|-----------------|-----------------|--------------|-----|
| Science | 51              | 12              | 63           | c/c |
| Art     | 79              | 14              | 93           | c/c |
|         | 130             | 26              | 156          | c/c |

Expected Responses (fe)

|         |       |       |     |     |
|---------|-------|-------|-----|-----|
| Science | 52,50 | 10,50 | 63  | c/c |
| Art     | 77,50 | 15,50 | 93  | c/c |
|         | 130   | 26    | 156 | c/c |

$$\chi^2 = \frac{(fo-fe)^2}{fc}$$

$$\chi^2 = \frac{(51-52.50)^2}{52.50} + \frac{(79-77.50)^2}{77.50} + \frac{(12-10.50)^2}{10.50} + \frac{(14-15.50)^2}{15.50}$$

$$= .04 + .03 + .21 + .15 = .43$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(2-1) = 1$$

With degrees of freedom of 1, a value of  $\chi^2$  of .43 is not significant and thus the hypothesis (that there are no significant differences between the responses of Science and Art students) stands.

(b)

|        |  | <u>Observed Responses (fo)</u> |                 |              |     |
|--------|--|--------------------------------|-----------------|--------------|-----|
|        |  | <u>Positive</u>                | <u>Negative</u> | <u>Total</u> |     |
| Male   |  | 72                             | 15              | 87           | c/c |
| Female |  | 58                             | 11              | 69           | c/c |
|        |  | 130                            | 26              | 156          |     |

|        |  | <u>Expected Responses (fe)</u> |                 |              |     |
|--------|--|--------------------------------|-----------------|--------------|-----|
|        |  | <u>Positive</u>                | <u>Negative</u> | <u>Total</u> |     |
| Male   |  | 72,50                          | 14,50           | 87           | c/c |
| Female |  | 57,50                          | 11,50           | 69           | c/c |
|        |  | 130                            | 26              | 156          | c/c |

$$\chi^2 = \frac{(fo-fe)^2}{fe}$$

$$\begin{aligned} \chi^2 &= \frac{(72-72.50)^2}{72.50} + \frac{(58-57.50)^2}{57.50} + \frac{(15-14.50)^2}{14.50} + \frac{(11-11.50)^2}{11.50} \\ &= 0 + 0 + .02 + .02 = .04 \end{aligned}$$

$$\text{Degrees of Freedom} = (r-1)(c-1) = (2-1)(2-1) = 1$$

With degrees of freedom of 1, a value of  $\chi^2$  of .04 is not significant and thus the hypothesis (that there are no significant differences between the responses of male and female students) stands.

Comment on the intentions or aims of the course.

1. 7.2. If you didn't become critically aware through the course your faults were shown up so you just had to.
2. The course, in my opinion, was a great success and provided a lot of insight for me and has helped me in my path to self-discovery. I still have not reached the end - I often wonder if I ever will - is there an end - what do you think? I hope so because I would love to teach it in the end.
3. No comment.
4. The terribly low pass rate in our schools was not looked into in detail. I did however get new perspectives on many things - behaviour, expectations, discipline, etc. As I have pointed out I would have liked a lot more controversial material provided e.g. the Education Charter of the AWE, Azaso etc.
5. In general I found this course very interesting and helpful. I feel it should be continued for many years to come. If it were not for the genuine interest shown by all tutors this course would have failed to achieve its aims. Keep up the good work.
6. Honestly, this is a good plan. As suggested before, add more stimulus material if possible. Don't forget that we'll need it too.
7. Things to look out for e.g. idolising by pupils and how to handle it was extremely useful. How to treat pupils and not to hurt the sensitive ones.
8. On the whole the About to Teach course was extremely stimulating and successful in its aims.
9. No comment.
10. The aims were achieved yet not enforced (which I liked) since it gives the student the opportunity to evaluate the aims according to his/her own aims and standards.
11. I enjoyed the course and found it useful.

12. It did give me more information about what I should do during T.P. and even for my future as a teacher at school. I think it should be done each year.
13. No comment.
14. 7.1. It made me aware of and think about issues I hadn't considered before. The awareness, especially, was important. 7.2. I was made aware of how I could possibly behave in the classroom, to the detriment of the pupils without realising it. I ~~was~~ given grounds for considering the alternatives and why. 7.3. Same as 7.2., in a way. It says a lot if you consider that I read all the material for the interest inherent in the material. But I think also that my own interest in such matters contributed because I know some people were bored. It was an enjoyable course and even if it just served to broaden a few outlooks and stimulate a few questions, I think it was successful.
15. Relate course to teaching practice and more towards problems that would be involved or could arise during this time i.e. what happens when a teacher falls for a matric pupil - give examples and what evolved etc.
16. The last aim (7.3.) was achieved primarily through the two assignments.
17. The course as a whole was very stimulating, interesting and always captivated one's attention. It made me aware of peoples' ideas and taught me some things I did not know about before. The whole structure did not place any pressure on us and thus the interest level was maintained.
18. I feel that these aims were achieved. Why? Because I began to focus my attention on schooling as a whole. I developed quite a few critical views on our schooling system.
19. Most of these aims were achieved. Found the course very interesting as a whole and recommend it highly.
20. Generally, it was interesting, stimulating and helpful.
21. Overall the course is most appropriately suited for students to enter their first year of teaching. Through meeting various staff members and hearing their experiences one is almost fully equipped to enter

school as a 'teacher' when the first teaching practice came round. By this time most of the 'mysteries' of school had been cleared up and it became a challenge to enter the school situation to see how one would cope given certain problems.

22. 7.1. = (4) It really did.
23. The course achieved 7.1. very well. However, the monotony of reading and discussing articles was too much. If micro-teaching sessions gave a practical relief from ideals and abstract approaches, I feel that the course would have been more beneficial. Video recordings of 5-10 minute micro-teaching lessons would give a better sense of self-awareness and self-evaluation - because there is a context to apply it to. 7.3. This can be better achieved by the micro-teaching, as mentioned above.
24. Maybe too much attention was paid to discipline although this was a real fear for me at the time, but it also increased that fear unnecessarily. The course brought up ideas which I would never otherwise have considered and made me aware of certain aspects of importance.
25. No comment.
26. The above three (aims) are very broad and the course covered them well. It allowed one to ask questions about oneself and about one's future profession. It gave one the opportunity to see if one still wanted to teach.
27. No comment.
28. One had to look at how we would react in certain situations. We had to evaluate ourselves in comparison with other teachers (especially from trip to school). We were able to see others' mistakes and were hopefully able to avoid them.
29. 7.1. Did this quite well - good. 7.2. Did not achieve this, and why emphasise that before T.P.? 7.3. Sure it did this on occasions but they tended to be negative articulations.
30. Course did provide a basis for critical awareness but did not really give pupils the chance to discuss how they could correct their own faults or shortcomings.

31. The nature of schooling and that which underlies actions and practice was realistically brought to life. It achieved the aim of making us aware of underlying principles that need to be considered.
32. No comment.
33. I gained most out of the course in the areas of self-awareness and self-evaluation - what I would look for in a good teacher, what my aims as a teacher are going to be. I found the course in general stimulating and interesting but not much help in T.P.
34. No comment.
35. The About to Teach course was a good idea. It served as a good introduction and got us thinking in the right directions.
36. No comment.
37. They made me aware of pitfalls - particularly Jean Brodie as I have a strong personality but would not like to dominate people. Various aspects made me aware of my potential or shortcomings and I trust I may act on these to my own improvement.
38. I can't quite say if this course always reached the aims stated. Perhaps it did, perhaps it didn't, but I feel that more often than not, the aim was achieved. However, I evaluated the above question in terms of the class as a whole. In terms of myself I would certainly say that 7.2. I would rate as a 4. I certainly had to look at myself very carefully.
39. The course is, as it must be, inconclusive. There are no real answers but at least one had the opportunity to begin to feel a greater conviction for one's own ideas/values etc. It opened up the ideas of Psychology and Sociology and was quite Philosophical in itself - a search for finding meaning in the situations encountered.
40. It was left to us to attend and participate and, as with all groups, some failed to play the game. Overall, the course made it possible to achieve these aims for ourselves but the aims weren't stressed. It was, for me, a course in self-exploration and social awareness.
41. No comment.
42. No comment.

43. If these are the sole aims, the course failed. It succeeded though less because of the above (aims) than because it generally gave us a bit of experience of the major problems and pitfalls to avoid. It gave 'experience' and the resultant confidence is difficult to evaluate but undeniably invaluable. It is a good course.
44. It was an essential course and, on the whole, it did achieve its aims. Most of the students enjoyed it, and were prepared to lose some essential sleep - just to attend the lectures - because it was not just facts and theory, but something that was aimed at helping them and preparing them for teaching.
45. The objectives of the course were well set out and were a clearly defined means of achieving the above aims.
46. No comment.
47. No comment.
48. No comment.
49. The course was enjoyable and it did provoke one to do some real thinking. I do not believe that one can write down what was learned, but it is probably the best part of the course, with Psychology and Philosophy next followed by Sociology and the method courses, and then R.E. (Department not to blame, doing it in best possible way - referring to R.E.)
50. Because of the nature of this course, I think all these aims were achieved.
51. No comment.
52. No comment.

SUMMARY OF RATINGS : AIMS OF THE COURSE

| <u>Aims</u> | <u>Rating</u> |           |           |           | <u>Total</u>             |
|-------------|---------------|-----------|-----------|-----------|--------------------------|
|             | <u>1</u>      | <u>2</u>  | <u>3</u>  | <u>4</u>  |                          |
| 7.1.        | 1             | 3         | 29        | 19        | 52                       |
| 7.2.        | 2             | 6         | 23        | 21        | 52                       |
| 7.3.        | 1             | 13        | 18        | 20        | <u>52</u>                |
|             | <u>4</u>      | <u>22</u> | <u>70</u> | <u>60</u> | <u>156<sup>c/c</sup></u> |

APPENDIX KCONTENTS

## TRANSCRIBED INTERVIEWS WITH SIX STUDENTS OF 1984 CLASS

## Interviews with:

|    |          |             |
|----|----------|-------------|
| 1. | Clyde    | pp. 260-268 |
| 2. | Jonathan | pp. 269-273 |
| 3. | Richard  | pp. 274-278 |
| 4. | Penny    | pp. 279-285 |
| 5. | Jill     | pp. 286-291 |
| 6. | Marion   | pp. 292-299 |

Initial Question/Request put to each interviewee was "I would like you to talk about your personal experiences of, feelings about and opinions of the About to Teach Course".



INTERVIEW WITH CLYDE

In general most people enjoyed it a tremendous amount. Personally I thought it was very, very valuable. I think, though, that if I have a criticism to make about the whole thing, and I think it generally has to do with the whole HDE course, it is that it's all gearing you towards your first TP. Even in the questionnaire it was all geared towards our first TP. Now, to me, the About to Teach course, even the name itself, implies it's preparing you to teach, but I don't think it should always be preparing you to teach for TP because personally I think the whole TP system is very, very false. I think the biggest value of the About to Teach course is that it prepares you, in a sense, to teach. Not simply on TP. I think for that reason, if I am to criticise the course, I'd say that it should be spread throughout the year. It shouldn't just lead up to TP. That would be my biggest criticism. I feel that with the theory courses after TP, you're getting so much theory. In a sense the About to Teach course broke the monotony that some of us are feeling with the theory. Now look, I'm enjoying the theory and I think that the lecturers themselves are trying to make it interesting, but I think that an About to Teach approach on one of those days, would make things really great, because I really enjoyed the About to Teach course. I thought it had some very good aspects to it. That would be my one criticism...that it was possibly too short. It should have been spread out over a longer time.

Possibly another criticism is that some of the tutors took the questions which you had in the handbook itself, which I thought were good in that they got you thinking along the direction which you wanted us to think. I think some of the tutors, though, tried to have each of those questions answered.

Another thing which they sometimes did, which I disliked, was that they went back to articles which we had in the handbook. As far as I'm concerned we're post-graduate students. It should be assumed by the tutors that the students have read those articles and that they're enhancing your understanding and appreciation of the subject, and that you shouldn't have to come back and start analysing articles or notes that you have put in, because I think some of your...a lot of your stuff is very valid and valuable...a lot of the things which you had put in there - articles, short stories or whatever it was...a number of chapters which you had taken out of books and things like that.

Thinking of one...that letter to the editor...you know up at school A...you

know, stooging...was helluva interesting. I took this letter and I actually read it out to the kids and we got a full-scale discussion going. It was tremendous. The first couple of minutes the kids were really tense and for me it was an achievement because not only was the About to Teach course what we were doing here, but I could actually relate it and I got a whole lot of feedback from the kids. I read that out and we started talking about school. It got on to what they want from a teacher. Their perceptions of the ideal teacher. I learnt a lot from it, so I think in that respect then the course is achieving what it aims to do. For me that was a tremendous challenge... to have these kids a little bit tense in the beginning...thinking, 'what's this guy up to?', and suddenly have them arguing and saying, 'no, look we are all for conformity'. Like I said to them, 'say I walked in now with long, long hair, dressed like a hippy and in my jeans and everything else...you know...I'm the teacher. How would you react?' This sort of thing. 'How do you feel about drugs?' 'How do you feel about wearing uniforms to school?' - going more to the whole school side now. I asked them all sorts of different questions. Some of them were possibly a little bit personal, but all related to this whole business of conformity and whether it's good or whether it's bad, and what shocked me, actually, is the number of kids who said they actually want to wear uniforms. And they want to conform, and I said, 'now listen, I hate being called "Sir"'. In the house I go to my guys and I say...look, I don't care if they're standard 6 or standard 10... 'my name is Clyde, my name isn't "Sir"'. I don't like it, even if I'm going against what the school's like. I'd hate to be called "Sir" the rest of my life because that's not my name and the kids, they wouldn't...they said that's fine, but they don't know if they could get into the habit of calling me that, because they're into the habit of calling everybody "Sir". I said to them, 'would you lose any respect for me if you called me by my first name? I mean, after all, that is my name?' This sort of thing. And it was great.

I mean that's not the only thing...I've used other aspects of it as well. Little things...like seeing that Seven Up Series. It was so nice...like over breakfast for instance...over breakfast duty...I told...it was just the head of house and a couple of prefects...I told them about the movie we had just seen and to have these guys coming to me at the next breakfast duty and saying, 'Sir, how did they change?', you know. 'What actually had happened to these guys?'...and this and that. And asking me questions about... especially the guy that I really enjoyed was the little jockey and how these

guys wanted to know all about the little jockey. And they haven't even seen the movie. That to me...I'd love to show it to them. Going off the topic slightly...not only was it amongst the boys too, but also with Gary being up there, you know, stooging together...and so nice, for me anyway.

Another thing proving to me that it was such a great course was to have Mark J...two years ago he was here...saying 'How did you enjoy...?' You know, we'd say, 'We saw Jean Brodie today', or something like this and Mark would climb in and it was full-scale discussions over supper. It was so nice, the night before a tutorial, it was actually a pleasure to say to Gary, 'look, can we meet for half-an-hour or three-quarters-of-an-hour to actually talk about what we're going to be dealing with tomorrow?' It was great to be able to exchange ideas and that. And I mean Gary has got some very good ideas and often very different to mine. It was really nice in that respect. In my opinion the more open the discussion, the better. Very much so.

I think we're dealing with big issues here. I think to be specific and in a sense to analyse those articles and, you know, I think the more general topics related to education...and let's face it they don't all relate just to education. I mean there are broad things which relate to life and I think it's important in that sense, not just to specifically stick to the course and that's why the course meant so much to me, because I was analysing myself. Through that course in particular, not only did I see...or did I challenge the fact that I'm going to teach, but I was saying to myself, 'now what is the ideal teacher?' 'How are you going to teach?' 'How are you going to put things across?' 'What is it that kids want?' 'What happens if a child in my class misbehaves?' 'Is it really a solution to send him to the headmaster...isn't it proof that I'm failing?' 'Am I going to have those discipline problems when I'm teaching?' I was fortunate enough, I didn't have any major problems in TP and I think sometimes it's actually the teacher who is at fault. If they can't handle the situation themselves and if in the first place...to me it's a case of them being so uninterested. You know, the pupils are sort of falling asleep and this is where you are going to get problems. That's what I believe personally, but I certainly didn't have any major hassles on TP and all the time I was aware that I was trying to keep the kids interested while at the same time teaching them something. It was really nice in that sense, in that I felt, 'look I really want to share this course'. That to me...the tutorials were valuable and I really enjoyed the tutorials but it was the informal discussion...to actually have these boys

talking about it and asking what was happening next without even seeing the movie. To be able to talk about that sort of thing was really important to me.

And this isn't only to do with the About to Teach course...it sort of... a number of other things in the Department too have really got me going. I might mention that during the About to Teach term I got through a number of books as well...reading...which straight away...I mean I got through "Summerhill" by A S Neill. I got through a couple of the Holt books and I think that in itself means that the course has sort of...almost like a pin prick...it's been jabbing at me and I've wanted to know a bit more. I've wanted to see how other schools are - how things go on in other schools. You know it actually really infuriates me that people can turn around and make out that HDE is such an easy course and that it's no work. It really infuriates me because I'm working harder now than I've ever worked in any of my under-graduate years. It doesn't say much for my under-graduate years, but I'm really interested in what I'm doing now. And not only that, but I also find I'm able to get to know myself better. To know my weaknesses and my strengths.

I'm faced with a very, very tough issue at the moment, and that's to do with Phys Ed - whether I really want to teach Phys Ed for one. And I've got to be honest with myself - I'm not a Phys Ed teacher. I'm useless. It's as simple as that and I keep on saying to myself 'Clyde, do you want to be one of those teachers of whom kids are going to say, 'B, hell, he's a shit teacher'. And I don't. Whereas in Geography I can actually feel it in the classroom situation. I could actually feel that these guys are interested and little things like the response to me. I've still got boys coming to me now, asking me questions relating to Geography. As far as I'm concerned, it means I've achieved something. And so that these issues that we do in the course...in the About to Teach, together with the other theory course and everything, they all relate to teaching as a whole and let's face it, teaching is a helluva...it's not an easy skill. It's a really difficult skill and so I think that again I would say that my big criticism that I mentioned earlier, that I'd like the About to Teach course lengthened...to see it during the whole year...I'm criticising actually the whole HDE set-up now.

The whole critting system as far as I'm concerned, stinks. Because everything's geared towards TP and it's such a false situation. I mean, I had a huge argument with a guy who critted me for Phys Ed. I had my soccer lesson

out in the middle of the field and he sat on the stand there, dressed in a suit, and he wanted me to come and have the lesson in front of the stand. And I said, you know, without mentioning any names or anything...because he then criticised me. But not only that, he was so unprofessional that he went to the other students and said to them, 'look, I hope you're not going to do what Clyde did and teach, you know, in the middle instead of in front of me'. And I said, you know, 'as far as I'm concerned you're making the whole TP thing so false because you are making it like a stage production. You want me to do it in front of the stand for you while you are dressed up in your suit and everything else'. He said to me, 'well, I was dressed in a suit, that's why I couldn't walk'... Because I said to him, 'why didn't you walk around?'. He said, 'No',...he was dressed in a suit and he couldn't walk around because there was dew on the grass. So I accepted that but I said, 'since when, when you are taking a Phys Ed lesson, do you not dress in a tracksuit?' And I said, 'second, if you want to see a stage production, you must go to the Rhodes Theatre to see it, because I'm not prepared to put it on. Those kids are used to being taught in the middle and that's how I'm going to teach'. What I'm getting at is that the whole TP system stinks, in my opinion, because it's so false. And I go back to the About to Teach course, it's gearing you to TP. Zapp!! I've got it on the questionnaire. I crossed that out...preparing us to teach. We're going to be teachers and those are issues which are not going to be related just to TP.

An issue like punishment or like the aims of a school - these are essential, vital issues. These are things which we're going to be living with the rest of our lives. I know about punishment. I tell you right now. I grew up in a hostel where I used to eat dinner when my dad was jacking boys and I know what it's like. I've got my own ideas about punishment but how nice it is to read and actually see and hear other people. Gary...you mention the word punishment or corporal punishment or caning and he really gets his back up. I don't blame him because I've lived through it. I know what it's like. I know there's a time for punishment and there is not a time for punishment. Taking those headmaster's talks...not a very professional thing to do, but one of the guys who spoke over here happened to have taught at our school. I phoned up my dad who teaches there and I said what was he like there. Straight away I was so interested in what he had to say and how he runs his school that I wanted to know a bit more about him. I wanted to know what he was like there. The fact that he was in a boys' school there and he's now running a girls' school. I wanted to know if he was a failure in the boys'

school...meaning that he had gone to a girls' school...which I think shows that things were working well...that there was so much interest in it that it was important for me to know about this guy and know why he's got these aims in his school and why he'd gone from a boys' school and suddenly landed up in a girls' school. Wasn't there a reason behind that? As I say, I shouldn't really be doing that sort of thing but I did. It was discreet. It's not something I would go running around mentioning or publish the thing. But that was interesting.

I really believe that teaching is an inbred or it's an inborn ability or a skill. I can't believe that you can actually teach a person how to teach. That's why I go back to that point...I tell you right now, I'm not a Phys Ed teacher. I haven't got that spark...that IT...to be a Phys Ed teacher. Whereas I have in Geography. I know it. The kids know it. I'm that confident that I can actually say that I'm a good Geography teacher. Whereas I'm a pathetic Phys Ed teacher. And I actually know that. It goes back to the whole course. Not just the About to Teach, but the whole course in general. I think you're getting to know yourself better as a person, you're analysing yourself. I'm in the fortunate position again with the stooging where I can ask kids what do they want or what do they see as the ideal teacher. I can get a lot of feedback from them and I suppose I'm in a better position than a number of these students are, you know, with the stooging, because in a sense I'm on the outside but I'm a lot closer than any of them.

Let me say something about the handbook. I've got a boy in my house whose actually coming to get the handbook tonight. He wants to send home that letter to his dad - 'Letter to the Editor'. He's a little bit unhappy with the school and I don't think things are going the way he wants them to. He's probably bashing against the whole conformity but he actually wants to send that letter home. He actually wants to get a copy of it. Just sort of a sideline, but quite interesting. The book itself - the handbook - very well laid out I think. I actually found it very difficult answering that questionnaire because I felt that I had to put comments, but in many places I didn't really need a comment. There were one or two things which were not as good as others...towards the end...the D H Lawrence articles...I think... one or two there...a little bit old but they had a couple of good ideas.

The "Marigolds" one to me was one of the weaker aspects of the About to Teach course...the film and the discussion afterwards. It didn't stir me up as much as the others if I could put it that way.

The "Seven Up Series" I thought was brilliant...really superb. Very interesting. I couldn't wait to see the next one. If I could have seen it in one session I would have been a lot happier. It was like a radio serial where you can't wait to hear the next one. I really enjoyed that. Was it John, or one of them, said he didn't know why they were doing this programme. He actually criticised it. He said he couldn't understand the value of it. It's difficult...the whole thing...people say to me, 'how can you become a teacher?' I get this especially a lot from the boys. But I don't know... there's just something there. You feel, 'I've got something to offer'. That's why I go back to the Phys Ed - I really feel if I can't offer something which is good, I'd rather not be one of those...and let's face it there are lots of them out there who just are not up to scratch. I'd rather not be one of those, and rather digress and find something else which I can offer them. It's a hang of a difficult thing at the moment. The whole course has actually brought this about. I've really had to analyse myself and say to myself, 'am I good at this or am I poor at it'. And it's just, you know, I'm not suited to it in that sense.

Going back to the About to Teach course - the interest amongst the class outside...I can show you a note from a very conservative person...a Rhodesian in the class...I said to her...I remember sitting outside under the tree here and we'd just started the About to Teach course and I was saying to myself, 'right, time you read a bit about education systems'. And I'd got hold of "Summerhill" and I thought, 'here we go boy!' And I got into it and I couldn't put the book down. And I got talking to this girl and we were talking and you know when you start getting onto touchy subjects like swearing and masturbation and sex and abortion...within "Summerhill" which is very liberal...to a very conservative person, is actually radical...terribly radical. And you start talking to her freely and you get into the A S Neill mould and you start talking about it openly and her eyes were just about popping out and you say, 'read it'. And you get back a note saying, 'I really appreciate the enthusiasm you're showing about the book and I can understand now why you actually felt that way. I can't agree with everything that is said'. But in a sense I've achieved something as well, because I've got her to read it. Even if it changes her one little iota it helps. For me it meant a lot. There again we started living in our own little world again. Gary turned around to me and said, 'Ja, why don't we start a school like that in Grahamstown. We could call it "Winter Valley" or something'. It was just all like dreams, and we were saying to a whole lot of students, 'we want you to come and join our school - "Winter Valley". We're going to mould it on the

"Summerhill" style - we're going to start something new here'. It really lacks in South Africa...something like that...completely multi-racial, and you know we're just going to break all the laws which are around us and which make our society stink and which make our schools stink. We're going to go against all of those and we're going to produce something really new. Great fun...I don't think it would ever work...

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I was really delighted, again during the About to Teach course, that term, Gary was actually looking after the Headmaster of School A's house. Gary came to me one night absolutely delighted. He said to me, 'Clyde, you're not going to believe it, I've got a book here from Mr C. It's on "Summerhill but it's all in pictures!' I mean I just about flipped. I'd read "Summerhill" and now here it was in pictures. That's all I needed because here you could actually see A S Neill walking around with the kids and what the kids were doing...the entrance to the school...pictures of their rooms and it was fascinating. It sort of came alive and I was so delighted to see it.

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If I could make a suggestion too, two other films for future courses - "Hair" and "Educating Rita". I can get hold of a film which doesn't really have anything to do with teaching, but it's...I think...a worthwhile film...and that's "Apocalypse Now". I think it's got some very strong moral issues which don't really relate to teaching in any way at all, but in the end, to our life experience. But "Hair" in particular, I love that movie. I've seen it twice. Gary and I have both chatted about it and we think it's very good. You know, "Marigolds" was a very interesting movie, but I actually put in my criticism of it that I felt it was the sort of movie you had to see twice. Very powerful message, but you had to, in a sense, analyse it. I felt...I'm at a loss really, I've got to see that again to really appreciate it... that's how I felt. Lots of movies are like that. I think "Hair" would go down very well with the students...especially for a person like myself. And I think a lot of the guys in the Department are like that...we're off to army next year and not only are we worried about our teaching careers...our futures...but we've got this whole army issue at stake as well and this is bugging us. "Hair", it's all about Vietnam...superb...and it brings in the drugs and the flower power and the fact that... "Apocalypse Now" is the same story. I can get "Apocalypse Now" if you'd like it...I've got it on Video.

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I think in your matric year the big issue is what next - army, varsity, tech, go out and work...whatever. That's the big issue. Whatever you then do...

especially for us...OK, we've been to varsity. We get into varsity...the thing that's on our brain at that stage is, 'I've got to get through these exams, and I've got to get a degree'. Now suddenly the pressure's off us...we're doing post-grad. studies. We're doing an HDE. We've decided we want to become teachers...here's the first problem...going into the course and using these different courses like About to Teach. One of the big benefits of About to Teach is that it actually...you start questioning yourself. 'Do I really want to teach?' 'Do I want to be faced with these issues?' 'Are these the sort of aims I'd like in my school?' 'What sort of teacher do I want to be?' 'What sort of teacher do the pupils want me to be?' You start questioning yourself and you start saying to yourself, 'Can I be that sort of person?' 'Have I got those abilities and do I have that sort of enthusiasm?' I tell you, if a teacher hasn't got that enthusiasm, he might as well give it up. If by now he is feeling he doesn't really want to teach...OK he could stick out the course and get his HDE, but he must really strongly decide whether he wants to teach or doesn't want to teach... so that very definitely you're analysing yourself. At no stage have I ever analysed myself more than I am now. I believe that I still want to teach. There are a number of things that are worrying me...whether I want to go into a private school or government school. I've seen the hassles you get in staff rooms...right from the inside. I've seen those problems which you get. I've seen the teachers' social circle which these people get involved in. I've seen all these problems. I've grown up with them as well...both my parents are teachers. It's actually quite an interesting background...dad a teacher in a private school. I live in a private school. I've been in a private school all my life. I've been through a hostel, I'm back in a hostel. I still want to teach. In a sense I'm the last sort of person you'd expect would want to teach. I should have really been thrown out of the system completely and should have really been put off, but I'm not. I even had my dad teaching me, that's how bad it got!

INTERVIEW WITH JONATHAN

I think I'll start off with the booklet, the general outline of the course as taken up in the About to Teach booklet. I found most of the stuff very interesting and stimulating. I found that, initially, when I went through the booklet most of the stuff was from books that I had actually read at school which pleased me in the sense that I found that maybe people shared 5 my ideas on education, ideas which I came to the Department with initially. In general I found that the direction of the course in terms of its educational direction, was the one in which I was interested in in the first place, but I found too, throughout the course, I learnt that in the six 10 months that I had been teaching I had actually not been such a good teacher. I found that I had made a lot of mistakes in terms of what I learnt later on: when I was busy doing the course, but I found that without the knowledge that I gained during the course I think I did quite a good job of the teaching. The movies, the "Seven Up Series", I found interesting - as were 15 the others - all stimulating in terms of getting you to think about what you are actually going out to do.

The day in the school I found terribly useful in that it forced me to actually go back to my pupil days and re-live the world through the eyes of a school student. I found that not all schools were the way that my school was. The 20 school I went to was totally different from the one I had gone to. It actually made me realise that students don't all experience school in the same manner. People have different experiences of what high school is all about, especially after I had gone to that school and gone to another school for my teaching practice, where the experience once again was totally different. One wonders whether it's actually fair to expect all these people 25 to write the same exams when they go for their matric at the end of their final year, because the experiences throughout are totally different. And they're not really prepared in the same manner for the exam. So that some people are disadvantaged. The interview with the pupils I found terribly interesting as well, especially the younger ones where one doesn't always 30 think of them as actually having all these ideas about their teachers. Quite surprising to hear Standard 6 pupils who actually had these well-defined ideas about what they actually want in a teacher. Discussion groups were always useful to get the views of the other people in the class. Most of the time you tended to agree with what the group said but sometimes you thought 35 you were a bit out in the cold because you didn't share their ideas, but what then was useful was to get them to know your point of view, and to

listen to theirs. The tutors I think, in general, handled the discussions quite well. And they tended to encourage people to talk and not push down their views. Sometimes they did, but I suppose it's natural for people to try and do that.

Teaching practice was enjoyable. I think the About to Teach course went a long way in preparing us for actually going out into teaching practice. Though I feel that perhaps if the About to Teach course had been placed after the theoretical courses it would have been a bit more useful in that we would have had the theoretical background for actually understanding what we were doing in About to Teach.

Still, I think that the About to Teach course is perhaps an easier way of getting into the course before you actually go into the theory, but now when you are actually busy with the theory you feel you would have liked to have known some of the theoretical stuff before.

Having taught for six months I still found that I learnt a lot during my teaching practice in that when I went out to teaching practice I'd actually had some theoretical grounding in education. I could more or less try and reason out why I was doing certain things, whereas before I just thought this a good thing to do and I did it. The teachers in general were quite useful, helpful, and they tried to make it easy on us. I found it easier to get started than guys who went with me because they hadn't taught before and they found it a problem to actually get started, but after the first few days they actually got into it and by then I was well on my way too, like building up relationships with classes and things.

I found my main problem was actually getting the students to be interested in what I was trying to do. Normally when a new teacher comes along or a visiting teacher, people are interested, at least, in a new person, but it seemed that the pupils weren't even interested in new teachers or whatever and they were just going along there and we had to actually fight to get them interested in what we were trying to do. I tried to go with new methods and some of the things I'd learnt here. Some of them worked, some didn't and I found it was hard work actually getting people interested. That's the main problem that I'm going to face going out as a teacher: to get people interested. I think in general people are interested in completing their school career...they want to pass matric. They are interested in school as such, but the academic side - getting down to the work - the actual syllabus, people find it terribly hard to reach them. I don't know what the causes are.

You know, you actually have to work hard to get them to be interested. I think if you didn't go out on teaching practice...it would be terrible to start teaching next year without doing a spell in a school. I find it's essential for you to actually go and practice before you actually go and start.

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Most of the people seemed to enjoy the course. There are the cynics in the class. There are people who just aren't interested in what is going on... people thought it was a waste of time...not very many, but in general people seemed to find it interesting and helpful. People were interested in what was going on. In terms of discussions with other people, most of the discussion actually came out in tutorial discussion classes and there people actually spoke out so that one could say that people did prepare for tutorial discussions, which in a sense means that they were interested in what was going on. I think it's one of the courses in the HDE curriculum people most enjoyed. I know people aren't as enthusiastic about the theory course for example as they were about the About to Teach. The work wasn't so demanding in the first place.

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Int: May I ask you something? If it were possible for the staff to agree to try and run the theory courses along the same basis as the About to Teach course, do you think that would be a better approach?

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I think it certainly would, but I think it would be difficult to actually structure the course in that way. Maybe you would be able to do that. I think the idea of separating the three disciplines causes problems, but I suppose you have to. But I think if there was closer co-operation between the three maybe it would be a bit better. Now we tend to be swamped with work because I don't think the other people are quite aware of what the other people are expecting - the sociology people aren't aware of what the psychology and philosophy people are expecting so that we are burdened with a lot of work and it tends to get you down sometimes. I think the essay we were set the other day - the topic assignment - was quite an interesting one. I think it's a good move in that you have to combine the three disciplines. It's a good one. The first essay we had to do was quite interesting. I enjoyed doing it and at that time it was easy for me to actually put down my ideas, but after going through the course, and after going through T.P. I found it terribly difficult to actually sit down and sort out my ideas about what teaching really was. And it took me quite a long time to actually work it out. My essay was late. I didn't hand it in on time. Some of the

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views I held earlier had changed as a result of the course. Some I still wanted to hold on to. So it was a bit difficult actually working through ...I think it's a good exercise to actually get people thinking about what they actually believe. ,

During my high school years where it was possible, in discussions in class, in which we used to have debates and stuff...one felt free to actually bare oneself and give one's opinion. As far as my under-graduate years go, I always felt that I couldn't really be honest in terms of my ideas. I found that in most cases my ideas differed so radically from the rest of the groups and from lecturers that in most cases I found it better to go along with the group instead of upsetting the apple cart. Especially in controversial subjects - in sociology for example, I found it much easier to go along, but in the history classes for example, I had terrible problems. And I had actually grown used to floating along with the group and not saying what I think. I found it was best afterwards because in the beginning, in my first year, I used to be a nuisance in class and I found that actually people were getting upset with me and I felt I was wasting their time and trying to be difficult, so that I eventually got used to floating along and just accepting things as they were. Earlier on, in school, I don't think so. One doesn't really discuss your personal views in school. It's only now really in the HDE course where you actually are given the opportunity time and time again to actually sit down and give your personal feelings in a class and I find it, in a sense, a new experience. During my under-graduate years I'd gone through a lot of reading and stuff, so that now I've amassed a mass of knowledge which enables me to sort out my own ideas better. When I was at school I don't think I was able to think as concisely or as clearly as I am able now. In a sense my discussions during high school years were a bit on the sloppy side. I feel now that it's quite useful for me and in most cases I am free to actually say what I think.

Int: Do you have any reservations? Do you feel a bit apprehensive about saying what you really think on occasion?

It depends on the group I'm with. It depends on my peers mostly and not on the tutor. Sometimes one feels that it's better to let things pass. In most cases I feel free to say what I actually feel.

Int: Can you think of anything else you would like to say?

I think one of the main criticisms I have against the HDE course, and this is against the course as a whole. I don't know if there's very much that people presenting the course can do about it, but it seems that we are trying to turn our attention to a specific teaching situation. We are looking at British and American education, and the teacher we are interested in is basically the one who is going to teach in a western bourgeois society. We aren't really looking at a third world education at all in terms of what the problems are there. And I think these are some of the problems which we are going to face when we actually go out to teach. The problems of mass education, etc. How to compensate for people who are socially deprived, etc., at school. I think that's one of the main problems I have with the course. Even the course in comparative education in terms of looking at communist education in China or Russia...that I think would be quite useful. It would help. But I feel that we have to actually look at education in the third world and see what people are doing there.

INTERVIEW WITH RICHARD

I found the About to Teach course more helpful in some ways than a lot of the things we're doing now. While I was doing my under-graduate course, thinking about this year and what it was going to be like, I was just under the impression, people gave me the impression, that it would be a fairly sort of straightforward, easy course. You just learn a few things here and there. But 5 actually I found it to be most helpful...I found it to be most helpful from the point of view that I had certain pre-conceived ideas about teaching. I thought teaching was just sort of like - how can I put it - was just sort of say a thing like a job that you had to do without realising the deeper things that underlay teaching. A sort of a Teachers' College thing...type situation. 10 And I found the About to Teach course brought out all sorts of issues...raised all sorts of issues that I hadn't actually considered. Like when we did the first essay, what was it, what was that first essay?

Int: What teaching means to me?

Ja, What teaching means to me. I just laid out the basics of what I thought 15 teaching meant to me and then at the end of that time, when I actually did the other essay, What teaching means to me now, it was quite interesting to see the changes that had occurred. So from the point of view of the structure of the course, I think it raised a lot of very good issues that I hadn't really 20 considered before. So from that point of view it was very helpful. I've got to think about this. I enjoyed the fact that we were moved from different... we had different tutors each week. I thought that was quite good because it means we got to know...as students, we got to know who our sort of, like staff was, and I think it was good because it kind of established relationships. Like sometimes if I had a problem, like say my sister for instance, and I may not be 25 able to go to my method lecturers - I may not feel that they're the right people, but I could come to you, although there are other factors involved there as well. But I felt I could come to you say and just say, 'This is the situation'. So from that point of view I felt it was good as well. Course wise, the actual structure of the thing, I actually missed one of them, I 30 missed the one on discipline because I was ill. That was right at the end, I was quite sorry to miss that actually...I think it would have been useful.

Int: Even though you missed it, would the handbook have been of any use?  
Did you have a look at the readings?

Mmm, that's right there were three articles I think...which were quite helpful. But I mean it would have needed some kind of backup - some kind of discussion - to kind of reinforce perhaps what I was thinking and I think as well from the group point of view it gave you a chance to like express your own opinions. I don't think any tutors dominated too much. Well, most of them...well the group that I was in - we were fairly relaxed and fairly open and even though we might have differed with somebody else's opinion it was good in that respect as well. I wouldn't know how, actually, it could be improved. I don't know because I felt...well, I think that the actual way the course was structured was just right for perhaps my particular viewpoint or feelings at the time. I felt it brought out issues that I personally hadn't really considered in any great depth. So from the actual point of view of improvement, I don't know, I wouldn't know what you could do there.

The stimulus input sessions were very helpful. It kind of gave that added depth if you like, when we were actually discussing...raising all sorts of problems. You can refer back to, like the day in the school for instance, and you could identify with pupils in some way because once you get out of the school situation you tend to forget what it was like as a pupil and to try and feel what they're feeling and pick up their attitudes towards their teachers and towards their schools and things like that. So from that point of view it was very helpful. So from that point of view perhaps you actually might be able to introduce more things like that. You know, sort of, a practical thing.

I think you could do the same thing...I don't know whether you could do the same with psychology or sociology or philosophy, but I don't know. Personally I just haven't been as happy doing those three than say doing the About to Teach course which was more informal. We all got together as one big group... you have your stimulus input then you go away and talk and discuss about it and raise issues.

For sociology, we were going to have tutorial groups. Now they've made it into just a straight, like, lecture time, which in a way I think is a bit sad, you know, because...it would be good say for sociology if they had a lecture or some kind of stimulus input for that particular thing and then as groups we go away and discuss it...you know it's sort of issues...that kind of sort of format.

Having never done psychology, sociology or philosophy I'm really struggling in some of these, and the fact that I've missed a few, because of problems at home hasn't made it any easier. So perhaps if they had that kind of more informal thing... Because I found it really worked for the About to Teach course. We had a super group, we really did. You know all sorts of issues were raised from say like a day in the school...all kinds of issues were brought forward and it was great to hear different people's opinions of them and what they actually thought as well as expressing your own opinion, which I think is a very constructive kind of thing. I mean just on a...well this is just an example, one of the reasons I actually left New Zealand was because of the anti-White South African opinion there, and because I had been to South Africa and had lived here for a couple of years and I'd finished my matric here. I wasn't an authority on South Africa, but I could actually speak more in South Africa's favour in some ways. And of course all the radicals, you know, they were just of the opinion that...and their opinion mattered and in a lot of cases when we had discussions and things with different people...they would just like shout you down and it actually sort of stunted you in a way. And that's one of the reasons why I left...I just couldn't stand some of the hypocrisy that was going on. I mean apartheid is not just confined to South Africa, you've got it everywhere.

I'm not saying I support apartheid but, you know, I think there are changes... even if they are slow changes. It's a fact that I think some people have to recognise without just hitting specifically at White South Africa. Because I'm White and I'm proud of it, you know. That's my heritage. You know what I mean?

I think the About to Teach course actually helped me during my teaching practice, I'd actually done two weeks before coming to this course...there I was just about thrown right into the deep end, but it was a good experience. In some ways I was prepared in a small way for my teaching prac. but the About to Teach course just gave it that little bit more depth. And sometimes during T.P. I found some guys came to me with all sorts of problems...it was quite interesting. Whether they were related to work or something they felt they could perhaps relate to me better than they could with their normal teacher, perhaps. Because I was younger or something. I don't know. But I had a lot of cases where guys came to me and I could just sit and chat to them and just find out things about them - how they felt about the school, some of their problems and things like that, it was actually a very good

experience for me - I enjoyed teaching at School W.

I think one of the main things that gave me that little bit more confidence - because I'm not a very confident person...and even at School W I still wasn't very confident, but I had that kind of extra sort of impetus if you like, to carry it through. I enjoyed School W, it was very good. And I found that the About to Teach course actually did help me in that area - very definitely.

I thought the handbook was quite good actually. I think the articles that were chosen for the handbook were more related to the input thing - I can't think of any offhand actually, but I remember I enjoyed it. I thought it was very good actually. Like home background. This was something again, like, if you're thinking about teaching...that I hadn't personally considered when I first arrived. Like the classroom situation. Sometimes kids who are very keen on learning may come to you and perhaps they're stifled by some kind of environment, perhaps their home environment or their social environment. It's important to take, sort of, cognisance of...you know, their actual outside activities as well as their internal. Teaching a couple of subjects is a fraction of what you should be doing.

Just talking on a general basis, just with other students, I know a lot of them are not happy with the three disciplines at the moment. I think they find them sort of...they're not as motivating as the About to Teach course you know. You just go to your lecture and take down your notes and you do your assignment... and then you go away, and for people who haven't actually done that kind of thing, I mean it means...in some ways it might mean nothing to them...you know, it's just...OK, this is philosophy and I have to pass it at the end of the year, you know. Perhaps, if, I don't know, if the HDE course or whatever, was spread over two years then you might be able to perhaps work something out like that...I don't know.

Obviously you've got problems there, I don't know. I get the feeling like this year, this cramming, that's what we're doing, we're just like cramming everything in, you know. At the end it's all got to be kind of regurgitated. But then you know, like if you're not interested in sociology or you've never done it, I mean, what are you going to do when you pass it? You think 'Oh well, I've passed it and that's it'. Finished, you know. I don't have to think about that anymore, you know. Without my changing the teaching situation, but a lot of people that I've talked to about it are not that happy with it. I think they find it...I think it's not that they're not happy...I think they find it

unmotivating in some ways. There needs to be some kind of input or like a day in the schools or a film or a tape or something to get their interest aroused and then to go away and discuss it and then bring out all the, say, sociological issues, philosophical issues, or something like that.

I think most students that I've talked to in the HDE class actually enjoyed the About to Teach course. I haven't really heard anything negative so... 5  
and I think they enjoyed it because they found it stimulating. You had your stimulus, you had the material and you'd go away and read and you come back and, you know, you've got time to think about it, you've got time to sort of sort out your own opinions and weight up over issues you wanted to decide 10  
upon. Whereas here, you know, you just come and go away, come and go away and there's no kind of...I don't know. Perhaps it's a communication thing as well - I don't know.

People are just not self-motivated. Everything is instant now, in this day and age, you know. I suppose, especially young people, just expect to be 15  
turned on. They do, you know. Everything, you just turn on, or video games or whatever it is, you know. They expect to be entertained almost...if I can use that word in inverted commas, you know. And there's sort of no self-motivation - which is very sad actually in some ways.

For all the About to Teach tutorials groups that I had, we had virtually 20  
100% attendance, you know. I think people were so interested in all the different issues that were being raised that they just came along and they were keen, you know. So I think that was the general impression. Unless they were ill or something.

INTERVIEW WITH PENNY

The beginning part I thought was very good. That "Seven Up Series"...I loved that. I mean that was very, sort of, appropriate to teaching as well. To see the different kinds of schools. I enjoyed the movies as well as the readings in the handbook. I thought they were excellent, I really did. I found that book very useful. I used to read it before I went to sleep at night. In my other courses - my sociology and that - I find it quite a strain to read all what Tutor S wants us to read. But in that...it was so easy and it was really interesting. So I just used to ...bedtime reading...it was lovely. The part I least enjoyed was probably the Headmasters' talk which I found was incredibly false because having been a pupil at School K and having Mr T, I've got to admit that I never ever picked up those values in the four years that I was there, that's for sure. I just never found them very convincing, you know. To me it seemed like sales talk more than anything. They weren't being genuine...I'm sure they weren't. I mean there must be an ideal that anybody wants, you know, and anybody can stand up there and express these amazing ideas but to actually live up to them...I don't think...well, Mr T doesn't, that's for sure! I'm not criticising him at all - I think he's a very good Headmaster, but I still don't think it's even possible for him to live up to those ideals that he was expressing. The same with Mr L.

I think it was a good thing to have, in that you know, you could see the two sides of a Headmaster - how he actually operated and how he'd like to operate, but because it was so false, it just annoyed me so much and when I went out of there I was really angry, you know, because I'd known him so well...and there he was...and he knew I was sitting there...and there he was expressing all these amazing things that he just never did. I was actually at School V as well, so I had Mr L too and he was even worse than Mr T. I mean, I hated that school...I really hated it. It was dreadful. I couldn't bear it.

I spoke to Tutor S afterwards, but I don't know...somehow I don't seem to find it very easy to talk to Tutor S. So I just said what I thought, and that, and Tutor S was quite interested in it.

Int: Tutor S is actually terribly fond of the school, because she was under Mr L's predecessor, Miss R.

Yes, I had her as well and I was also fond of her. She was nice, but a very

spinster type...she was...I mean, I had one year with Mr L. I don't know if it's right to have an all-girl school and a male Headmaster. I don't know if that's right...I really don't know. I just don't agree with all-girl schools maybe. I'm for co-ed. I mean, why are there only all-girl schools anyway - it's totally unnatural.

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I found the course helped quite a lot in TP. Especially the things like the "Seven Up Series" and the "Jean Brodie" movie and the talk by the kids themselves. I missed, unfortunately, the teachers' one - I left then - a week early. My sister had a baby and I stayed in Pretoria with her, so I didn't see that one. But it was really good for TP you know...to get an idea. You forget after you haven't been at school for five years and you forget what it's actually like to be a pupil and what you think the teacher should be, you know...if you are going to be the teacher now...so it's a totally different situation and that was very interesting and it helped me in Teaching Practice.

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After the day in the school I was exhausted. Half past seven at night I was fast asleep and I don't know why, because at school I never got tired, so what do you think the reason for that must be?

Int: It's difficult to say. I suppose much younger people just have so much more energy and they get into it. It's an every day reality and they have to survive. But that's a very interesting point, because when you think about it - eight periods a day...these children have to sit desk-bound. It must be exhausting. I don't remember it being exhausting. I can remember at school...like after lunch, dozing off or something in class.

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I remember the last periods of the day...I used to hate them, whatever they were.

Int: As a pupil yourself?

Ja.

Int: What about discussions outside of the official tutorials?

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As I said in that questionnaire - a lot depended on who the tutor was. I found the ones with you, Tutors C and D, fine. I didn't enjoy the one with Tutor F - that was the "Jean Brodie" one and I think Tutor E didn't like me because he gave us pieces of paper to write our names on and I wrote something funny, and he just didn't impress me and I don't know...I just

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didn't enjoy that discussion. With Tutor F, we joined up with Tutor D and because the group was too big to begin with...and I don't like Tutor F all that much. So that one I didn't enjoy so much. The rest I loved. I really enjoyed them and I was sorry to miss that last one - that was the one that we repeated with you at the end.

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Int: The one on discipline, I think it was

That's right.

Int: And outside of the tutorial situation?

Do you mean with the other students?

Int: Yes, exactly, right out of the official kind of...

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Well, Kim and I used to have a lot...because Kim and I live together...and we used to have a lot to say about it because as far as I'm concerned it was probably the best part of the HDE course...followed by Lecturer G's course now, which I'm finding incredibly useful as well as psycho. which I'm enjoying, but I can't stand philosophy and sociology.

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Int: Have you had any experience in those two areas before?

I've had a year of psychology and so I know, sort of, the basis of Erikson and I know Piaget and all those, but I know nothing about Ivan Illich or whatever his name is, and all sorts of things, I really don't know anything about...

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Int: It's an interesting problem. It's something that's come up in these interviews as well and I've picked it up in interactions with other students. The group as such is such a disparate group. You get people that come in with accountancy and commerce as their majors and others come in with science subjects, or history and geography and Phys Ed, or whatever. And other people will come in with psycho III or psycho honours or sociology II or III...

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Don't you think maybe a solution to that is to rather stick to things like that story about Amala and Kamala - things that we can relate to...sort of that are more on our level as teachers Rather than into some huge big theorist's story? I'm sure that would be better.

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Int: That's what I try and do...start off with a very simple and extreme example and then talk about what's inherited and what's learnt.

That's really interesting and I'm sure most people would agree with me, you know, knowing about Piaget, knowing about Erikson, even if you've never known about them before. I mean it's easy to read through that pamphlet you gave...which is very simple. But if you have...like in my first tut with Tutor E, we had a big thick thing to read through and readings in books and readings everywhere and we'd never been introduced to these people before... it was just slap bang in the middle of somebody's theory. I mean let's try and like comprehend this and then sit in the tut and like talk about it. Luckily Nick had done sociology so he knew something about it, but otherwise you...after about 20 minutes, you ran out of anything to say and since then what Kim and I have been doing for sociology - instead of going to our tuts - we do our readings at home and we sit at home in that time and talk and that's far more beneficial to me and to her, she says. And philosophy...I don't know...I've just written philosophy off. I do have two methods a week with Lecturer H who takes me for philosophy as well. It's heavy going...it really is.

Int: What would you recommend?

Why not try to incorporate those courses in a similar course to an About to Teach course? Is that not possible? I mean things like showing a movie and discussing it the next time...things like that. And then include, sort of, philosophical thoughts or sociological matters, or whatever, you know, and do it that way instead of just plying people with group discussions in class which never work, because you're never with the same group. I mean, some people just don't arrive or other people, you know, if you don't know the people at all and they're enormous groups...to try and sit in philosophy there are something like 30 of us...and you must all sit around a table led by Lecturer H and have a meaningful discussion. It just doesn't work, you know. People just don't discuss like that.

I think it also depends on the person as well. I mean, the majority of HDE students are willing to sit in a lecture and listen to you...and I mean, they are willing to listen to Lecturer G...look how many people come to his classes. And they are totally, sort of, voluntary things. I mean, nobody's forced to come to them and yet if Lecturer H had to do the same method as you...as what you're doing...still nobody would go because people just can't

bear to sit and listen to him. I like Lecturer H as a person very much. He's a super man...but he's just got something about him that he just cannot lecture. I can't sort of grasp what he's trying to say at all. He's very repetitive and he's...I honestly don't know how to explain it. But I have method G with him twice a week, and that's more than enough. And quite honestly, until now I've learnt nothing in method G - absolutely nothing, except for what I learnt on TP and that amounts to far more than what I've learnt now with him in terms of method. You know, things like setting of tests and marking tests we'll do for three weeks in a row and then he's got no...you know, like, when you talk to Tutor C, he's got such good ideas about helping kids...like letter writing, you know...good ideas about how to go about teaching letter writing to children, instead of the boring, old-fashioned method, but Lecturer H doesn't do that at all...he doesn't give you any ideas. Has he taught before in a school? He just never imparts any of his good ideas about teaching, which I'm sure he must have. I mean, any teacher must have them. So that's just the difference.

Int: So what do you actually do in method G then...if you're not doing method? If you know what I mean.

Well, we sit there and we go through an exam paper. We've never been through the syllabus at all and eventually we just said to him, 'could we possibly go through that?' So we went through that, which was nice. That was probably the best part of the course. We went in pairs and each took a section of the syllabus and discussed it, and that was fine. But other things like the marking of the paper - he brings philosophy into it a hang of a lot as well. You know, nothing to do with classroom discipline, nothing to do with the practical side of teaching - it's all theoretical - everything is theoretical. You know...and what should a good exam paper have and what are good questioning techniques on a certain subject? It's no practical advice at all.

Int: Although, when you come to setting subject G papers...

Oh, we'll probably set them perfectly. I've got a handout about that thick on setting papers but nothing else.

The whole HDE course could be similar to the About to Teach course. I mean, all the practical things that came out of the About to Teach course were of real value. You know, the theoretical things we do in philosophy. I mean, whoever's theory we study in philosophy or sociology...I mean, it's of no use

really. I mean when we finish this course I'll forget those...I won't remember them. And I don't care two hoots what some guy - two centuries ago - said about children or something. It doesn't worry me. I want to know ideas, what we must do, how to handle children in certain situations and how I handle people in the staff room and all that - that's what matters to me, you know, to be a good teacher in that, say. I don't want that theoretical knowledge.

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Int: In other words, it's bread and butter issues that are of a major concern to you?

Ja. Maybe I'm wrong. Maybe I should have a more, sort of, academic outlook on it, but to me teaching isn't a purely academic thing at all. It's more knowing how to deal with children and by learning a theory, like Erikson's theory, I mean, then you know something at least about children. But by learning some obscure theory on philosophy about some thought of some guy years back, I mean, it's not going to help you about children, is it? Well, to me it's not - so that's the difference.

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Built into all those films, all those readings, you gave us, are all three of those disciplines - sociology, psychology and philosophy...to a certain extent. And rather than doing what we're doing now, rather extend that a bit so that we've got a core of films that we've seen and you know, certain things...interviews that we've done and heard and then build it from that and say, 'OK, let's have a tutorial on "Jean Brodie" - the sociological aspect of what caused her to do what she did and then...' you know... we'll be bringing sociology into the course and then relate theories to it if they must relate theories to it. And in that..."Marigolds"...that one. I mean, then there's the parents effect on the child and that's also something to do with one of these three disciplines, I mean, there's something in all of those...rather than just discuss obscure things that don't happen to anybody. At least things some people can relate to...

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Int: That's very interesting. I think, you're talking integration of these disciplines?

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Definitely. They can't be seen as three separate things and they very much are three separate things at the moment. I mean, I understand at the beginning when you said how difficult it was to integrate them and then I realised...but I'm sure by trying to extend the About to Teach and relating them in that way, it would work. Work better than it is now.

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Int: OK, anything else about the course from a personal point of view?

Well, I think it's helped me develop quite a lot as a person and being in tutorial groups - especially being in the same one throughout the About to Teach, it helped me get to know people, you know, quite well. And also to accept other people's points of view. That's another thing I never did very often before, and to realise that people have different values and have different opinions on certain things and that mine aren't always the right ones, and I think that definitely did teach me a lot in that way. 5

I realise now...I don't know if the HDE course has entirely helped me to overcome my selfishness, but I know I used to be terribly selfish and what I said went and other people's opinions didn't really matter to me at all. 10

Int: Maybe that's just more inflexibility than selfishness?

Could be, but I see it as a kind of selfishness and maybe being spoilt as a child as well - being the last one of the family and being quite spoilt... because often as a little girl, things I wanted to do, you know, the whole family often did, which is a fault on my parents side, I suppose, but that I know...I've learned to overcome and this has possibly helped quite a lot, because being in tutorial discussions and interacting with other people and learning to live and to accept other people's ideas...it has helped me in that way. And I don't think I'm as selfish as I used to be. 15 20

Int: I can't imagine you being selfish...

No, I was. I was a terrible little girl...terrible and spoilt. I think also added to that is living with other people - living in digs. Getting out of res. and living in digs. It's helped a hang of a lot.

Int: Yes, you have to really consider other people's likes, dislikes, situations. I did exactly the same thing in my HDE year. I lived in a house with four other people - Phew! - it can be heavy. 25

I know. It is heavy. But luckily it's worked very well and been a very good experience.

INTERVIEW WITH JILL

Generally, I really did enjoy the course immensely, although I must admit that I was a bit lazy about doing the reading. Not every time, but I'd leave it too late and then realise there was more than I had anticipated and didn't get through it all. But, on the whole, I found the discussions very interesting, subsequent to the movie or whatever the programme entailed. I found that it was sort of the first taste of our course and of teaching and having had four years getting to this point, I was getting to the stage where I thought, 'I can't wait to teach'.

There's been so much preparation time behind the actual teaching. Now I want to get out and get into it. And so this course...I was fascinated to see what sort of things would come up. I don't know if it was a conscious thing of trying to see how it would relate to actual teaching when I was in the situation, but I think subconsciously you must be thinking all the time ... here's a panel of Headmasters or pupils...you know, just as you would come across in a school situation. I think the one which I missed, and I was very sorry to have missed...I don't know, I think I forgot to mention it when I wrote it down in the form...was the kids in the little interviews ...I didn't see that one, which I believe was very interesting, and I saw it on video but I didn't see the...I think I saw the 9's, but I didn't see the 6's, which I would love to have seen.

On T.P. the kids who I enjoyed most were the 'littlies' and the 7's on the whole. I had a 7C class and the school I was at...these kids were the weak English-speaking...it was a dual medium school...so there were three English classes and two Afrikaans and the children were...they knew that they had been labeled as weak English pupils and I found it immensely challenging wanting to just get them to destroy that label and to realise that they were OK as people, you know. Just to affirm them and the one lesson which I...I know this is digressing...but I took a lesson on dialogue - Colleen and myself...we shared it. We had our lesson so we could, you know, it was time enough to make use of. We used a tape and I transcribed it and we handed it out to them. It was that one that Lecturer D used on... it's called "Rawlings" and it's a pupil going to a Headmaster. These kids obviously could relate to it absolutely completely, you know, and they were hosing themselves. They were so relaxed and I got them to then set up their

own dialogue situations and write a little dialogue thing in the special way that...I'd shown them the rules how to do it and that, and then come to the front if they wanted to...and to read it out or enact it in front of the class. They were completely relaxed, because Colleen and I...well the fact that we were so relaxed that at one stage we were calling each other 'Colleen' or 'Jill', and you'd say, 'I mean Miss L', you know. But something we had to work through. And anyway, at the end of the lesson I was just bursting. I was just so thrilled with how it had gone and I couldn't contain myself. They have two lessons, break, two lessons, break and then two and then that's it and it was just before break, and I said to them...I just felt...I just said, '7C you have been the most fantastic class and I have just loved teaching you'. It was the last time I was going to take them and I was just thanking them that they'd let me come in, you know. And I said, 'You've been so well-behaved and co-operative'... and all the rest of it. And this one little girl's face just lit up and she looked at me in absolute amazement...she said, 'Gee, Miss, nobody's ever said that to us'.

And if I can draw it back to the About to Teach I think that I was excited about the course in wanting to see how...what issues would be raised that I could see would possibly be reflected later on in the T.P. or in real life...in a permanent post. The parts of the course I enjoyed most were where we had a panel of people to come and chat...with the staff...or the Headmasters. The Headmasters' one was such an eye-opener and I felt two extremes. I think a couple of them couldn't pitch up or something. But the ones who came...you found yourself comparing them the whole time... imagining yourself in that situation under a Headmaster like that and I was thinking which one I would be more willing to want to work under and automatically decided to myself that I definitely would not work under so-and-so.

The one part of the course which I didn't enjoy that much was the "Miss Jean Brodie" movie. I think only because for me it just seemed such an unrealistic situation - this woman...this crazy woman. To my mind she was warped, but that was my personal opinion. Still it was interesting to see how great an impact she had and I think it's really possible that that can happen. I had one teacher at school...an English teacher...and she was a divorcee and she was obviously very cynical about a lot of things and bitter about her divorce and that sort of thing, and yet she was an out-

standing teacher. She just drew on personal experience so much and made the classes so much more relaxed and she was very frank and open and shared a lot about herself which just brought so much life into the actual lesson.

It was interesting, too, listening to the teachers who came and the one teacher who came I'd actually observed at School G when we had that 'Day in a School'. He was the Science teacher there. That was interesting too. I'm almost ashamed to say it, but the one thing which also...I think I would need lots of time to think over, or possibly even see the movie again...I think I mentioned to you, I would like to see it again...was the "Marigolds" movie. Because there just seemed so much in it and after the discussion people brought out all sorts of things which I hadn't picked up and I kind of found myself thinking, 'why didn't I, you know... I should have'. And yet other issues which were raised...and yet...a lot of the time I thought to myself, 'I'm getting muddled'. But when I was thinking in relation to the core-courses maybe because I've got no background in it I'm finding it difficult, but I keep thinking how realistic...or not necessarily realistic...but how relevant is it? Because I can't see myself going to my notes and saying, 'Well, Piaget says this, that or the next thing'. These kids aren't in the right grouping or stage...according to Piaget...how does one relate to them, you know. I just feel very much...I think Mick mentioned it today in fact...that it's so much a personal thing that...and you're relating it to the kids...that no theorist or body of theory can aid you in that...it's very much how you...in a...just a day-to-day lesson-to-lesson situation. And as situations arise, if you just respond instinctively in one way or the other according to your personality, I think. Although I possibly find that if I was to sort of have a look at all the theorists and then apply my ideas and see what correlations there are...there would probably be quite a lot that I would agree on...possibly...I don't know.

I found the discussions very interesting because I love hearing people's views and yet it's a bit selfish on my part because I've found that I'm hesitant to give my opinion, and I wish in one way that I was more relaxed to just chat about how I feel personally about different things. But I find that it's very interesting...when you have seen...know someone on a certain level and then getting to know them through, you know, various moral issues that are raised and why so-and-so thinks that. For me the biggest thing has been wanting to see what my view is, my standpoint as a

Christian and see how I should...if I am to call myself a Christian...how I would respond to the various situations. It's quite difficult, sort of, coming to a point of saying...now just abortion for example...how one would...what should I say and to make sure that I've worked it through and that my view is consistent with a Christian point of view.

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You know, you come up against a lot of, not necessarily criticism, but people who don't think like I think, you know...and can't understand why I respond in a certain way. I think that that is a lot of the reason why I am possibly hesitant to talk because I find that I possibly have a very... I won't say childish Christianity, but I tend to see Christianity as a simple 10 thing and I don't feel that it's something that's complex and I feel sometimes that if I give my view it seems so...not shallow...but uncomplicated, you know. Why don't you say this if you're just saying you are wanting to obey how God leads you to act, you know. But don't just say it naively, you know...you can't, you know...there are sort of responses that people 15 make when you say things like that...then I'd rather not say them, you know, and protect myself.

Int: Did you speak at all during the tutorials? Did you feel it got better as it went along?

I did feel that I was feeling more relaxed to contribute as the tutorials 20 went on. And I felt in a way I would have been silly not to have spoken up more beforehand, but I've always been like this. In fact the specific English teacher that I mentioned to you...when she arrived at our school she wanted us to help her get to know us. She wanted us to give a little sketch of ourselves and the things that were important to us and I remember writing there 25 that I was far more a listener than a speaker and that I'd rather not chat. I want people to...maybe it's almost...it should be more giving from my side, but I love to hear people's views...just to see why they think in such and such a way. I have opened up more lately too...and I feel that I've become far more relaxed about giving my views. And I think too it's having had the 30 T.P. thing where the four of us were together at that school. All very different and spending a lot of time chatting and we were always getting on to the heated things about politics and religion and sex and whatever. And all coming with our very contrasting views. But that helped I think, you know, far more in an informal situation. 35

I think the course has raised a lot of important things. In fact some of the

time it's been almost too challenging. I sort of thought, 'Oh no, I don't want to make a decision on that'. You know you've got to sit down and really work through things...and evaluate why you think that or the other thing, and to really be honest with oneself and to see what your stand is.

The Tutors were very accepting, I think. And approachable. I don't think anyone felt...I don't remember any situation where someone's view was just disregarded as totally meaningless or valueless. And I think...just a more practical thing, and they tended to lead the discussion well on the whole, you know...just to draw us out and not to give too much of themselves, but when they were open and gave examples from themselves it made us more at ease to share from personal experience, which I think...like Tutor C's been stressing...just encouraging people to disclose themselves...to be open and frank. Like with my 7C class - I was doing that. I was so glad that I had. By then I'd seen them...not that many times, because they have a funny system at School P, but I must have seen them at least five or six times and I just thought, 'I'm going to enjoy this lesson', and I was just completely relaxed with them and I couldn't help saying it. I thought, I couldn't walk out of this room without saying to them how much I've enjoyed them.

A lot of people have said they have found it very difficult to identify and I was very hesitant about going there, I must be honest, because it's always been labeled in Port Elizabeth, you know...not the very best of schools... and my brother said, 'Oh, you're crazy. You're going to come across all these big heavies and the kids that are 20 when they should be finished school and sitting in Standard 6 and 7'. I thought...in a temporary situation...I just blocked out the whole system business and being under, you know, an oppressive thing...I thought, 'They can't shout at us when we are here for such a short time if we're going to do things that they wouldn't agree with otherwise. They are not going to know about it in any case...they're not really following what we're up to'. They were so into their exams and that, and I just felt...the one thing that was very important to me was to just see that I was really going to enjoy teaching and not to get to the end of my fifth year here and realise, 'Sherbert, I hate it. I don't want to teach. It's just not for me'. And I just thought I want to teach as much as I can, and I love children. And I'm the eldest in my family...I've got three younger brothers...there is quite a big gap between me and the young ones, and I think it's just my nature to be motherly and maternal. Those are the instincts. I just loved the children. I couldn't get enough of them. I just wanted to be able to love them and care for them and say, 'You're all right'.

Int: How, in general, did they respond to that? To that caring and love?

They were amazing. This one little boy, X, he's been put right at the front of the class under the teacher's nose because he's such a trouble-maker, and I know that I was conscious of him all the time, but I'd say, 'Hey, X, how are doing? How's it going with you. Are you getting your work done?'...when I'd given them stuff to do, and they were very co-operative and I felt pleased that it had gone as it had. With that class where I expected there to be discipline problems, there weren't. I was very pleased about it.

If I was to give it more thought I could maybe think of things that could be added to the course. But it was a fantastic course and I'd love it to have gone on, but I know...I said as well...I wrote it down...that possibly had there been more it might have killed it a bit, because being finished before we went out on T.P. I think we all were so stimulated by it that it left us on a high rather than had it dragged on we may have felt discouraged or just that it wasn't so exciting after all. That it had lost it's, sort of, initial impact...because being the first part of the course we were all wondering what it was going to entail and I know for myself, I ploughed my way through Honours and thought, 'I can't wait for HDE. It's going to be such a...' I felt far less pressurised here, and it seems that it's far more geared to get us to think about relationships. It's not that it's a vocation...whereas it's far less academically orientated and so it was the first part of the course that we'd all been waiting to see what it was going to be about. And we'd heard so much and you sort of think - 'I wonder what it's going to be like when we actually do it ourselves'.

INTERVIEW WITH MARION

I can't actually tell you how much I've learnt at this stage, because I enjoyed the About to Teach course the most out of all my courses. It was at my level of understanding of certain aspects. I've found certain things, like philosophy, going right over my head at this stage. I'm very commerce minded. I went to a commercial school. I struggle to grasp that sort of abstract thinking. But just watching the films and talking about basic teaching skills and problems we're going to encounter...I found it extremely useful because it answered a lot of questions that I was worried about personally. So until I am actually in my own classroom, I don't know how much that learning will come out. I've got a lot of ideas. I found the talks very interesting. The talks on discipline in the classroom. It's a problem that always worries me. I realise its importance but I don't want to go too far with it. I found the talks extremely interesting and how they coped with discipline in the classroom, but I didn't get a chance to put it into practice as such, as a teacher in teaching practice. Personally, I think I've learnt a helluva lot...growth-wise, in myself. It's something that I think is a very personal thing that we were taught. You were given things, ideas, situations and you had to make your own judgement about it. I don't know if I've done that. I hope I have. I find it very difficult to express myself. I always have. And in the groups I wanted to say so much, yet I couldn't say it the way I wanted to say it, so I always used to hold it back. I realised I was not only perhaps stopping the group from progressing further, but also stopping myself. I find that difficult to overcome. With certain tutors, I just couldn't click at all. I prefer to listen...which is wrong.

Int: Did you find any tutors attempting to bring you out.

Yes. They addressed questions to me, although very few tutors actually did that. You did that once. Once somebody addresses me I'm committed. I'll do it. I feel that a lot of men could have done it. I'm not going to point fingers but some tutors do tend to just address questions generally and that's fine for those people who normally take the role anyway - of answering - but for me I think so-and-so is going to do it, so why should I worry anyway...they'll say something.

I enjoyed the groups because I liked listening to people. I learned a lot in listening, any way. So there was still some value for me there. I prefer to listen, generally. I do realise I should have been more forthcoming with my ideas.

Int: Do you feel it would have benefitted you more if you were more forthcoming?

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Yes. I think if you express yourself you're saying what you believe. Whereas keeping it in, I'm still in the dark and I...is it really worth knowing about? I'm not really scared of somebody attacking me. At one particular instance I felt very strongly about something that I had witnessed in the day in the school and I was shocked by it and I stood by what I said and I... because I felt so strongly about it, I had a full-on discussion with one of the guys in the group and he was totally opposed to me. So I'm not scared of confrontations, but I rather avoid them if I can.

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I feel I haven't really been taught to express...you see...in my About to Teach questionnaire I did mention it...it's the first time I've been allowed to go, not only straight up, but to go outwards too. It broadened my horizons a little bit more. So I found the About to Teach very interesting. Half the time I didn't even know what to look for. I was seeing the movie and I mean, that "Gamma Rays" totally got me. I didn't know what was going on. But after discussing it I saw the implications...what it actually meant. So it was very important to me because I saw how others saw it and I learnt. But towards the end I started picking up.

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I think I'll always be more a listener. I can't change that. My method courses are very small, so immediately I'm not so...although the groups are very small too, but I am correcting the way I feel now. That's why it's so nice to have that sort of course at the beginning of the year. Because you're thrown into that situation, which sort of develops for the rest of the year. So I think it's important to have it then. There are so many questions. First of all, 'Am I doing the right thing?' People talk to me about it and discuss it and I think maybe I am.

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Int: How do you feel about that now? Is it the right thing to do?

Yes. I was a bit doubtful but then I had an opportunity...I was offered tremendous opportunities and it was a case of saying, 'Oh, well, those are all material things...I'm not going to receive any job satisfaction...I know I

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won't, by doing it', but I was tempted, because of material benefits - good salary for a start. But all sorts of advantages - like promotion perhaps, that I wouldn't get as a teacher. And the chance to get recognition for a degree, I don't have. All those sort of things did bother me, but I made my decision. After I'd made that I thought, 'I'm not going to do it. I'm not even going to enjoy it'. I think, to me, enjoyment is the important thing and I enjoyed accounts and I enjoy children.

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Int: Do you still feel that you're going to teach next year?

Yes. I've had a commercial background from Standard 6 and right until Standard 9 I was going to work in the commercial world, but I just couldn't take it. I can't take a closed atmosphere. I like to go out and meet people even though I'm not very expressive, I'd still like to meet people. And I enjoy children tremendously.

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I always thought my teachers were very good, but I only realise now they were good because I was interested in my work - so I was always very interested. I've always achieved quite well at school. I'm not saying it was entirely due to me. Some teachers must have had an impact on me, but when I look at their methods of teaching I realise some kids must have got left behind. And I didn't realise it at the time. I was achieving well because I was putting my all into it. I always thought they were my ideal teacher, but basically they didn't really do that. I can't remember ever doing group work and having talking sessions. We used to talk to the teacher and way-lay him when we didn't feel like doing work, but it was the teacher talking more about different things - we didn't have group discussions - how the gold price is going to affect the world, or things like that...totally stuck to the textbook syllabus.

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We had a very good teacher. He never used to prepare, but he knew his work well. He could stand there and make jokes about it and make it interesting but it was totally off-the-cuff. We knew it was off-the-cuff but we used to enjoy him because he used to make us laugh and we got there. I think my education perhaps would have been better had I had a chance to exchange ideas with people. Sometimes I think children need to be pushed into it. Say we're going to get into a group now...talk about this and the teacher must prod you along. You need that. I would like to have done it - talking about certain things.

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Int: Learning was basically a silent, passive exercise?

That's right. There was nothing else. I mean, you know, better, and it was acceptable. But after watching them again with what I've learned in the About to Teach and what people say and should try, I realise that perhaps they weren't so good and it was just because I was more interested in my work that I got through it. That was my motivation. But what about the child who needed that sort of help...who couldn't do it any other way. I can sit down and learn something off-by-heart but some children don't have that ability. Perhaps discussing it they would...feel better...remember it for a long time. That's how I managed to cope with the system.

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Int: In terms of the course - you've mentioned that you did contribute on occasion and you were very interested in others' points of view. How much of this kind of discussion actually spilt over into discussions outside of the classroom?

I used to bring it up with my friends...I'm more relaxed with my friends. I'd say, 'That guy really bugged me'. And my friend would say, 'Why didn't you say something?' And I'd say, 'No, I was too shy to'. Then I'd get it all out with her. I did have a reaction to it you know, when I got home. I'd say, 'That really bugged me', you know, 'How can they say that?' - something like that. And she'd say, 'Oh, you're wrong', or something. She's more forceful.

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Int: You've got a sounding board, basically?

Yes. I feel more comfortable with her. I say, 'What do you think - is this wrong?' I find that with a lot of things I hear. It's also interesting... I'm so used to saying, 'Debit this, Credit that', that when I hear something that's totally different - like that IQ question - I just got it right out of the blue. I don't even know why I said...this was my reasoning...I wasn't going to say anything. I thought, 'They're all going to laugh at me'. And they actually did. But when...I thought, 'What the hell, I've never said anything like that'. And it was a big thing for me to say. I counted the vowels, you know, and it was right - according to them. And I did go back and say, 'Can you believe this question? I got it right'. I thought, 'Well, it's got to be something funny', and I just did something like that - probably being mathematically minded. I knew there was something... That one question about the rain...another word for rain... And if you hadn't read the book your chances of coming across it were small. I like to see that

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sort of thing. In fact if somebody told me, 'This is the right way', I'd probably go and say, 'No, you can't say that'. I will immediately take the opposite view. Purely on principle. Whether I believe you're right or not. I'm that type of person. My mother says I'm a big stirrer, because you can't just make a judgement like that. If somebody says something to me I always think, 'No, but hang on. Do I agree with you?' Perhaps this is not right.

I like this course, because we were always told this is the way it finished or that's the way it finished, but...things like that. You go in there and you feel...well, I don't know...it's all intrinsic, you know...personal growth. That doesn't worry me. It's a practical course. I think it's just preparing you for next year. It's not an assessment of are you going to be a good teacher or a bad teacher, really. It's to give you as much guidance as possible. It's a guidance course, basically.

Int: What about the Handbook and the readings? Did you enjoy them?

I did almost all my readings because to me it was a totally new field of study and I was very...not insecure, but hesitant. But I felt I was ignorant and I used to go back and when I knew About to Teach was coming up I'd sit down and I'd read my reading and in my assessment of the course the other day I wrote that I did most of my reading. I think I skipped one - I didn't get the chance to read it. I probably would have read it had I had the opportunity. For some reason I was very busy and I didn't get a chance to do it. But I liked all the readings - especially the story readings. You know the story of "Christian F" and "Hard Times" and just putting it in that context, I could understand it at that level. I found "School days, School days" a little bit advanced for me at that particular stage. It was a formal type of a written statement that you'd made about "School days, School days" and probably very valuable, but to me it hardly meant anything. The story was more the level I was at. I enjoyed "Hard Times" and all the extracts and the poems, because to me that's what it's all about. Not that I don't like...but that first one at the beginning, I didn't like. I mean, I read it, but what I remember of it...I probably remember more about "Christian F" and the complications for her, and "Hard Times", than I'll ever remember, you know... Those made more impression on me than the hard-and-fast theory.

Int: The only other formal ones were the articles on punishment.

That's right. That's one I left out - the article on punishment. I read all the...but when I got to that one I ran out of time. But I'd left it to last.

I think to a large extent your teacher plays a very important part, because you find if you have a bad teacher...unless it's a highly motivated child... will actually fall by the wayside. We had a terrible teacher once. He was really awful. We were teaching him basically and most of the girls just packed up but I still tried and a friend and I worked it out ourselves. But that was because we had each other as stimulus. And I've got a mother who does that and I went back and asked her, 'Is this right? Is that right?' I mean, I was in a different situation and I think a lot of girls just gave up. And a lot of girls didn't like the subject thereafter at all. That motivation comes from the teacher too.

I felt the course could have been longer...gone on the whole year, because I liked that sort of stimulus. I enjoyed the films. The talks were very interesting. Especially with teachers who are in the situation. They are on the job. And I liked that one with the children on the teacher they would like, although it was a bit hairy.

I think I wrote in the assessment...for people who are interested...I know I would find the time to do it. I'm sure there are a lot of people who are interested because I feel that a lot of people felt that was a very valuable course - for oneself personally. I don't think it was a compulsory thing, anyway.

Int: One of the most encouraging things for me about the whole course was the attendance - incredibly good. I mean it's voluntary. I was thinking if after T.P. we could take that course and just adapt it to a much more sophisticated exercise, you know. In other words, when you come back from T.P. then you start your formal kind of theory course and it starts getting quite heavy...it's an intellectual kind of input. But it obviously still has very important implications within the context of the real world. And I find a lot of students lose that connection and they get very annoyed about it. You get the normal problems, like, you know, 'Oh, this is all theory and has no...'

Psychology, I think...it's apparent. I think no student really questions the need for psychology. It's an essential part of teaching. Sociology and philosophy are further away from it and that's when the...all the problems come in and you can just watch the attendance in lectures. I'm going, although I don't understand it...half the time...what I'm doing...because

it's totally above me at the moment. And I'm really trying. I'm reading my readings and I hope that I'm going to get them together at some stage. But it's more divorced from the actual teaching bit. The attendance is going straight down, which is an indication that people are getting frustrated. I don't see where we're going. If we were thrown into philosophy and sociology at the beginning I think we would last half the HDE course. If you started sociology and philosophy with all those theories involved, people would have pulled out. I don't think anybody's pulled out of HDE at the moment. It's quite amazing, because people are pulling out everywhere. It's a national phenomenon that people leave. I think it's because we started very practically with the About to Teach course. I mean, the "Seven Up Series" was to me, nice...because that was something that happened in our daily lives, so it wasn't something that I had to master. But the other subjects I do - I have to learn the terminology. I have to learn this way of thinking. I said to my friend, 'The Education Department has got quite a lot to answer for'. And she said, 'Why?' And I said, 'Because it's the first time I'm questioning everything I get presented with'. I was always accepting. This is the way things work...fine. You will do this and that's the value of that. As a school child you're told there's someone who has a fantastic IQ, but they're under-achieving. And you think, 'Hang, who is it? Who is this bright person?' And then you're shown IQ's aren't so fantastic. They've got their flaws and they're not accepted at face value. So you think, 'So what if this person's got an IQ - it doesn't mean anything'. So I'm starting to question a lot.

Int: That's super, because then it means that hopefully you won't fall into the trap that some people do fall into when they're teaching, to sort of write off children. And in the psychology group, for example, we're looking at something called self-fulfilling prophecy...where, if you interpret somebody as being "A" and he's not, there's a very strong possibility that he will fulfil your prophecy and become "A" because that's how you are towards him. It's like if I meet somebody for the first time - I don't know if it's ever happened to you - and that person's just bloody rude to you and immediately you get your back up and you're rude back and the person may have approached you for the first time and you've thought, 'I don't like them', and therefore been rude and then you react rudely back and he says to himself, 'Well, there you are, you see, I was right - she is rude'. But he's actually encouraged that response - so he's fulfilled your prophecy of him.

Teachers label kids a lot. They're terrible. On T.P. you think, 'I don't want to take this class - they're terrible'. And I walked in there and they were pretty awful but when you get them by themselves and have a chat to

them, they weren't so terrible. Because of their backgrounds and the way they'd been treated at home, it was their outlet. They had got the image that they must be clowns and they carried on with it.

An interesting thing happened to me on T.P. and I am not taking any credit for anything. I got there and I found the matrices were doing the wrong syllabus. I said something to the teacher. I said, 'No, it can't be. I'm sure they are'. I said, 'Please can't you check this out?' And I checked with the teacher that had taught me at School C. I wrote to him and I sent it via channels - my sister - and said, 'Please could you find out if they are, because I'm sure they're doing the wrong syllabus'. And I said to him...I felt terrible about telling this girl, because she's not qualified to teach Business Economics, but they've got nobody else to do it. She's a history and physical education teacher. And I mean it's not her fault. But in a way it's her fault because she should have sensed it in the sense that the syllabus is written in 1985 and, you know, I distrusted my own judgement of it and I found out before I actually told her, and this had repercussions and it's gone to the inspector and all sorts of things. And you know, those children sensed it. It was amazing. And I said to her, 'Are you going to tell them?' 'No, we can't do that'. I thought, 'Well, that's your opinion'. I would have told them - 'Now look, we're on the wrong syllabus...now don't panic, I'll get you through, but I need your help'. They were three-quarters of the way through the book. The syllabus is coming in next year and there were no old books to be printed on. It was the first time they had a Standard 10 Business Economics class, so they asked for a syllabus and they asked for the books and that was what was sent to them and they just accepted it. She's done a fantastic job. She's nearly finished her syllabus. Those kids know the work pretty well, but it's wrong and those girls know it. It was amazing. I would have told them. I would have said, 'Look, I'm sorry - you'll probably hate me for it, but let's just get through this now'. And they know, because the questions I was asked. 'What would have happened if you hadn't come here?' I said, 'What do you mean?'... They're not supposed to know about it. And you know they resent their teacher now for not telling them more than anything else. They've got no respect for the teacher. She's stupid. I said, 'No, she's not. Don't blame her. If you want to blame anybody, blame the school, blame the Headmistress - don't blame her. That's not going to help your situation at all'.

APPENDIX LCONTENTS

A copy of the 1984 Handbook. Each student received a copy at the beginning of the course. In the interests of authenticity the copy is as it was when students received their copies. Errors and problems with presentations, therefore, remain.

RHODES UNIVERSITY  
DEPARTMENT OF EDUCATION  
ABOUT TO TEACH (1984)

ABOUT TO TEACH

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NOTE: Further details of content can be found on the Unit Content pages (7, 31, 58, 70, 76, 103, 110).

RHODES UNIVERSITYDEPARTMENT OF EDUCATION'ABOUT TO TEACH'

a one-term integrated course for HDE students.

DURATION:

This integrated course will take place throughout term one. Six periods a week are allotted to it.

Tuesday - Periods 4, 5, 6      Stimulus Input  
Thursday- Periods 4, 5, 6      Tutorial Sessions

PURPOSE:

- (i) To help the student to concentrate his/her attention on the nature of schooling.
- (ii) To provide a conceptual basis for critical self-awareness and self-evaluation.
- (iii) To help students who are about to to out on their first teaching practice to try to articulate that which underlies their actions and practice.

RATIONALE:

In this course theory and practice are seen as one, that any practice embodies 'theory', that whenever anyone does something it is done in the light of some understanding of the context one is in and of what one is about or doing.

In order to help each student to discover and consolidate those ways in which he/she is best able to teach, emphasis is placed on issues surrounding and related to self-adequacy as reflected in the concern for his/her:

- effectiveness in class control;
- efficiency in handling teacher-pupil and pupil-pupil interaction;
- adequacy of his/her mastery of subject matter;
- understanding of the expectation of supervisors;
- need for guidance in reconciling the perceived expectations of the supervisor, the school, the individual pupils and the syllabus/textbooks.

COURSE OUTLINE:Unit One. The Pupil/The School/The Teacher.

2 weeks      The focus will be on the background to learning, more especially the values and aims of the school as seen through its educational aims and practices, the curriculum, the facilities and its context.  
Reading: As per Handbook.

Unit Two The School/The Teacher/The Pupil.

2 weeks      The focus will be on the pupil's world and the social world..../2

world of the classroom. More especially, consideration will be given through the use of case studies to the formal and informal culture of schools, children in school, pupil learning and problems experienced.

Reading: As per Handbook.

Unit Three The Teacher/The Pupil/The School.

2 weeks The focus will be on the teacher's world, more especially the way in which teachers act and see their pupils, the values exhibited and the nature of the teacher's authority.

Reading: As per Handbook.

Unit Four Into Teaching:

1 week The focus will be on issues of class control, more especially the nature of discipline in an educational context, the exercise of discipline and the place of punishment.

Reading: As per Handbook.

RECOMMENDED READING

ABOUT TO TEACH by P C Souper,  
Routledge and Kegan Paul, 1976

PRESCRIBED READING

Those articles and extracts in your Handbook.

ASSIGNMENTS

1. Opening exercise designed to encourage you to reflect upon your own values and schooling.

Write on the following:

"What matters to me about teaching?"

This should be concise, to the point and between 800 and 1000 words in length.

To be submitted by 9.00 a m, Monday 27 February 1984.  
(Place in Box outside Departmental Library)

2. Seminar Presentations

You will be expected to make and distribute to your group, seminar-type presentations throughout the course. These should be between 500 and 1000 words in length. Use should be made of the Gestetner machine in the resource centre.

3. Major Assignment

Write on the following:

"What matters to me now about teaching?"

This 2000 word assignment must be submitted by 5.00 p m, Friday 15 June 1984. This is after teaching practice and the exercise is meant to enable you to reflect on the course and your teaching practice.

(Place in Box outside Departmental Library)

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GENERAL INFORMATION : ABOUT TO TEACH

1. Class will be divided into seven groups.
2. Groups will consist of 7 to 9 students and attempts will be made to ensure that there is a balance between the sexes and a range of teaching subjects represented.
3. Keep a check on the Notice Board to ensure that you know -
  - 3.1. To which group you have been allocated;
  - 3.2. The venue at which you are expected to meet with your Tutor. NOTE that each group will meet with a different Tutor each week. This will ensure that you meet as many of the staff as possible (as soon as possible). It will also enable the staff to have the opportunity of meeting all of you.  
(See point 7 below)
4. If you have a good reason for wishing to transfer from one group to another, please contact either Peter Glover or Séan Coughlan. NOTE that group numbers should remain constant - so you will be required to swop with someone else.
5. The following is a summary of the seven week course:
  - 5.1. Thursday 23 February : Film - Seven Up 10.30 am MLT
  - 5.2. Thursday 24 February : Film - Seven Plus Seven 9.15 am MLT
  - 5.3. Tuesday 28 February : Film - 21 10.30 am MLT
  - 5.4. Thursday 1 March : Tutorial Discussions 10.30 am MLT
  - 5.5. Tuesday 6 March : Film - The Effect of Gamma Rays on Man-in-the-Moon Marigolds 10.30 am MLT
  - 5.6. Thursday 8 March : Tutorial Discussions 10.30 am - various venues
  - 5.7. Tuesday 13 March : Address by Headmasters 10.30 am MLT
  - 5.8. Thursday 15 March : Tutorial Discussions 10.30 am - various venues.
  - 5.9. Tuesday 20 March : A Day in a School - various schools
  - 5.10. Thursday 22 March : Tutorial Discussions - 10.30 am - various venues.
  - 5.11. Tuesday 27 March : The Prime of Miss Jean Brodie 10.30 am MLT
  - 5.12. Thursday 29 March : Tutorial Discussions 10.30 am - various venues

- 5.13. Tuesday 3 April : The Teacher I'd Like (Interviews with pupils of local schools) 10.30 am MLT
- 5.14. Thursday 5 April : Tutorial Discussions 10.30 am - various venues
- 5.15. Tuesday 10 April : Panel Discussion on Classroom Management and Discipline (local teachers) 10.30 am MLT
- 5.16. Thursday 12 April : Tutorial Discussions 10.30 am - various venues.

6. Essays.

Reminder that essays are due in on

6.1. Monday 27 February

6.2. Friday 15 June

Essays to be placed in the box outside the ~~Departmental~~ Library.

7. Tutorial Meetings (Thursdays)  
Please note the following details -

|         | Week 1                   | Week 2                  | Week 3                   | Week 4                             | Week 5                   | Week 6                   | Week 7                    |
|---------|--------------------------|-------------------------|--------------------------|------------------------------------|--------------------------|--------------------------|---------------------------|
| Group A | Tutor/Room No<br>K.Do 13 | Tutor/Room No<br>K.Du 7 | Tutor/Room No<br>P.G. 01 | Tutor/Room No<br>D.S. Media Centre | Tutor/Room No<br>S.C. 02 | Tutor/Room No<br>A.S. 03 | Tutor/Room No<br>B.B. MLT |
| B       | K.Du 7                   | P.G. 13                 | D.S. Media Centre        | S.C. 02                            | A.S. 03                  | B.B. MLT                 | K.Do 11                   |
| C       | P.G. 01                  | D.S. Media Centre       | S.C. 13                  | A.S. 03                            | B.B. MLT                 | K.Do 11                  | K.Du 7                    |
| D       | D.S. Media Centre        | S.C. 02                 | A.S. 03                  | B.B. 13                            | K.Do 11                  | K.Du 7                   | P.G. 01                   |
| E       | S.C. 02                  | A.S. 03                 | B.B. MLT                 | K.Do 11                            | K.Du 13                  | P.G. 01                  | D.S. Media Centre         |
| F       | A.S. 03                  | B.B. MLT                | K.Do 11                  | K.Du 7                             | P.G. 01                  | D.S. 13                  | S.C. 02                   |
| G       | B.B. MLT                 | K.Do 11                 | K.Du 7                   | P.G. 01                            | D.S. Media Centre        | S.C. 02                  | A.S. 13                   |

- NOTE:
- Tutors:
    - K.Do = Ken Dovey
    - K.Du = Ken Durham
    - P.G. = Peter Glover
    - D.S. = Denis Scott
    - S.C. = Sean Coughlan
    - A.S. = Annette Stones
    - B.B. = Bill Blunt
  - Room 13: When you are timetabled to meet in Room 13 please note that the discussion will be videoed. We hope to produce an edited programme of the course.

8. Reading Material and Questions on Stimulus.

Please note that although particular readings and questions have been linked with particular stimulus input, this does not mean that they are mutually exclusive. Ideally, you should see the significance of the material across the board. In discussion periods, please feel free to make links between material read, for example, in connection with the Seven Up Series when you are discussing The Effect of Gamma Rays on Man-in-the-Moon Marigolds.

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UNIT ONE

|               |                       |                           |
|---------------|-----------------------|---------------------------|
| <u>WEEK 1</u> | <u>STIMULUS INPUT</u> | FILMS - <u>SEVEN UP</u>   |
|               |                       | - <u>SEVEN PLUS SEVEN</u> |
|               |                       | - <u>21</u>               |

TUTORIAL DISCUSSION: Please read for discussion:

1. Poem by Student Teacher.
2. Information on the films.
3. Dramatis Personae and Twenty Questions.
4. Comments on Class.
5. Questions.
6. Articles/Extracts -
  - 6.1. "School Days, School Days".
  - 6.2. "The World of Peers".

POEM BY A STUDENT TEACHER AFTER THE FIRST TEACHING PRACTICE AT  
AN EAST CAPE SCHOOL, TERM II, 1983.

Oh I could give you all the clichéd phrases that you so desired  
 As quick as you wanted them  
 I could be as humble as pie  
 And bow with clichés to your tight prim dresses and your Oxford ties  
 To your authority.  
 But what part did you play in this discipline game  
 What did you give to me  
 And who were we anyways - replaying the games that society dictates.  
 This is wrong, this is wrong  
 Conform, conform to your school, your society, your well behaved  
 peers  
 " \_\_\_\_\_ spends too much time looking out the window"  
 " \_\_\_\_\_'s progress is disappointing and due to the lack of  
 attention to the matter on hand"  
 Oh my windows  
 Didn't you realize that they were more important  
 That they took me further than your confining hospital-green walls  
 And it was the world that I saw  
 And Pet who was engaged to the manager of the Bay City Rollers  
 at sixteen.

Oh I could give you all the humility you wanted  
 I could promise the required improvement of behaviour  
 I could supply the oil for the cogs of your machine  
 And you could dictate the position of my eyes, my right hand ....

Whatever you wanted  
 But you never got me, you never got ME  
 in one of your boxes  
 I refused to be squeezed into your regular squares.

But it was lonely  
 and you knew it.

-----

SEVEN UP  
(1963)

SEVEN PLUS SEVEN  
(1971)

TWENTY ONE  
(1978)

---

"Give me a child until he is seven and I will give you the man."

---

This series of films was made for British Television. It was intended that the development of a group of children representing a cross-section of British Society be traced over a period of fourteen years beginning at age seven.

---

To help you in identifying the characters, very brief pen sketches follow. These are intentionally brief and colourless so as to leave you with a clear mind and no preconceptions or clues as to where these children end up.

In milling over each film retrospectively try to imagine how the children will develop. Then (as a small exercise in introspection and self-analysis) when you see the next film consider the reasons for any disparities between your hypotheses and observations.

---

A fuller Dramatis Personae will be issued after you have seen TWENTY ONE so that any discussions which follow can be unambiguous. You will find, however, that by the time you have seen three films on these young people you will know them quite well.

Tony and girlfriend Michelle  
East End of London. Tony is the perennial "toughie." Wants to be a jockey or taxi driver.

Nicholas  
Yorkshire farmer's son.

Neil and Peter  
Friends from suburban Liverpool. Neil thinks he might be a coach-driver; Peter an astronaut.

Charles, John and Andrew  
Exclusive kindergarten school in Kensington, London. John plays the Piano. John has future mapped out. Andrew not sure what has been planned for him.

Simon and Paul  
Two orphanage boys. Paul asks "what's a University?"

Susie  
Exclusive girls' public school.

Jackie, Susan and Lindsay  
Friends living on a London housing estate. Jackie wants to be  
"comfy." Lindsay (blonde) is quietest of the three.

---

The first group tutorials will deal with the issues raised by  
and implicit in the series.

QUESTIONS.

1. Do you know the origin of the quotation on which the series  
title is based?
  2. Consider who you think will be "successful" and who will  
"drop out."
-

SEVEN UP SERIES.DRAMATIS PERSONAE

JACKIE: London Housing Estate. Wants to be "comfy". Comprehensive school. Marries at 20. Works for Australian Bank. Lives on a Housing Estate in Essex - just outside London.

SUSAN: From same Housing Estate and school as Jackie. Works for a Travel Co. Unmarried at 21.

LINDSAY: Same Housing Estate and primary school as Jackie and Susan. Quieter than the other two. Gets a place at Local Grammar School. At 21 has been married 1 year. School Librarian: mobile library in East End of London. Asst. in Young People's Office

NEIL: Middle class Liverpool home. Comprehensive school. Parents are Christians and both teach. Got 4 A-levels and left Aberdeen University after one term. Now a casual labourer in London. Purple with red eyes and yellow feet.

PETER: Neil's friend and schoolmate who wanted (at 7) to be an astronaut. Eventually took History at London University.

TONY: From the East End of London. Wanted to be a jockey. At 14 he said he would be a taxi-driver if he failed to make the grade as a jockey. At 21 he is "learning the routes."

PAUL: At 7 he is in an orphanage. Then his father remarries and he moves to Australia. Becomes a bricklayer and a junior partner in a building contractor business.

SIMON: With Paul at the orphanage. He is coloured and has a white mother. He knows that he was an illegitimate child. Identifies with Muhammed Ali and works as a storeman at "Walls."

BRUCE: Starts off at a spartan private prep school. At 14 he thinks he will be a missionary. Ends up at University College, Oxford, taking maths. Thinks he may go into Surveying or Map Making.

SUSIE: A girl from a rich family. Goes to exclusive schools, does ballet. Secretarial College in Paris at 16 (parents' choice). Hates seeing injured birds but shows no emotion when the labrador "bags" a rabbit on the lawn

NICHOLAS: The farmer's son from Yorkshire who won't speak about girls at 7. Ends up at Merton College, Oxford doing Physics. May go into research. He questions the value of the film as a real study.

JOHN: Very self-assured young boy at a private prep school. Does a lot of the talking. His future seems mapped out and he progresses, on schedule, to Marlborough and Christchurch where he is in final year law. Considers (conservative) politics as a career.

ANDREW: From the same prep school as John but goes to Charterhouse. Also does law but at Trinity, Cambridge. Enjoys skiing.

CHARLES: The third of the three public prep school boys. Also proceeds to Charterhouse but unlike John and Andrew he doesn't make Oxbridge and goes to Durham instead. Does history at Durham.

---

There is almost unlimited material for discussion to be extracted from these films in respect of issues like -

Sexism  
 Opportunity  
 Background  
 Prospects  
 Political outlook  
 Attitudes  
 Materialism  
 Parental influence  
 Ideology  
 Prejudice  
 Flexibility  
 Religion

the list is endless.

Any of these and other issues can be discussed at great length by you and your tutors; many will. Here follow some more specific points to ponder. They are not limited to ostensibly "educational" issues for if the series convinces us of nothing else it shows that all social issues surrounding children and young adults have a degree of educational significance.

TWENTY QUESTIONS:

1. Who was/were the "dropout(s)"? What do you think the factors were which contributed to the phenomenon?
2. Which of the characters were well-adjusted (in your opinion) at 21? Why?
3. Which children came from "disciplined" backgrounds? Define your terms and consider the effects of that discipline.
4. Contrast the development of the three boys John, Andrew and Charles. Do background events play a part in this development and if so, how and to what extent?
5. Neil feels that the series has broken down class barriers between the protagonists and has therefore "defeated it's own object" (he is suspicious of the film's motives). Comment.
6. How do their "horizons" (perceived and "actual", geographical and mataphorical) derive from their backgrounds?

7. The issue of Freedom vs Control is raised. Which children were free-est? Which were most controlled?
8. Consider the children's aspirations at various stages of their development. Whose aspirations?
9. Consider the effect of divorce on Susie, Bruce, Andrew, Charles and Paul.
10. Consider the effect of religion on Neil, John and Bruce
11. Consider how definitions of "success" changed from 7 to 14 to 21. What is success in your view and which children do you consider "successful."
12. Which were the most confident children at 7? Were they still the most confident at 21? Suggest reasons for any shifts?
13. What (if any) qualitative differences emerged in the childrens' views of useful knowledge.
14. With whom did you identify, and why?
15. Compare the various children's experiences with your own. Emphasise similarities and dissimilarities.
16. Which young people (at 21) seemed always to "hold something in reserve"? What might be the reason for this?
17. Analyse the young people's different conceptions of happiness. Who were the happy ones and who of them would you consider unhappy? Why?
18. Consider each individual in turn. Would you like to teach them? How would you handle each child? Could you teach a group like that in the same class?
19. Is education political?
20. Have you had any insights about your own points of view, ideologies, prejudices and preconceptions as a result of the group discussion of the series?

-----

CLASS.

The series inevitably raises many issues on class. Although not entirely appropriate to the South African scene because of the artificial importation of skin colour into notions of class here, there is nevertheless something to learn.

1. Consider the different attitudes to marriage and child-bearing as a function of the childrens' class backgrounds.
2. Are there different bases to racism and sexism in different class groups?
3. Consider the means whereby class-derived mores and behaviour are imprinted.
4. Break the group into bands of UMC, MC, LMC, WC at the age of 7. Consider whether there has been any upward or downward movement by any of the young people at 21? Is there any likelihood of upward mobility for them in the future? Consider the reasons for any movement noted or postulated.
5. Consider the effect of being made redundant from their work in relation to the young people's "class".
6. Are there factors which contribute to or determine one's "place in society?" Use examples from the series to support your arguments.
7. Look at aspirations at 7. How do these aspirations fit the child's class?
8. John felt that the film was unfair in that it indicated their progress from 7 was "a part of some indestructible birthright." Wasn't it? Were any of the children bound/destined to "stick" in their position on the social scale?
9. Do "happy", "well-adjusted", "confident" and other handy handles which we apply to children have a class basis?
10. Did any "class" have an easier or more traumatic passage through adolescence.
11. Is a child's view of "useful knowledge" class based?

12. Having considered these and other issues surrounding "class" would you say that
    - (a) "class" exists;
    - (b) "class" is a sterile paradigm;
    - (c) class barriers are strengthening/weakening/changing in Britain;
    - (d) "class" as depicted in the series exists in South Africa?
  13. What does race do to class classification in South Africa?
  14. Could a class-less school work? (Your answer here will lead you to the larger consideration of a class-less society).
  15. Which children were most inflexible? What were the reasons for his inflexibility? (Consideration of the opposite condition may throw light on the matter).
  16. What were the different attitudes to money amongst the children? Did this have a class base?
  17. Were any children artificially removed from their class-milieu? If so, what was the effect of this?
  18. Was there any difference in the type of language used or the way in which language was used by representatives of the classes? (Not referring to accent).
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# CHAPTER 8

## "SCHOOL DAYS, SCHOOL DAYS"

From: "Human Development"  
Ira J. Gordon, 1975.

### THE SCHOOL AS A SOCIAL INSTITUTION

The school is second only to the family in its impact upon the self of the child. Up until the time of the child's entry into school, the family has constituted a buffer that is constantly at hand to interpret experience. When playing, watching TV, or being read to, the child has virtually immediate access to a parent or parent-surrogate for explanation, support, and information. Going to school changes all this. He moves into a new society, with its own way of life—the school culture. He must come to grips with it all alone, without the aid of parents. Truly, he is on his own for the first time. Of course, in the modern school there are such institutions as the PTA and parent-teacher conferences, but the ability of the parent to intercede directly in the experiences of the child is limited. To some parents and to some children, this is a distressing thing; to others, it is a cheerfully accepted sign of growing up.

We know that schools teach not only the "fundamentals" but also values and behavior patterns, concepts of the world and self, and the whole gamut of information, both formal and informal, that is deemed necessary to the child in the process of becoming an adult in contemporary society. In this chapter we shall only attempt an overview of the school; subsequent chapters will provide further details.

### What Schools Are versus What Schools Ought To Be

As with any social institution in a changing, pluralistic culture, there is considerable disagreement as to what schooling should be. The mass media often contain both attacks and praise (although far more of the former). Labels are pinned on points of view, such as "traditional" and "progressive," and parents ask, "Why isn't arithmetic taught the way I learned it?"

or "Why do they have family life courses in high school?" Trends of concern for the gifted dominate educational literature, followed by waves of concern for the retarded. No one seems to be satisfied with the school as it is; everyone wants to remake it in terms of his own ideas.

The important fact to the child is that attitudes toward school held by his parents are communicated to him. He knows school only as it is today for him. He cannot comprehend, if he goes to a school with movable furniture, that his father's school had nailed-down desks lined up in rows. He cannot comprehend that his parents' reactions toward school may stem from their uncertainties or from their own unfortunate experiences with school as it was. Controversies over phonics, ungraded schools, and grouping may rage around him; he only knows what he experiences and what his parents communicate to him.

Educational literature, full of suggestions for what schools *should be*, offers little help in knowing what schools *are*. In order to understand school as it is experienced by the child, we need to look at what practices currently exist—what schools *are*.

### Schools as Reflecting the Community's Values

By and large, what is taught in a school and how it is taught is governed not only by the educational theoreticians and the classroom teachers but also by the local community and the state. School administrators are not independent agents but are influenced by the power structure of the community. Often they have no tenure as administrators and must conform to what boards of education, composed of laymen, demand. Various groups within the community attempt to influence a board. No school is free of this, so no school is purely progressive or traditional; it reflects the total of all the varying ideas and pressures placed upon it and is usually an unintegrated compromise. Actually, for the child, it is a rare school that possesses (and follows) an integrated philosophy of education. Each teacher in turn helps to shape the image of school by his own interpretation of life and his concept of the role that schooling plays in living.

Changes in curriculum require the mutual consent of school and community personnel. The school acts to teach and reinforce those values and skills perceived by the community as desirable, or at least those so perceived by the power elements of the community. Studies of the power structure of the community and the school (Hines and Curran, 1955; Kimbrough, 1963) reveal that each community, to a certain extent, has its own particular alignment but that, generally, newspapers and organizations bring pressure to bear and that the lower class and ethnic minorities have less than proportional influence. School board members are usually

well-educated business or professional people with children in school. The control of education thus rests in the hands of middle class, conservative people. Schools reflect their views. Not only historical national forces but also current forces play roles. Mobility patterns are such that parents at PTA meetings in one state refer to what schools were doing in the state they just left.

Textbook publishers, too, help to shape what happens in the classroom through their books, their extra guides and other publications, and through the resource people they furnish to school districts for in-service teacher training. In addition, the merger of "hardware" (IBM, RCA) and "software" book companies (SRA, Random House) to form large-scale educational corporations is another force shaping the school.

The federal government, through its establishment of research and training programs, its regional laboratories, and its direct aid to school systems under the Elementary and Secondary Education Act of 1965 also influences the curriculum, materials, and organization patterns of schools. One example of how the picture is changing a little is to be found in a special research and development program, originally funded under the Economic Opportunity Act (also the source of Head Start), called the Follow Through Program. In this program a unique pattern of teaming outstanding early-childhood projects with school systems was employed to implement planned variations of programs throughout the country. These programs have diverse philosophies and delivery systems, but those involved as program sponsors agree that the concept of an external, accountable agency working with school and parents is a successful device for change. In the Florida Parent Education Program (Gordon, 1972), for example, home visits by paraprofessionals are functional for both poor and middle income parents. Parents are able to work effectively in a variety of fashions as decision makers regarding staff and curriculum and as volunteer teachers in classrooms in ways that shape the school to better meet the needs of those formerly excluded from power.

The reintroduction of parents into schools transcends Follow Through and the earlier parent-involvement activities of Head Start. States such as California and Florida are moving toward mandated parent involvement by going so far as to have a parent advisory committee for each school. In addition, the court-ordered desegregation of schools has had a major impact. Emotions ran high in the 1972 primaries over bussing, and there has been a degree of "white flight" from desegregated schools. The issue of how best to provide good and desegregated education is far from resolved. (Weinberg, 1970)

Generally, what the child will experience in school is a conglomerate of the American culture, with certain middle class, conservative values

and behavior patterns receiving more emphasis. No school teaches a culture alien to the "American way." The child of middle class parents will generally find the school reinforcing the values being taught in the home while it also presents him with the 3 Rs.

We mentioned above that the individual teacher in the classroom takes the generalized institution of "school" and modifies it in his own terms. Today, this may lead to conflict between teacher and administrator as teachers push for true professionalization and a voice in the decision-making process through their organizations.

Studies of the social origins of teachers show that they come from a wide variety of backgrounds despite the stereotype of white collar, middle class background. Although the stereotype has some validity for elementary teachers, it is not true for high school teachers in urban areas, whose family backgrounds may be lower class.

Cohen's (1967) review of social status led her to conclude that teachers are drawn from all elements of the society, with lower blue collar groups underrepresented and professional and managerial groups contributing more than their share. For those from low-status backgrounds, teaching is a path for upward social mobility. (Davis, 1965)

What does this mean in classroom practice? Even though we cannot and should not stereotype class membership, teachers are usually either middle class or upwardly mobile. "In any event, however, no matter what their initial social status, almost all teachers give allegiance to the basic middle-class values in the areas of personal ambition and morality. . . . Children from families lowest in the socioeconomic scale tend to find school a place of alien standards." (Wattenberg et al., 1957, p. 69)

Teachers tend to encourage and favor those children whom they "understand"—those children whose homes are like theirs, whose dress and speech are like theirs, whose "manners" are "good," whose parents value what the teachers value. These biases show in their behavior. Among other examples, third-grade teachers seemed to behave differently toward middle class and lower class children, having a more favorable "mental health" relationship with the former. (Hoehn, 1954)

In addition to social class, sex role has an influence. The elementary school, with some few exceptions in urban areas, is largely a feminine institution. Teachers tend to favor "good" behavior and to make similar demands upon boys and girls. Girls are more able to meet these demands, and all indices of difficulty in school show a significantly greater number of boys than girls. Primary teachers in a suburban area, for example, favored achieving girls over achieving boys, and preferred dependent girls the most. (Levitin and Chananie, 1972) It is generally known that teachers have more negative interactions with boys than with girls. Even sex differences in language development may rest partly on this base. (Waeljen and Grambs, 1963)

A word of caution must be inserted here. The assumption that the social class of the teacher relates to particular behaviors has not been tested. A teacher's behavior is influenced by situational classroom factors, by his own perceptions of self and others, and by the external demands of the system (see Chapter 11 for some specific examples of this). Nevertheless, he cannot overlook the impact of his own particular subculture.

### SCHOOLS HAVE A CULTURE

Perhaps the best way to understand the role of the school is through the adoption of the concept that the school is a culture, a way of life, and that it can be studied as such. The school has values and ways of communicating these; it has a series of expectations and a series of routines of communicating these; it has an interpersonal climate in which socialization occurs; it operates in a physical setting that also conveys its value system.

Each school may be viewed as a subsociety possessing its own way of life. Students entering this school must learn its culture, which may or may not be in harmony with the culture learned at home. Through the socialization process taking place in the school culture, each child broadens his self-picture and either modifies or strengthens it. He learns, in addition, the culturally approved patterns of thought and either accepts, modifies, or rejects these, based upon the self with which he came to school. As in any culture, there are mores and folkways, both written and unwritten, that govern the behavior of most of the members and systems of rules to discipline those who do not conform. The child leaving home and entering the school thus has a whole range of new cultural experiences to integrate into his growing self.

#### Grouping and Grading, School Organization

In the street on the way to school or in the school bus or in the neighborhood, the child mixes with children of various ages. He is conscious of his own age, but it isn't until he steps inside the door of the school building that age becomes a crucial fact. If he is born a day too late, he waits a whole year to enter. Being in the first grade, or second grade, or whatever grade becomes a dominant factor. What grade he is in governs his access to certain age-mates or peers; it influences his status within the school; it even affects what time he may eat lunch! The concept of grade level, although a number of school districts are attempting to use ungraded classes, is a major factor in influencing expectations and identifications. Even the teacher identifies himself by the grade he teaches.

Grade levels based on chronological age create a false impression of homogeneity. Both parents and teachers tend to think of the "typical" or

"average" second-grader and lose sight of the wide range of individual differences among the children. Testing programs and other administrative devices all share in attempting to create homogeneity where little exists. In spite of much research on promotion and grade-level standards, schools are still basically grade-level oriented, and as much as one-third of a class of first-graders may be repeaters.

The data indicate that nonpromotion is not an effective technique for the setting of standards (Prescott, 1957) and that achievement or ability grouping *per se* does not lead to differential achievement. (Abramson, 1959; Goldberg & Passow, 1966)

Within a class, teachers group for reading, with three groups being the typical pattern. One wonders here, too, what impact being in the slow reading group has upon the self-concept of the child. Many teachers use systems of individualized reading or flexible grouping, and these would seem to be more desirable.

It is not only in the elementary school that grouping and grading present the child with a set of hurdles that influence his self-picture. The secondary school, in its attempts to meet individual needs through separate "tracks" for academic, general, commercial, and vocational students, its accelerated classes and its general math courses, demonstrates a hierarchy of values to the adolescent. He may perceive that the academic student is worth more than the vocational student in the eyes of the community. The student who is shunted into general math or general science or denied admission to accelerated programs may see high school as a threatening, defeating experience. Conversely, the gifted youngster may wonder whether anyone is interested in him as a person rather than as a natural resource. He may be counseled into advanced algebra in the eighth grade when he has little desire for a scientific career.

New organizational forms, such as team teaching, the middle school, and independent study programs, are all presented as efforts to reach individuals; yet there is no solid body of research at present to support these changes. Automated classrooms, with portions of the work on a computer-assisted basis, present the child with new images of the world in which he lives.

The very organization of the school—its promotion policies, the methods used by teachers to organize their classes, class size, hardware—provides guideposts for the child's behavior. All of these show the pupil what and who is important in this new culture. He soon learns the ropes. He sees cues to his behavior in the behavior of his teachers. The teacher and the school become new anchorage points in his perceptual field. The school grounds can be placed upon the child's psychological map as well as on a physical map. The way of life of the school and its culture become incorporated into his way of life.

This school culture may be examined by studying its status arrangements, its physical environment, its daily pattern of activity, and its stated goals. Each of these impart information to the child about how he should behave, what he should learn, what his self should become.

### Status Relationships

Three kinds of status relationships exist in a school culture—those between administrator and faculty, those within the faculty, and those within the student body. Our concern is not the status relationship per se but its effect upon children's development.

The way in which the principal plays his assigned status role has direct bearing on the behavior of the students. Two studies may serve to illustrate this point.

The first study was in an elementary school described by its faculty and by research observers as rigid and authoritarian. The teachers, observers recorded, "in a way, seemed to be afraid of her [the principal], reporting like children on what they had done and how they managed." (Taba, 1955, p. 63) The children's value patterns were found to present a picture of social distance, immature interpersonal perceptions, and over-emphasis on competitive comparison.

Second, as a part of the Kellogg studies in educational administration, it was found that pupils' attitudes were influenced by the principal's behavior. In an investigation of principal, teacher, and pupil behavior in Tampa, Florida, it was found that if the principal were autocratic, pupils expressed unfavorable attitudes toward self, school, and other students. The more democratic the principal, the more favorable the attitude of pupils. (Maynard, 1955)

Status relationships among faculty members are influenced by length of service, degrees held, social origins, and the subject taught. Many school systems now employ aides, who are paraprofessionals and often drawn from the community. This introduces a whole new status group that is usually ranked below teachers. This status arrangement in a faculty affects its morale and productivity, which, in turn, affect the learning climate for youngsters.

School policies often reflect the status situation. For example, children may be excused from certain classes for trips or other extracurricular activities but are not allowed to cut some other classes. The students soon learn what subjects are considered really important by the school. In one high school, for example, chemistry laboratory space was reduced so there could be more room for driver-education classes; in another, the core period (combined English and social studies double period) was the one always affected by extra band practice, rehearsals for the junior play, and the like. What possible concepts could students develop other than

that chemistry and core were less significant than driver education and band?

Children are exposed to these status relationships because the teachers often make them explicit. In an intermediate-grade classroom, the following incident occurred:

Mrs. Jones announced, "Today for physical education we will have a rhythm lesson." Mark's hand went up. "Yes, Mark?" "Coach Harris told us boys we could play football today." Mrs. Jones replied, "Coach Harris made a mistake. Each Friday at 10 o'clock will be your rhythm lesson."

On the other hand, teachers have pushed the notion of equality of pay and status in their dealings with the public. They view themselves as almost interchangeable parts and do not know how to plan, delegate responsibility, and differentiate function. Even in team teaching, it was found that 90 percent of the work was planned by individual teachers. (Norwalk, 1963) As Joyce indicates, teachers resist a formal hierarchical structure within the teacher group. (Joyce, 1967) However, they do have a highly developed, informal structure, and the child gets the message.

The most significant status relationships, however, are not the ones among adults but the ones among the pupils themselves—the peer status hierarchy. This is so vital that Chapter 9 is focused on the peer culture itself, and the chapters on adolescence will include material on peer relationships during that period.

### Physical Plant

In building new schools, there is a definite relationship between the philosophy of education held and the type of building erected.

The physical plant reveals the culture of the school as much as skyscrapers reveal the culture of a city. The relationship is perhaps even more direct with schools, because the building occurs by design. The people pass bond issues to build school buildings, but not to build commercial structures. Decisions are made to build gymnasiums before libraries, auditoriums before kindergarten rooms, teaching auditoriums rather than individual classrooms, removable rather than fixed walls, administrative wings at a sacrifice to other uses of space. All these choices reflect what the powers controlling school budgets believe to be important. They present in brick and steel the adults' notions of what schools ought to be. The changes in thought about the nature of the learning process and the increased knowledge about child and adolescent development have wrought changes in school buildings.

The analytical observer can deduce from his observations of the building itself something about the adult world's beliefs about how children learn and what children should learn. Of course, old buildings still much in use may not reflect the changes in attitudes toward children and learning. Many a teacher has been frustrated in his attempts to

provide a good, flexible learning situation in a room in which all the chairs are nailed to the floor.

### The Hidden Agenda—Routines and Procedures

Although all the above factors influence the child, the actual day-to-day operations of his classroom—the interpersonal relations, the rules and regulations, the experiences that are provided—are the most crucial factors, but they are often taken for granted by both teacher and pupil. The many routines that permeate the daily activities are almost a part of the scenery.

Beginning with the first day in nursery school or kindergarten and extending through graduate school is the unending concept of clock time: The student is expected to learn that there is a time to play, a time to rest, a clean-up time, a time to listen, etc. The older child or adolescent in the departmentalized situation is expected to learn in 40- or 50-minute intervals, shift his focus, and learn something different in the next period. The lesson of the clock is perhaps essential in a modern, industrial world. Unfortunately, it may mean that young children are prevented from staying with a highly interesting task and forced to shift their focus to other activities.

If we realize that motivation is self-oriented, then we might well question the highly time-oriented, compartmentalized approach to education that is so widespread. Children soon learn, it is true, to adjust to time pressures, but this does not mean that such pressures are desirable. "If there is any single issue on which the school system has been most at odds with its slums it is on the matter of time. If you can look forward to spending your whole life unemployed and draped on a street corner, what's the rush? Schools don't see it that way. They are obsessed with time." (Miller, 1966) Notions of attention span being related to age might also be questioned when we can observe children thoroughly engrossed for long periods of time in activities that are meaningful to them. Many good elementary classrooms provide for variable scheduling of activities within the classroom to allow children to express and meet their individual needs. The concept of the open school, which is based somewhat superficially on the British Infant School, is an example of efforts to break the lockstep. Concepts of modules are appearing in high schools. These allow for flexible scheduling and reflect a more sophisticated approach to learning.

A standard activity in virtually all schools is the opening exercise. The following is an excerpt from an observation in a primary grade—the first class meeting in January 1959. (One can see the same activity in January 1975!) The observer, seated in an observation booth, writes:

The class was sitting crosslegged on the floor and Mrs. Hall was collecting money for something. Mrs. Hall said, "Mark owes 3 x 30 cents and he has a dollar, how much does he get back in change?" Jeff raised his hand and yelled, "Ten cents." Mrs. Hall said, "That's very good, Jeff." Another boy said, "Joe said ten cents too!" Mrs. Hall said, "Oh, I didn't hear him." The class said, "Yes, I heard him," and "Joe said it too." Joe said, "Yes, I knew that answer." The class then took turns going to the front of the room and telling the class what Santa gave them for Christmas and their experiences over the holidays. (I didn't see any sign of ending the math lesson and beginning the story telling.) Sally explained a certain game she had received for Christmas. Joe sat crosslegged in the front row and said, "Does the game have beads on which to count?" Sally said, "Yes, it does." Joe said, "Oh, well, I've seen one like that before."

Mrs. Hall said, "Class, let's help Karen so she can . . . [take the roll." The girls all stood up and counted off, then they sat down and the boys did the same thing. Joe said, "Warren isn't here today." Mrs. Hall said, "Thank you, Joe; now, Karen, take the list to the office." The class then continued the story telling. Mrs. Hall said, "Ann will be the last one to share her experience over Christmas with the class." Joe sighed and said, "Oh, gosh." Mrs. Hall said, "We have to start something else, Joe." Joe sighed again and put his fingers in his mouth. Mrs. Hall said, "Everyone stand," after Ann had finished her story. The class stood and started singing, "The Grand Old Flag," "My Country 'Tis of Thee," and "America." Mrs. Hall said, "Stand straight." Joe straightened up and put his hands behind him. The class then said the "Our Father" and the "Pledge of Allegiance" while Hal held the flag at the front of the room. The class sat down on the floor after pledging the flag.

An analysis of this observation reveals a number of values and concepts being presented—the child's image of Christmas, patriotism, time, numbers, support for each other, obedience to adult authority, the sharing of experiences. Of course, some of these are not explicit, but they are still present. Frequently a teacher will put a more explicit statement of values on the chalkboard or bulletin board, often one that contains the standards (or at least the teacher's standards) of conduct for the room. One such list, labeled "Good Citizens in the Fourth Grade," contained these items: "A good citizen listens, is responsible, pays attention, sticks to his job, is thoughtful of others, is honest, is helpful, shares with others."

Outside the classroom the extracurricular life of the school also demonstrates values to the child. Club membership, cliques, student activities, elections of officers all serve either to spread the school's culture or to isolate certain segments of the school population. This seems to be true in elementary schools as well as in high schools.

Based upon an analysis of class and ethnic status and the culture of

several schools, Taba concludes, "Usually there is a correlation between the parental economic status and school participation; students whose families have community status have status in school. Their chances of developing their self-expectations, both in school and at home, are great, while others are deprived of such chances in both." (Taba, 1955, p. 67)

### Academic Expectations

Nowhere in the above discussion have we dealt with the question of what, specifically and consciously, the school sets out to teach the child. Schools traditionally teach subject matter and intellectual skills. These are certainly perceived by both teacher and pupil as the main job of the school. In the modern world, each child needs to know as much as he can about other peoples, about science and technology, about effective communication with others, about his cultural heritage, his system of government, and the like. Both the pupil and his teachers expect him to learn these things at school.

Although the pupil may not use the teacher's words to describe his view of school, he does know that there are, and should be, certain academic expectations. The child entering first grade expects to learn how to read and write and may expect to learn these the first day. The youngster entering junior high expects to move into a departmentalized subject-matter system in which English is taught separately from math and even the social studies may be divided into history, geography, civics, economics, etc.

But subject matter is a poor definition of academic expectation. The curriculum reforms of the 1960s were based on psychological notions of discovery, activity, and "learning to learn," on social notions of what was valuable and desirable for all to know, on political notions of the cold war, on changing ideas about the organization of the subject matter itself. Academic expectations, therefore, include ways of thinking and learning as well as the content learned.

Just what, specifically, are schools expecting their pupils to learn? Again, no generalizations can be made that apply to all schools. With the American concept of decentralized, local school control, two schools in the same city may have somewhat different curriculums. With this reservation in mind, we can gain some insights into what schools are teaching.

### Behavioral and Attitudinal Expectations

We have already mentioned some of the behavioral expectations taught through routines and regulations, but again, any list of expectations would be applicable only to a given school. One source of information is the textbooks, which provide some idea of what is being stressed. (We cannot know, of course, whether these materials are being used in any

given situation; only a local study could establish that.) Textbooks can be analyzed to reveal their biases. Krno's (1970) review of social studies texts revealed their sins of omission and commission in the treatment of Jews, blacks, Chicanos, Indians, Orientals, and all who are not white Anglo-Saxon Protestant. The state of Florida in 1973 dropped two of its major texts on Florida history because of their distorted presentations about blacks.

Although materials can reveal value expectation, the teacher is the key. Pupil behavior is influenced in many ways by the behavior and perceptions of the teacher. Often the teacher is unaware that he is influencing his pupils by his tone of voice, his choice of children for activities, his selection of materials to display, and the like. Hall's *The Silent Language* (1961) illustrates how classroom culture is conveyed. Kounin and his colleagues (1966, 1967) have shown how the teacher's classroom management procedures influence pupil conduct. Soar (1967) has indicated that teacher behavior can be observed in at least two dimensions, hostile-nonhostile and direct-indirect control, and that these relate to pupil change in vocabulary, reading, and creativity. The indirect, nonhostile classroom produced the most growth in vocabulary, but for reading, optimum growth occurred under either the indirect, hostile or the direct, nonhostile teacher. Although these are academic outcomes, they are presented as examples of the subtle influence of teacher behavior. The Soars' (1972) analysis of teacher-pupil behavior in Follow Through classrooms indicates further that patterns of teacher behavior influence skill learning and concept learning in complex ways. Rosenshine and Furst's (1973) review further amplifies the methodological issues involved in observing classrooms as well as the current findings.

The host of researchers working on the school and its effects on the achievement, attitudes, self-concept, and behavior of its pupils all reflect the growing awareness that the school as an institution communicates far more than a neutral knowledge of reading, writing, and arithmetic. There have been some efforts to attend the nonacademic side of school by building units that stress attitudes and values. Glaser (1969) has proposed ways in which teachers can move from stressing memory to emphasizing commitment, values, and responsibility.

The Ojemann work in Iowa is an excellent example of teaching consciously for the creation of attitudes. The purpose of this program is to help children to develop a causal orientation toward behavior, an orientation that "recognizes that human behavior is produced by many factors and that one can distinguish between an approach to a given behavior incident which recognizes and takes into account the variety of factors that may have produced it as compared with an approach that considers mainly the overt form of the behavior." (Ojemann et al., 1955, p. 95)

There have also been suggestions about completely revamping the

educational system (Fantini and Young, 1970) or even eliminating it. (Illich, 1971) Nevertheless, schools seem to be pretty much the way they were and will probably remain essentially the same for some time to come.

### SUMMARY

The school culture demonstrates constantly to the child how it expects him to behave and what values the adults who mold the culture believe to be important. This is done through the organization and daily way of life of the school. The school itself reflects the attitudes and values of the community, state, and nation or, at the least, the attitudes of the middle class segment of the general population. The school, far from being radical and extreme, is essentially a conservator of the cultural values and serves as society's agent in passing these values to the child.

If the self develops through transactions with the environment, it would certainly follow that most children learn to behave and to view themselves in the way in which their teachers expect. Although each child perceives the school in his own way, the school situation that is provided for him plays a tremendous and often overlooked role in influencing the self-concept of the child.

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# CHAPTER 9<sup>166</sup>

## THE WORLD OF PEERS

### THE PEER SOCIETY

In our efforts to comprehend the various environmental forces that exert their influence upon the developing self of the child, we have investigated the adult world—the family, the mass media, and the school. The child, however, lives in two worlds: an adult world and a child world. In Chapter 5, we saw that he begins to live in a world of peers before he goes to school; but it isn't until he is in school that this world assumes a commanding position in his life. In terms of his perceptions, peers move from being at fairly low levels of awareness and importance to a very high level of awareness and importance. His peers exert tremendous influence upon his behavior, his attitudes, and his view of self. If all the world's the stage that Shakespeare claimed, children and adolescents are playing primarily to an audience of their peers. Their peers sit in the front rows and the box seats; parents and teachers are now relegated to the back rows and the balcony.

Particularly in an urban, industrial society, the world of peers assumes an important cultural role. In order to understand the behavior of the child and adolescent, we need to gain some general knowledge of the society in which he lives—the peer society.

This chapter will discuss the concept of the peer society in general. It will also present information mostly about preadolescent peer groups. Later chapters will include sections on the adolescent peer society as it relates to the total self-development of early and late adolescence. The preadolescent's perceptions of his peers will be included in the next chapter. This will permit us to get an overview of the peer world and then see this peer world at work in the life of the individual.

Every society possesses language, shared values, standards of behavior, rituals, tasks that need to be performed for survival, an organizational framework, a sense of "we-ness." Every society possesses a culture—a way of life. The peer society is a subsociety in the general American

scene. In turn, it is divided into subsocieties that are essentially developmental-age-graded. A peer subsociety might be defined as containing all the children of a particular developmental age who have communication with each other, although not necessarily in a face-to-face relationship. Within this peer society is the more intimate and more vital subgroup—the peer group. Any peer society contains a number of peer groups. These are the face-to-face, more organized and integrated, selective groups in which the peer culture is carried and taught.

#### Reasons for Formation

Why do these groups form? What pushes children to join? What do they get from them?

One reason can be seen in the very name sociologists have given these groups. They are the *peer* groups, a society of people on a par with each other. Needs for acceptance, for belonging, for experiencing are all provided after a fashion by the adults, but it is only in the peer society that the child can meet these needs as an equal. "In the shadow of superordinate adults he cannot gain recognition, play differentiated roles, practice social skills or interact with others except as a dependent and subordinate figure." (Ausubel, 1958, p. 458)

A second reason for the creation of these groups lies in the discontinuity that exists in an industrial culture. Children are expected to be children, they are presented with really few models for adult economic behavior, and they have virtually no productive role to play in the economy. Parents expect them to become emancipated, to belong to organizations outside the home, and to grow up (which means to grow away). At the same time, the children are provided with no participation or status in the adult world. They turn to the society of their peers to gain this sense of productivity and achievement.

The child is also still establishing his own personal identity. He needs experiences with equals, he needs try-out time with new roles, he needs the warmth, support, and acceptance of a nonfamily group as he strives for self-expression and self-understanding.

The need for identity leads to the strange paradox that the child, in seeking independence from the adult world, becomes dependent upon his peers. The peer society becomes the security base from which the child's private war for independence can be fought. Even though the group may demand, in early adolescence particularly, the utmost conformity to its standards, the child is willing to pay this price for what he gains—a sense of being on his own.

The push of the adult world toward joining certainly exists in the American culture. In other cultures as well, peer groups are affected in their development by the adult pressures for group living and group activity. In the Israeli *kibbutz* (cooperative farm), where children are reared

in a "children's house" although they also have a family, peer group life begins earlier than in the general Israeli culture, and "early . . . [the group] becomes the most important praising figure." (Rapaport, 1957, p. 593) The effects are seen in studies of cooperative behavior such as that made by Shapira and Madsen (1972), which indicated that kibbutz-reared children (ages 6 to 10) were more cooperative, even in a situation designed for competition, than were city-raised Israelis.

In France, where the family is the arbiter of social behavior and the school does not stress group living, peer groups such as we know them do not exist. The preschool child is tied to the extended family. The peer life in school is *sub rosa*, unknown to both teacher and parent. Its main function seems to be to provide "a clearing house for individual interests. . . . The French peer group is, much more than the American peer group, a source of relaxation and defense of the member's identity." (Pitts, 1960, p. 277) Bronfenbrenner (1967, 1970) shows how the peer group is manipulated by the Soviet authorities to influence character development. It acts as a part of the social system, not an escape from it.

In a rapidly changing world, the experiences of the child are greatly different from the experiences his parents had as children. Communication between the generations becomes more difficult, because communication depends upon common perceptual experience. The child needs to share his experiences, to reflect upon them, to relive them. He can do this today only with his peers. The lament of the adolescent, although ancient, was never more true or tragic than today; his parents really don't understand.

Another factor in the formation of peer groups is the development of the child. He has reached the point in neuromuscular development where highly active group games requiring skill are not only possible but are highly satisfying experiences. He has reached the time in his development of self where he has some comprehension of "other." He could not engage in group play before he realized the interaction between his own behavior and that of others, before he had some concept of rules, before he could visualize how others might behave. By the time he enters the second or third grade, he has reached this point in his self-development. He will continue, through his peer group activity, to grow in these concepts; thus, membership not only requires the rudimentary development of concepts of other but also provides the opportunity for their further development.

#### CHARACTERISTICS OF A PEER GROUP

A peer group is characterized by being an intimate, selective group in which admission is by mutual choice, and status within the group is a func-



FIGURE 9.1

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tion of the group's values and the individuals' roles. There is a rapid organization of the social structure of the classroom, which, once formed, possesses considerable stability from grade to grade. However, an individual's position in the group can change with time. (Glidewell, 1966)

### Organization

Factors affecting individual acceptance tell us about the particular value systems these groups hold. Although all children of a given age are members of the peer society, they do not all belong to groups or to the group of their choice. What does a child need to gain belonging in the group of his choice? What contributes to status?

*Intelligence* is a requirement in the way we might expect. Sells and Roff (1967) found that there was a low but reliable relationship between IQ and popularity within social class groups. They studied a large number of children in Minnesota and Texas, from grades 4 to 7. They also found, however, that rejection was related to IQ in almost the same degree. In technical terms, the amount of predictability from IQ to peer opportunity was about 5 to 10 percent; that is, that percentage of whatever influenced popularity was contributed by IQ. The same findings held for school achievement, and popularity and rejection. Brightness may make a child more visible in a classroom, and it may be this that produces both acceptance and rejection. There is some evidence (Torrance, 1963; Long et al., 1967) that highly creative children are seen as oddballs and are less accepted.

*Family background* influences peer status, although again not always in an expected way. Research seems to indicate that the popularity of children from broken homes is not adversely affected by this, that ordinal position means little, and that only children do not lose out in the struggle for status. As an echo of Chapter 3, the family, rather than any objective, external variable, seems to be the contributing factor status and membership. Feinberg found that parental interest and participation in athletic and social activities was related to high peer status. (Feinberg, 1953) The dominance-submission pattern in the home, as it affects the self-development of the child, also influences peer acceptance. If at home the child

is overdominated or underdominated, overevaluated or underevaluated, he develops self-concepts that are reflected either in aggressive or withdrawn behavior or in other behavior (such as crying, whining, and demanding) that creates trouble for him with his peers. We would expect to find the family influence exerted more in this indirect fashion through the child rather than in any direct one-to-one relationship between any single family variable and peer status.

The *social class* position of the family plays a role in the peer culture. It influences the circle of friends with whom the child will associate. Although age, school values, and the nature of the larger community are mitigating factors, children of the same social class generally choose each other on sociometric tests, and children from the middle class are perceived as possessing more favorable personality traits than lower class children. Since the peer culture mirrors the adult culture, we would expect that the degree of importance children attach to social class position, race, or ethnic background varies with the degree of importance their parents attach to these variables. However, well-designed research is still slim.

*Ethnicity* is a key factor in acceptance. Hartup (1970) summarizes the research by indicating that results depend upon whether the groups are segregated or integrated, upon the racial composition of neighborhoods, and upon the degree of the subjects' ethnic identification. In one study that examined both ethnic and social class cleavage among young children, Stodolsky and Jensen (1969) report:

*While there are both racial and social-class correlates of liking and disliking other children in the program, we do not typically see nor do our results suggest that children of either racial or social-class groups isolate themselves into cohesive, exclusive groups even though occasional instances of this sort of behavior do occur. A large proportion of the social interaction in the Ancona classrooms, and of the friendship choices of the children in the program, occurs across racial and social-class lines. [Stodolsky and Jensen, 1969, p. 44].*

Since ethnic awareness increases with age, we would expect that the picture might change. Studies reviewed by Sowder (1972) indicate that this is what tends to happen but that the results, as Hartup (1970) also indicated, are inconclusive. We need more work, better techniques, and a mixture of anthropological and sociopsychological insights if we are to understand the complexity of class and ethnic factors in peer relationships.

*Appearance* has prestige value, particularly for girls, and it has more in the secondary school than in the elementary school. In Tryon's study of adolescents, to be "good looking" was important for prestige in both 12-

and 15-year-old girls, unrelated for 12-year-old boys, but very important for 15-year-old boys. (Tryon, 1943, p. 565) A study of preadolescents found that the factor of height was not related to social status. (Heber, 1956) Youth seems to mean by appearance the whole person and not a single factor.

*Skill*, one of the reasons for the formation of these groups, plays a major role in determining acceptance. Of course, the criteria for which skills are acceptable are functions of the age, sex, and social background of the group, but the child who fails the skill test will not be admitted. Again we have the circle: It takes skill to belong, and belonging provides the experience for the further development of skill. Athletic prowess for boys is the *sine qua non* at all age levels for favorable rating by peers. Social skills, including dancing and the art of conversation, are important for adolescent girls, whereas preadolescent girls resemble the boys in their interest in athletic ability. Social power is more closely related to emotional acceptance than to competence. Bonney and Powell found that to first-graders, being cooperative and following teacher's direction are the skills that bring acceptance. (Bonney and Powell, 1953, p. 492) We shall see the role of skill more clearly in subsequent chapters when we focus again upon the self of the child.

Age also seems to be a factor in acceptance in classroom peer groups. The overage child in the intermediate grades is not accepted by his classmates (Morrison and Perry, 1956), although the factor of age in the junior high grades does not seem significant. We should remember that no single factor is the only causative agent. The viewpoint of teachers, the self-concept and behavior of the overage child, and parental attitudes are all involved. In the secondary school, a time when the relationship between chronological age and physical maturity is low, age is not an important factor. Physical maturity is important because of the change in heterosexual relations.

Even though we are discussing each of these variables somewhat in isolation from one another, they do not function this way. They are all mediated by the self-organization of the child and the particular organization of his peer and adult worlds. Intelligence, family, ethnic, and social class background, the development of skill, appearance, and the degree of achievement required to keep up with one's classmates are all functions of the particular, unique self of the child. This is why all correlations, although positive and valid, are never near the 1.00 mark. How the child feels about his intelligence, his family, and so forth, determines the amount of drive he has for peer group membership, the choice of group he will make, and the behavior he will perceive as appropriate in attempting to gain acceptance. His peers will not evaluate him so much on separate external criteria as they will on his *total* behavior. If his values approximate theirs, if they see that his interests resemble theirs, if he can

contribute to the development of the group, they will accept him. Even though some of his behavior patterns are different, his peers will perceive him to be like them. They will distort their image of him to make him resemble them more than he does.

What behavior do peers consider important? Friendliness, expressiveness, ability to show emotion, "outgoingness," cooperation, daring and enthusiasm, emotional stability, and dependability are given by various researchers as important traits. On the other hand, in middle class groups, hostility is related to rejection.

Research on delinquency and delinquent gangs shows that these groups have expectations for personal values that tend to be similar to those of other peer groups. "Members of lower-class street-corner groups are often the most fit and the most able youngsters in their community, for this is a tough league in which to make the grade. One must possess both stamina and perseverance, as well as the capacity to interact and to subordinate self to the overall needs of the group." (Kvaraceus, 1959, p. 16) They differ from the middle class boy only in valuing belligerence and dominance. (Glidewell, 1966)

*Sex Cleavage.* Peer group organization is generally characterized by sex cleavage. Beginning in preadolescence, the groups are split on sex lines. Sociometric studies show that boys and girls rarely pick each other for activities. Observations of classroom behavior reveal that children, when given the choice, segregate themselves on sex lines. When children's responses are elicited by means of the incomplete-sentences approach, in which they finish a stem such as "most boys ———," they are always more favorable to their own sex. (Harris and Tseng, 1957) Teachers' attempts in the fourth grade, for example, to have children dance with each other are met with horseplay and subversion by the boys along with the mild compliance that must be shown in school. An unpublished study by Gordon and Spears of more than 150 children's self-reports from grades 3 through 12 in one school shows that wanting to be liked by the opposite sex is rated lower than wanting to be liked by the same sex in preadolescence. Adolescent boys say they want girls to like them more than boys, and the girls favor both sexes equally. Same-sex choice reaches its high point in grades 5 and 6 and declines somewhat after that.

We know far more about the peer life of boys than of girls. "Our knowledge of peer influences and group behavior among girls is appallingly weak." (Hartup, 1970, p. 437) With the emergence of women's liberation, we may begin to get some needed solid research.

If we see the peer group as a place where children can safely work on appropriate sex-role behavior, in which they can talk over experiences safely with their peers, then we can understand this cleavage. When we study adolescence in more detail, we can see how youth belongs to several

groups, some heterosexual and some continuing to reflect the preadolescent cleavage.

**Membership Roles.** Any organization must have certain members perform certain duties if it wishes to survive. Formal organizations have presidents, secretaries, and the like; informal organizations such as peer groups have similar roles. A *role* is an organized pattern of behavior in an interpersonal setting. (For an interesting discussion of role in relation to behavior setting, see R. Barker and H. Wright, *Midwest and Its Children*, pp. 50 ff.) When one plays a role, it enables others, to some degree, to predict behavior and to pattern their own behavior. As we observe children in groups, we can see these behavior patterns in operation. They are essential for group process. In a ball game, a position on the team may be considered a role: pitcher, outfielder, shortstop, center, end, halfback. Other roles are cheerleader, coach, and umpire or referee.

The more pervasive roles in terms of self-structure are played through time and in a variety of situations. In any group, there is always an operator, an idea man, an argument seller, a diplomat, an arranger, a spark plug who actually gets the group moving, a daredevil, and so on. There are always those who supply information or materials, who set the style, who act out in behavior the way others feel but don't quite dare to do. The group is organized so that different roles are accorded varying degrees of status. In the delinquent gang of boys, the fearless defier of adult authority may have high status; in the middle class suburban group, the style seller, the fashion leader, may be the high status role in the adolescent girl group. Individual behavior in a peer group setting is functional for both.

Certain roles need to be performed for group survival; membership in the group provides experiences for learning these roles; role performance brings status; and status provides new opportunities for individual and group enhancement. The individual learns in the group setting, but his behavior also molds the group culture.

An external observer can comprehend much about the self-structure of the group members by analyzing the roles being played and by evaluating the status attached to each role. He will see that some youngsters are able to perform a wide range of roles, whereas others have a limited repertoire. Status position in the group shifts as one adapts himself to the group demands, as he conforms to group pressures. Roles that may have had high status lose value as the group matures; new roles become important.

It should not be construed that adaptability of an "other-directed" nature, in which the youngster loses his uniqueness and conforms for the sake of belonging, is desirable. Highly acceptable youngsters with an ideal self are children with strength, values, and self-regard. It is the insecure youngster with feelings of inadequacy who is willing to sacrifice

himself to gain identity. To be sure, all group members gain some sense of identity through affiliation, but not in the same way or to the same degree as the youngster to whom the group is the center of his existence.

In summary, the roles played in the group are an outgrowth of individual and group needs. They reflect the unique organization of roles that members perceive themselves as capable of fulfilling and the group as a whole perceives as desirable for group existence.

#### Codes and Customs

The culture of the peer group is carried on and conveyed through its language, rituals, activities, and tools. Just as the archeologist can learn about ancient civilization from examination of its objects of art, its writings, its utensils for both production and leisure, and just as the cultural anthropologist can do the same in his study of primitive cultures, so the sociologist and social psychologist can study the culture of the peer group by examining its means for accomplishing its cultural objectives.

The *language* of the peer society changes to some degree with each generation. Because a primary purpose for formation of peer groups is establishment of an identity apart from the adult world, youngsters need to create a language their parents can't quite understand. A second purpose of peer language is to create a bond, a "we-feeling," through being able to communicate thoughts and feelings to each other in a special way. We've had "slang," "jive" talk, "bop" talk, "rock 'n roll" talk, talk that's "way out there, man," and "hippie" talk. We've had the stylized language, such as pig Latin in its various forms, that each generation learns from the one preceding it as it begins its life as a group. The language of any society enables its members to think in certain ways; there is a relationship between language structure and thought. It also allows for certain feelings to be expressed that are shared by members. What can be more eloquent than his own language to describe the ultimate in ecstasy to the teenager? Mystics, theologians, and some psychologists talk of "cosmic experience." Does this convey the same intensity as the peer jargon? Peer language has a richness, a flavor all its own, and its power is indicated by the many attempts of adults to copy it and comprehend it.

#### Activities

"Standing on the Corner, Watching All the Girls Go By," a song title circa 1955, describes one of the rituals of adolescent boy groups, particularly of the upper-lower and lower-middle classes. To show that life does, after all, have some stability, a 1967 favorite was "Music to Watch Girls By." Rituals might be said to be the stylized, repetitive group activities that serve to cement relationships among members, increase the feelings of identity and belonging, and provide experience in new ways of behaving

distinct from adult-supervised patterns. Groups develop stylized greetings and leave-takings, usually not too different from the fraternity handclasp or the drinker's toast. The group meeting place, whether it be street corner, pool hall, pizza parlor, teenage night club with psychedelic music, or somebody's back porch, is a part of the ritual group life. Street-corner gangs have their "pad" or home ground, their bit of territory on which outsiders can set foot only through permission or warfare; more socially acceptable groups have similar home bases. The word goes out along the peer grapevine, and the clan gathers at its meeting place to transact its affairs. Huge clusters of many groups may meet, almost in convention.

Another type of ritual is the initiation ceremony. Crane identified five types in preadolescent gangs in Australia, all of which can be seen in the United States as well. They are:

1. *Phallic—genital rather than sexual.*
2. *Ordeal—endurance of pain, tear, indignity.*
3. *Demonstration of skill.*
4. *Signing a document and taking an oath.*
5. *Social aggression.* [Crane, 1952, p. 115]

Why such ceremonies? They serve to impress the newcomer with the power of the group, to demonstrate group values, and to increase feelings of identity. They teach the new member the group's rules, history, and symbol system.

Group rituals shade off into activities that are often repetitive but are not stylized or loaded with the emotional overtones of rituals. Crane's study, using the reminiscences of students at teachers colleges in Australia, divided the activities of boy gangs (age 9 to 13) and girl gangs (age 11 to 13) into the following categories:

- a. *Predatory activities. Amongst boys, forty-four percent of all gang occupations were of this type, e.g., arranging fights, raiding orchards or melon-patches, throwing stones, birds' nesting and bush-roaming, pulling down fences, lighting bush fires. The girls' predatory activities were mainly confined to teasing others not in the gang, and trying to upset other gangs.*
- b. *Social activities. These may be divided into the socially disapproved and the socially approved.*
  - (1) *Disapproved. Here boys' gangs exclusively were represented in such a behavior as smoking, telling sex yarns ("smut sessions") and swearing.*
  - (2) *Approved. Only one boys' gang could be included here, but seven of the girls' gangs spent their time in such ways as practicing hobbies, discussing poems or books, writing secret reports, and talking about rival gangs.*

- c. *Sport. About the same proportion of both boys' and girls' gangs went hiking, fishing, rabbiting or playing competitive games. Swimming, always in the nude, was a very common activity of boys' gangs, but was not mentioned by the girls.*
- d. *Social service. This category is represented by four girls' gangs only. It included helping each other with school homework, spreading information about Health and Temperance, and helping disabled or disliked people.* [Crane, 1952, p. 117]

As we would expect, activities vary with age, sex, and other cultural influences. For instance, lower class children do not belong to Cub Scouts, Brownies, or Scouts as do their middle class age-mates.

Many activities center around combinations of competitive-cooperative endeavors. Team sports contain both elements. In some groups, joy riding and drag racing are predominant activities. Motion—whether running, chasing, bike riding, ball playing, or automotive—seems to be a basic activity of many peer groups.

In recent years the adult culture seems increasingly to have imposed its organizational pattern upon boys' activities. Before World War II the peer group was away from adult supervision in athletics and other activities, but Babe Ruth Leagues, Little Leagues, Boys' Clubs, and other organized recreation programs are now widespread. Many of these recreation programs were initiated to curb delinquency, but they serve to put the stamp of adult cultural values more firmly upon the child and to cut down the really free time he needs to explore on his own with his peers. The father could write such a book as *Where Did You Go? Out. What Did You Do? Nothing.*, but the son's activities are more controlled. Middle class youngsters, especially in suburbia, are deluged with planned and supervised activities—organized athletics, music lessons, dancing class. Parents force heterosexual activities at a time when children really want experiences with their own sex. Six-graders in some middle class schools have formal proms partly because their parents think it is "cute." In the middle and late 1960s, the electric guitar has helped the teenager reestablish some control over his own activities—what is noise to the adult is music to him.

Some older adolescents have counterattacked by developing crash-pad systems, moving out of the home, cruising as street people, and getting involved in the drug scene. There seems to be a reduction in the status of school-related organizations; this may be another symptom of resistance to adult control of peer life.

Cultural artifacts can lead to additional understanding of the peer society. In archeology, an artifact is anything manufactured and used by a society. Peer groups do not manufacture (except zip guns, perhaps, in certain antisocial gangs), but they use the manufactured objects of the

adult society as means and symbols, and they put the peer stamp upon them.

Perhaps clothing is the best example of a cultural artifact, because it begins to be used for peer purposes in the primary grades. Each peer society develops its own uniform. It may be jeans (tight-fitting and low-waisted), tee-shirts, nondescript shoes, or black leather jackets studded with brass. Youngsters begin to dress for each other and to accentuate in their styles the current fad or fashion. In many ways, clothing manufacturers follow the peer lead, rather than create the style. Mod clothes, mini-skirts, work clothes, braless halters are recent examples.

Other artifacts are records, particularly in teenage groups, and, for older groups, the ultimate in tools—the automobile. In later chapters on adolescence we will discuss these last two in more detail. The point to be made here is that the peer society, like all societies, creates or borrows artifacts. These reveal the values, aspirations, and perceptions of the society in ways that are appropriate to it. In analyzing any peer group, the external observer can gain insights by seeing how these artifacts are used.

#### Values

Value systems can be inferred if we examine the factors that affect individual acceptance, the total organizational pattern, the codes and customs. Analysis of patterns of certain lower class delinquent groups showed:

*For many youngsters the bases of prestige are to be found in toughness, physical prowess, skill, fearlessness, bravery, ability to con people, gaining money by wits, shrewdness, adroitness, smart repartee, seeking and finding thrills, risk, danger, freedom from external constraint, and freedom from superordinate authority.*

*These are the explicit values of the most important and essential reference group of many delinquent youngsters. These are the things they respect and strive to attain. The lower-class youngster who engages in a long and recurrent series of delinquent behaviors that are sanctioned by his peer group is trying to achieve prestige within this reference system. [Kvaraceus, 1959, p. 16]*

Intermediate and junior high school youngsters in Denver ranked as their high goals interpersonal relationships and experiences, and developing those personal attitudes that contribute to group acceptance. (Cunningham, 1951, p. 71) Belonging, itself, was the chief value. It may be because of this value that the values of the children in a school seem to be set by the social class in the majority, whether it be middle or lower. (Wilson, 1959)

Other values that can be inferred from observation of the group are adequacy, as exemplified in athletics and social skills, and conformity, as exemplified in dress, common activities, language, and rituals. Indeed,

conformity has been seen by some as the major problem of the peer culture. Riesman states: "The effort is to cut everyone down to size who stands up or out in any direction. . . . The peer group becomes the measure of all things; the individual has no defenses the group cannot batter down." (Riesman, 1950, pp. 71-83) The reason for this might be related to the reasons for the formation of the group and to its functions. It is the place in which status can be won, in which adults can be resisted. In order to be able to accomplish these functions, the group needs strength, and strength comes through order and the achievement of distinct peer patterns. Conformity, to some degree, is the result. The recognition of the rights of others is also a value learned in the group. Of course, "others" may be defined narrowly to include only group members, and this is often the case. New experiences, identification with "heroes," and becoming adult are other peer values.

All peer values are echoes of adult values. They may be conveyed in ways the adult world finds uncomfortable or inappropriate, but the value system of the peer world resembles the adult value system. The delinquent gang values toughness, loyalty, and bravery—the adult world awards medals to soldiers who distinguish themselves in combat and has "loyalty oaths" for many government employees; the peer group values good looks and social skills—the TV ads are full of such appeals to adults; the peer group values identification with status figures—the adult keeps up with the Joneses. The adult world experiences alienation and a breakdown in communication—the preadult world develops "counterculture." The difference lies not in the value but in the activities used to achieve these values.

#### DEVELOPMENTAL CHANGES

The peer age begins in childhood and lasts through adolescence. Since so many profound physiological and other developmental changes occur during these years, the peer culture changes too. Behavior that gained approval in first grade loses approval in the seventh grade. Attitudes toward the opposite sex change from preadolescence to adolescence.

We again suffer from a lack of data about developmental changes in group norms and activities. While it is clear that norms change and there are changes in organization, in the direction of increasing complexity, size, freedom from adults, and stability of structure, our research techniques are slim for detecting these at other than a gross level. There has been work on conformity and moral development that indicates an increasing degree of conformity with age and then a decrease in adolescence. However, since one of the purposes of a peer group is to have its own secrets, we have obviously not penetrated these. Sometimes one feels he knows as little of the real workings of real groups of children as he does of yet undiscovered tribes in remote areas of the globe!

Play activities also show the same trend toward complexity of organization. They "involve increasingly greater division of labor, differentiation of roles and status, teamwork, loyalty to a larger group, and breadth of leadership." (Ausubel, 1958, p. 468)

The principle of organizations moving toward greater complexity and, at the same time, higher levels of integration is thus seen to apply not only to the individual child but also to his groups. The group operates as a functioning whole, although each member—like each cell in the body—is individual. Although membership may change, the group as a whole survives, and the members become mutually dependent. In effect, the group develops a "self." We can find in group life the processes we found in the development of self in Chapters 5 and 6. The group has vital reasons for its existence and serves many valuable functions in the self-development of children. Groups cannot be destroyed; they must be lived with, understood, and aided to achieve socially acceptable goals.

#### FUNCTIONS OF THE PEER GROUP

We have stated many of the functions of peer groups. Here they are restated with a few additions. First, the reasons for the creation of such groups describe their functions—they provide for individual acceptance and belonging. They provide experiences with equals and give numerous opportunities to experiment with both objects and people. They provide a situation in which achievement needs can be met. They offer a safe haven from the pressures of the adult world, a home base from which the child can try to gain his independence from adults. They provide experiences for learning the skills and roles that will be needed in the adult society. They teach the child the appropriate sex-role behavior; no high school class would ever make the error of electing a male queen except as a deliberate put-down of homecoming or student activities.

Second, peer groups have become agents of the culture and teach the culture to the child. They reflect the adult cultural values, although in their own fashion. They are information centers for behavior, values, and skills.

What are the primary teaching procedures used by the group? We saw that rituals and activities are teaching methods in the school. They are also means used by the group. Campbell (1964) indicates that physical setting, activity, reward structure, group size, and clarity of the peer task all influence child behavior.

The group uses the needs of its members to motivate them—a highly successful educational practice. If these motives are not sufficiently strong, then external pressures are applied to keep a member in line. Peer groups do not operate on an acceptance of causality basis. They render punishment in keeping with the seriousness of the crime as they perceive it. Pun-

ishment may be simply ridicule, or it may be physical, or it may be the silent treatment, or expulsion. Punishments are often crude and sometimes cruel, but these groups are at the point in their development where group survival is perceived as all-important. If we again compare them to adult societies and view the latter's punishment for treason, we find the differences small indeed.

Rewards are used to reinforce acceptable group behavior. Since the individual joins the group to receive status, recognition, and belonging, the rewards offered are group symbols of these. It is no wonder that the group is often more effective than the school; it uses sound learning laws, such as a recognition that rewards must be perceived as valuable by the learner. The peer group always operates in terms of the self and personal meanings of its members; it provides the experiences its members seek, it teaches the facts (although often with misinformation) its members wish to know, it provides visible rewards by meeting the needs its members have. Altogether, it is a highly efficient educational institution.

#### Relations with Adults

The peer group is in constant transaction with the adult world. Like all such transactions between groups, the relationship can be peaceful coexistence, cold war, open warfare, or cooperation (either dominant-submissive or egalitarian). The relationship between peers and parents falls into all categories at different times.

Since one of the causes of peer-group formation is the independence-from-parents motive of the members, peer-parent transactions are sometimes struggles along the dominant-submissive axis. However, it is not always the parents who are dominant. Although we have seen that the peer groups' values are reflections of the adult values, it is sometimes the peer society that takes the lead. Peers teach adults, set expectations for adult conduct, and lead the way. We pointed out earlier in the chapter that the society is in such a state of flux that communication between generations is now more difficult. In such a situation, the peer group keeps parents up to date. TV advertisers often exploit this situation by telling the child to ask mother to buy super-duper, sugar-crusted wheat cereal.

In many other situations, it is the adult who is dominant, attempting to impose his will upon the child. The child reacts, depending upon his perceptions of the situation, either as submissive or aggressive. If he feels his peer values are in jeopardy, he will usually reject the parental message. A study of Jewish adolescents showed that they are more influenced by peers than parents in following certain dietary laws. (Rosen, 1955) Warner found that "an adolescent member of a boys' or girls' clique will sometimes defy his or her family to maintain the respect of clique-mates, should the interests of the two groups run counter to each other." (Warner and Lunt, 1941, p. 351)

Generally, each group attempts to learn about the other, to copy what it deems desirable, and to change the other to conform to its norms. Since the peer groups are subordinate in age, experience, and economic power, they adopt more guerrilla-like tactics. They have tremendous power on their side, however, in the form of the drives that created the group and the functions the group performs for its members. They also have on their side the uneasiness of the adult, who is not quite sure how to behave toward them and who often gives in to them because it is the easy way out. For example, on the collegiate level, administrations declare football holidays and lengthened vacations to appease the students. Homecoming becomes more important than homework, and teachers are evaluated by what their students say about them. In 1966-1969, student power, based upon tactics learned in civil rights activities and, to some degree, modeled after the sit-down strikes of the 1930s, led to direct confrontations between students and university and government administrators throughout the world.

Knowledge of the needs, functions, and organization of peer groups has sometimes been misinterpreted to mean that the adult society should just let the group be. The studies of modification of delinquent gang behavior show that these groups, with understanding and wisdom on the part of the adult, can change their behavior. Understanding behavior does not and should not imply condoning behavior. The adult still needs to come to terms with the group, but these terms need not be unconditional surrender.

### SUMMARY

As we have indicated in previous chapters as well as here, there are many unanswered questions about human development. Hartup (1970) indicates, for example, that in the peer area, we lack a comprehensive theory, have used few methods (see later peer sections), and have not integrated data on peers into general developmental theory. This chapter has attempted, at least, to do the latter in one frame of reference. The peer group, created out of a combination of physical, social, and psychological pressures, becomes a powerful agent in the socialization of the child. The group develops its own culture, modeled upon the adult culture, and teaches this to its members. In the process of the development of the group, certain roles become differentiated that accord varying degrees of status, and certain codes and customs are adopted that give the group an integrity all its own. When it becomes such a force in its own right, it engages in transactions with the adult society. These transactions are part of the way in which the group helps its members meet their needs for independence, achievement, and status. Conflict between adult and peer society, even though the latter's values stem from the former, is probably

inevitable. Each particular adult and peer group works out its own resolution of this struggle; both adults and children learn much from each other and act to modify each other's behavior.

The further development of self takes place in a transactional field in which the family, the school, the general culture, and peer culture are each presenting expectations and attempting to show the child how he should behave and what he should become. These agencies are sometimes cooperating and sometimes competing with each other in this situational field that surrounds the child. In the next chapters we shall see how the individual internalizes these external forces; how, in conjunction with the developmental processes within him and his already developed self, he continues to use these transactions to further develop his self.

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UNIT ONE

WEEK 2      STIMULUS INPUT      FILM - THE EFFECT OF GAMMA RAYS ON  
MAN-IN-THE-MOON MARIGOLDS

TUTORIAL DISCUSSION      -      Please read for discussion:

1. Poem on Teaching.
2. Poem on Children.
3. Question Sheet.
4. Extract.

"Then said a teacher, Speak to us of Teaching.

And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm, nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth."

(The Prophet. Kahlil Gibran, 1923)

"And a woman who held a babe against her bosom said,  
Speak to us of Children.

And he said:

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,

For they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of to-morrow,

which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not

to make them like you.

For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living  
arrows are sent forth.

The archer sees the mark upon the path of the  
infinite, and He bends you with His might that  
His arrows may go swift and far.

Let your bending in the Archer's hand be for  
gladness;

For even as He loves the arrow that flies, so He  
loves also the bow that is stable"

(The Prophet. Kahlil Gibran, 1923)

RHODES UNIVERSITY  
DEPARTMENT OF EDUCATION

Film - The Effect of Gamma Rays on Man in the Moon Marigolds

1. What is the significance of the title?
  2. Examine the mother's alienation and the extent to which it influenced her daughters' possible alienation.
  3. How significant were the mother's school experiences as contributory factors to her present total situation?
  4. Try and account for the youngest daughter's winning of the prize.
  5. The film takes place in a context. We are always interested in the context in which things happen. What issues in the 1960's which contributed to man's alienation are still with us today? Explain.
  6. Can you recognise the seeds of the present day 'youth culture' being sown in the society represented in the 1960's as depicted in the movie? e.g. drug scene in schools (USA), gang violence (GB), 'drop-out' problems, Skinheads etc.
  7. How are school matters when raised, responded to in the home?
  8. What part did the teacher play in the youngest daughter's life?
  9. What would you predict may happen to the children in their future lives? Why?
  10. The school and the home. Discuss the significance of these two institutions in the lives of the mother and her daughters.
-

LETTER TO THE EDITOR.

The following letter appeared in a leading South African daily newspaper:

Sir, ..... High School, we are informed, produces more leaders of white South African society than any other English-medium school. How does the school manage this? As one of those fortunate enough to have emerged from this school for elitists, I am privileged to be able to disclose how it is done.

First, take a 13-year-old boy, curious and eager, awkward and noisy, dress him in a dark blazer and tie, in tropical grey trousers and a turn-of-the-century hat. Ensure he wears this uniform at every conceivable opportunity, out of school as well as in, during the evenings as well as daytime, at weekends as well as during the week. Cut his hair skull-short, so that his ears protrude from the side of his cranium. Impose on him every authoritarian vestige imaginable - rules and regulations, do's and don't's - which embody the whole archaic and glorious tradition of the English public school system, the British Empire and the school's own 100-plus years.

Select for him, at 13, the wide range of six or seven subjects on which he will concentrate for four years, paying much attention in History to the study of South Africa's own heritage, including the crops cultivated by the Dutch East India Company, the reasons for the Great Trek, the aftermath of the Great Trek and the defeat of the Zulus at Blood River. Attention is also to be paid to Afrikaans, as efficiency in both official languages is a prerequisite for a leader.

The teacher-student relationship is fostered by use of the address "Sir", by a healthy respect for the Master's authority and by threat of punishment. Dialogue is encouraged in this healthy learning environment by adhering rigidly to the syllabus and by paying subservience to the examination system.

To ensure the boy knows the meaning of the word "competitiveness", regular monthly order tests are held and the boy graded. So much for the boy's mind. But what of his body?

Make.../2

Make a god of sport. Force the boy to play cricket and rugby, to run or swim, to play hockey or tennis. At weekends make the boy observe the antics of the Matrics, who bat and kick and tackle and hurdle and breaststroke their way to prominence. Dress these sportsmen up like Christmas trees, with piping and striping and half colours and full colours and honours for excelling at various sports, so that all may see and glorify.

Let the boy spend happy hours learning by heart the names of those giants of the sports field who have made the First XV or the First XI. If he should falter, give him lines to write or flog him till sense prevails. Let the bold sportsmen take extra honour and promote them to school Prefect; let them act as overlords to our sensitive boy, bullying and shouting, terrorising and cajoling.

Cane the boy at random, for leaning on a fence, for venturing into a forbidden area of the library, for not wearing his school basher in town. Finally, douse the boy's physical education with a pinch of militarism: dress him up in khakhi, march him up and down, left wheel, right wheel, in the hot sun.

Four years later, the boy, his malleability beaten into shape, his vitality and curiosity compressed, his values entrenched and his conformity ensured, is now fit to become a leader of White men in Africa's South.

PLIGTE VAN KLASSKAKELS

- PLIGTE:
- (a) Om leiding te gee, die voorbeeld te stel en inisiatief aan die dag te lê waar nodig.
  - (b) Te waak teen onweloweglike optredes en taalgebruik van studente.
  - (c) Die skakel te wees met die klas met die oog op belangrike aankondigings, die insameling van geld, ens.

BESONDERE

- TAKE:
- (a) Klaslokale moet netjies gehou word:
    1. Skryfborde moet gereeld skoongemaak word.
    2. Bordkryt en uitwissers moet byderhand wees.
    3. Studente moet nie op banke krap nie - Rapporteer onmiddellik aan die Rektor of die betrokke dosent.
  - (b) Werkstukke moet ingelewer word. Hy/sy moet hier self die voorbeeld stel van stiptheid.
  - (c) Die aankoop van boeke hanteer - Let op die datums bepaal.
  - (d) Gereeld die biblioteeklys van onder-hoofstudent verkry en studente daaraan te herinner.
  - (e) Byeenkomste se reëlings moet stip nagekom word soos deur onderhoofstudent vereis
  - (f) In betrokke skakel se klas moet iemand verantwoordelik gestel word om die tydskrifte te distribueer.
  - (g) Bymekaarkomtye van skakels word bepaal en aangepas by die kindertuinklasskakels.
  - (h) Enige klagtes of navrae moet direk aan onderhoofstudent gerig word.
  - (i) Tydens vergaderings gedurende pouses moet elke klasskakel in besit wees van 'n potlood en papier om die nodige afkondigings af te neem.
  - (j) Wanneer 'n besluit in 'n klas beneem word, word dit in samewerking met klasskakel en klas uitgevoer; bv. nommer vir Lentegeselligheid.
  - (k) Verjaardagkaarte en koeverte moet aan begin van week by onderhoofstudent afgehaal word en uitgedeel word wanneer studente verjaar.

- (l) Afkondigings moet liefst direk na vergadertyd, indien moontlik, geskied. Vra in hierdie verband ook die samewerking van betrokke dosent. Sorg dat hele klas bymekaar is wanneer afkondigings gedoen word.
- (m) Geen Studenteraadslid mag ook klasskakel wees nie.
- (n) Dosente moet gedurende elke lesuur op hoogte gehou word van studente wat nie die lesings bywoon nie weens siekte, verlof of musiek. Hul name moet op skryfbord aangebring word.
- (o) Geld moet altyd in 'n verseelde koevert, vergesel van 'n klaslys ingelewer word. Dui aan watter klas en vir watter doel die insameling was.
- (p) Studente wat die vorige jaar gedruip het, mag nie as klasskakels optree nie.
- (q) Die dissipline in die klas word deur die klas-skakel bepaal.

Rapporteer by u klasdosent of direk by die rektor indien 'n student steurnisse veroorsaak, nie saamwerk of die rol van 'n nar wil speel tydens of tussen lesings.

REKTOR.

.... And sometimes the rituals fail miserably to hide the  
 From "KES" by Barry Hines. "Curriculum"!

'Hymn number one-seven-five, "Now every morning is the love".'

The navy blue covers of the hymn books, inconspicuous against the dark shades of the boys' clothing, bloomed white across the hall as they were opened and the pages flicked through. The scuff and tick of the turning pages was slowly drowned under a rising chorus of coughing and hawking; until Mr. Gryce, furious behind the lectern, scooped up his stick and began to smack it vertically down the face.

'STOP THAT INFERNAL COUGHING'.

No one muffled. Not a foot scraped. Not a page stirred. The teachers looked seriously into the ranks of boys. The boys stood looking up at Gryce, each one convinced that Gryce was looking at him.

The silence thickened; the boys began to swallow their Adam's apples, their eyes skittering about in still heads. The teachers began to glance at each other and glance sideways up at the platform.

Then a boy coughed.

'Who did that?'

Everybody looking around.

'I said WHO DID THAT?'

The teachers moved in closer, alert like a riot squad.

'Mr. Crossley! Somewhere near you! Didn't you see the boy?'

Crossley flushed, and rushed amongst them, thrusting them aside in panic.

'There Crossley! That's where it came from! Around there!'

Crossley grabbed a boy by the arm and began to yank him into the open.

'It wasn't me, Sir,!'

'Of course, it was you.'

'It wasn't, Sir, honest!'

'Don't argue lad, I saw you.'

Gryce thrust his jaw over the front of the lectern, the air whistling down his nostrils.

'MACDONALL! I might have known it! Get to my room lad!'

## What was being learnt in Kipps' school?.....

From 'Kipps' by H.G. Wells.

"Cavendish Academy", the school that had won the limited choice of 'Kipps', vanished mother, was established in a battered private house in the part of Hastings remotest from the sea. It's "principal" was a lean, long creature of indifferent digestion and temper, who proclaimed himself on a gilt-lettered board in his front area, George Garden Woodrow, F.S.Sc., letters indicating that he had paid certain guineas for a bogus diploma. A bleak, whitewashed outhouse constituted his schoolroom, and the scholastic quality of its carved and worn desks and forms was enhanced by a slippery blackboard and two large, yellow, out-of-date maps - one of Africa and the other of Wiltshire - that he had picked up cheap at a sale. There were other maps and globes in his study, where he interviewed inquiring parents, but these his pupils never saw. And in a glass cupboard in the passage were several shillingworth of test-tubes and chemicals, a tripod, a glass retort, and a damaged Dunsen burner, manifesting that the "Scientific laboratory" mentioned in the prospectus was no idle boast. This prospectus, which was in dignified but incorrect English, laid particular stress on the sound preparation for a commercial career given in the Academy, but the army, navy, and civil service were glanced at in an ambiguous sentence. There was something vague in the prospectus about "examinational successes" - though Woodrow, of course, disapproved of "cram" - and a declaration that the curriculum included "art", "modern foreign languages", and, "a sound technical and scientific training". At other times the F.S.Sc., rousing himself to action, would stand up a wavering class and teach it, goading it with bitter mockery and blows through a chapter of Ahn's First French Course; or France and the French", or a dialogue about a traveller's washing or the parts of an opera house. His own knowledge of French had been obtained years ago in another English private school, and he had refreshed it by occasional weeks of loafing and mean adventure in Dieppe. He would sometimes in their lessons hit upon some reminiscence of those brighter days, and then he would laugh explicably and repeat French phrases of an unfamiliar type. Among the commoner exercises he prescribed the learning of long passages of poetry from a "Poetry Book" which he would delegate an elder boy to "hear" and there was reading aloud from the Holy Bible., verse by verse - it was none of your "godless" schools! - so that you counted the verses up to your turn and then gave yourself to conversation; and sometimes one read from a cheap History of this land. They did, as Kipps reported, "loads of catechism". Also there was much learning of geographical names and lists, and sometimes Woodrow, in an outbreak of energy, would see these names were actually found in a map. And once, just once, there was a chemistry lesson - a lesson of indescribable excitement - glass things of the strangest shape, a smell like bad eggs, something bubbling in something, a smash and stench, and Mr. Woodrow saying quite distinctly - they threshed it out in the dormitory afterwards - "Damn"! Followed by the whole school being kept in, with extraordinary severities for an hour....

And what was more important here, the subject matter or the teacher's personality? The hidden curriculum implicit in the interaction between

From 'The Prime of Miss Jean Brodie' by Muriel Spark.

These girls formed the Brodie set. That was what they had been called even before the headmistress had given them the name, in scorn, when they had moved from the Junior to the Senior school at the age of twelve. At that time they had been immediately recognizable as Miss Brodie's pupils, being vastly informed on a lot of subjects irrelevant to the authorized curriculum, as the Headmistress said, and useless to the school as a school. These girls were discovered to have heard of the Buchmanites and Mussolini, the Italian Renaissance painters, the advantages to the skin of cleansing cream and witch-hazel over honest soap and water, and the word 'menarche', the interior decoration of the London house of the author of Winnie the Pooh had been described to them, as had the love lives of Charlotte Bronte and of Miss Brodie herself. They were aware of the existence of Einstein and the arguments of those who considered the Bible to be untrue. They knew the rudiments of astrology but not the date of the Battle of Flodden or the capital of Finland. All of the Brodie set, save one, counted on its fingers, as had Miss Brodie, with accurate results more or less.

teacher  
and  
system!

And finally, a piece from George Orwell's biting account of an English School, well down the League Tables, in the Thirties.

Again, like Kipps, Brodie and KEs, the conditions are extreme. But it may constrain you to identify what is important in Education — the Curriculum.....

Southbridge was a repellent suburb ten or a dozen miles from London. Brough Road lay somewhere at the heart of it, amid labyrinths of meanly decent streets, all so indistinguishably alike, with their ranks of semi-detached houses, their privet and laurel hedges and plots of ailing shrubs at the crossroads, that you could lose yourself there almost as easily as in a Brazilian forest. Not only the houses themselves, but even their names were the same over and over again. Reading the names on the gates as you came up Brough Road, you were conscious of being haunted by some half-remembered passage of poetry; and when you paused to identify it, you realized that it was the first two lines of *Lycidas*.

Ringwood House was a dark-looking, semi-detached house of yellow brick, three storeys high, and its lower windows were hidden from the road by ragged and dusty laurels. Above the laurels, on the front of the house, was a board inscribed in faded gold letters:

RINGWOOD HOUSE ACADEMY FOR GIRLS

Ages 5 to 18

Music and Dancing Taught  
Apply within for Prospectus

Edge to edge with this board, on the other half of the house, was another board which read:

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RUSHINGTON GRANGE HIGH SCHOOL FOR BOYS

Ages 6 to 16

Book-keeping and Commercial Arithmetic a Speciality  
Apply within for Prospectus

The district pullulated with small private schools; there were four of them in Brough Road alone. Mrs Creevy, the principal of Ringwood House, and Mr Boulger, the principal of Rushington Grange, were in a state of warfare, though their interests in no way clashed with one another. Nobody knew what the feud was about, not even Mrs Creevy or Mr Boulger themselves; it was a feud that they had inherited from earlier proprietors of the two schools. In the mornings after breakfast they would stalk up and down their respective back gardens, beside the very low wall that separated them, pretending not to see one another and grinning with hatred.

Dorothy's heart sank at the sight of Ringwood House. She had not been expecting anything very magnificent or attractive, but she had expected something a little better than this mean, gloomy house, not one of whose windows was lighted, though it was after 8 o'clock in the evening. She knocked at the door, and it was opened by a woman, tall and gaunt-looking in the dark hallway, whom Dorothy took for a servant, but who was actually Mrs Creevy herself. Without a word, except to inquire Dorothy's name, the woman led the way up some dark stairs to a twilight, fireless drawing-room, where she turned up a pinpoint of gas, revealing a black piano, stuffed horsehair chairs, and a few yellowed, ghostly photos on the walls.

Mrs Creevy was a woman somewhere in her forties, lean, hard, and angular, with abrupt decided movements that indicated a strong will and probably a vicious temper. Though she was not in the least dirty or untidy there was something discoloured about her whole appearance, as though she lived all her life in a bad light; and the expression of her mouth, sullen and ill-shaped with the lower lip turned down, recalled that of a toad. She spoke in a sharp, commanding voice, with a bad accent and occasional vulgar turns of speech. You could tell her at a glance for a person

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who knew exactly what she wanted, and would grasp it as ruthlessly as any machine; not a bully exactly — you could somehow infer from her appearance that she would not take enough interest in you to want to bully you — but a person who would make use of you and then throw you aside with no more compunction than if you had been a worn-out scrubbing-brush.

Mrs Creevy did not waste any words on greetings. She motioned Dorothy to a chair, with the air rather of commanding than of inviting her to sit down, and then sat down herself, with her hands clasped on her skinny forearms.

'I hope you and me are going to get on well together, Miss Millborough,' she began in her penetrating, sublectoring voice. (On the advice of Sir Thomas's everwise solicitor, Dorothy had stuck to the name of Ellen Millborough.) 'And I hope I'm not going to have the same nasty business with you as I had with my last two assistants. You say you haven't had any experience of teaching before this?'

'Not in a school,' said Dorothy — there had been a tar-riddle in her letter of introduction, to the effect that she had had experience of 'private teaching'.

Mrs Creevy looked Dorothy over as though wondering whether to induct her into the inner secrets of school-teaching, and then appeared to decide against it.

'Well, we shall see,' she said. 'I must say,' she added complainingly, 'it's not easy to get hold of good hardworking assistants nowadays. You give them good wages and good treatment, and you get no thanks for it. The last one I had — the one I've just had to get rid of — Miss Strong, wasn't so bad, so far as the teaching part went; in fact, she was a B.A., and I don't know what you could have better than a B.A., unless it's an M.A. You don't happen to be a B.A. or an M.A., do you, Miss Millborough?'

'No, I'm afraid not,' said Dorothy.

'Well, that's a pity. It looks so much better on the prospectus if you've got a few letters after your name. Well! Perhaps it doesn't matter. I don't suppose many of our parents'd know

T-A.C.D.-G

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what B.A. stands for; and they aren't so keen on showing their ignorance. I suppose you can talk French, of course?'

'Well - I've learnt French.'

'Oh, that's all right, then. Just so as we can put it on the prospectus. Well, now, to come back to what I was saying, Miss Strong was all right as a teacher, but she didn't come up to my ideas on what I call the *moral side*. We're very strong on the moral side at Ringwood House. It's what counts most with the parents, you'll find. And the one before Miss Strong, Miss Brewer - well, she had what I call a weak nature. You don't get on with girls if you've got a weak nature. The end of it all was that one morning one little girl crept up to the desk with a box of matches and set fire to Miss Brewer's skirt. Of course I wasn't going to keep her after that. In fact I had her out of the house the same afternoon - and I didn't give her any refs either, I can tell you!'

'You mean you expelled the girl who did it?' said Dorothy, mystified.

'What? The *girl*? Not likely! You don't suppose I'd go and turn fees away from my door, do you? I mean I got rid of Miss Brewer, not the *girl*. It's no good having teachers who let the girls get saucy with them. We've got twenty-one in the class just at present, and you'll find they need a strong hand to keep them down.'

'You don't teach yourself?' said Dorothy.

'Oh dear, no!' said Mrs Creevy almost contemptuously. 'I've got a lot too much on my hands to waste my time *teaching*. There's the house to look after, and seven of the children stay to dinner - I've only a daily woman at present. Besides, it takes me all my time getting the fees out of parents. After all, the fees *are* what matter, aren't they?'

'Yes. I suppose so,' said Dorothy.

'Well, we'd better settle about your wages,' continued Mrs Creevy. 'In term time I'll give you your board and lodging and ten shillings a week; in the holidays it'll just be your board and lodging. You can have the use of the copper in the kitchen for your laundering, and I light the geyser for hot

baths every Saturday night; or at least *most* Saturday nights. You can't have the use of this room we're in now, because it's my reception-room, and I don't want you to go wasting the gas in your bedroom. But you can have the use of the morning-room whenever you want it.'

'Thank you,' said Dorothy.

'Well, I should think that'll be about all. I expect you're feeling ready for bed. You'll have had your supper long ago, of course?'

This was clearly intended to mean that Dorothy was not going to get any food tonight, so she answered Yes, untruthfully, and the conversation was at an end. That was always Mrs Creevy's way - she never kept you talking an instant longer than was necessary. Her conversation was so very definite, so exactly to the point, that it was not really conversation at all. Rather, it was the skeleton of conversation; like the dialogue in a badly written novel where everyone talks a little too much in character. But indeed, in the proper sense of the word she did not *talk*; she merely said, in her brief shrewish way, whatever it was necessary to say, and then got rid of you as promptly as possible. She now showed Dorothy along the passage to her bedroom, and lighted a gas-jet no bigger than an acorn, revealing a gaunt bedroom with a narrow white-quilted bed, a rickety wardrobe, one chair and a wash-hand-stand with a frigid white china basin and ewer. It was very like the bedrooms in seaside lodging houses, but it lacked the one thing that gives such rooms their air of homeliness and decency - the text over the bed.

'This is your room,' Mrs Creevy said; 'and I just hope you'll keep it a bit tidier than what Miss Strong used to. And don't go burning the gas half the night, please, because I can tell what time you turn it off by the crack under the door.'

With this parting salutation she left Dorothy to herself. The room was dimly cold; indeed, the whole house had a damp, chilly feeling, as though fires were rarely lighted in it. Dorothy got into bed as quickly as possible, feeling bed to be the warmest place. On top of the wardrobe, when she was putting her clothes away, she found a cardboard box

containing no less than nine empty whisky bottles - relics, presumably, of Miss Strong's weakness on the *moral side*.

At eight in the morning Dorothy went downstairs and found Mrs Creevy already at breakfast in what she called the 'morning-room'. This was a smallish room adjoining the kitchen, and it had started life as the scullery; but Mrs Creevy had converted it into the 'morning-room' by the simple process of removing the sink and copper into the kitchen. The breakfast table, covered with a cloth of harsh texture, was very large and forbiddingly bare. Up at Mrs Creevy's end were a tray with a very small teapot and two cups, a plate on which were two leathery fried eggs, and a dish of marmalade; in the middle, just within Dorothy's reach if she stretched, was a plate of bread and butter; and beside her plate - as though it were the only thing she could be trusted with - a cruet stand with some dried-up, clotted stuff inside the bottles.

'Good morning, Miss Millborough,' said Mrs Creevy. 'It doesn't matter this morning, as this is the first day, but just remember another time that I want you down here in time to help me get breakfast ready.'

'I'm so sorry,' said Dorothy.

'I hope you're fond of fried eggs for your breakfast?' went on Mrs Creevy.

Dorothy hastened to assure her that she was very fond of fried eggs.

'Well, that's a good thing, because you'll always have to have the same as what I have. So I hope you're not going to be what I call *dainty* about your food. I always think,' she added, picking up her knife and fork, 'that a fried egg tastes a lot better if you cut it well up before you eat it.'

She sliced the two eggs into thin strips, and then served them in such a way that Dorothy received about two-thirds of an egg. With some difficulty Dorothy spun out her fraction of egg so as to make half a dozen mouthfuls of it, and then, when she had taken a slice of bread and butter, she could not help glancing hopefully in the direction of the dish of marmalade. But Mrs Creevy was sitting with her lean left arm - not

exactly *round* the marmalade, but in a protective position on its left flank, as though she suspected that Dorothy was going to make an attack upon it. Dorothy's nerve failed her, and she had no marmalade that morning – nor, indeed, for many mornings to come.

Mrs Creevy did not speak again during breakfast, but presently the sound of feet on the gravel outside, and of squeaky voices in the schoolroom, announced that the girls were beginning to arrive. They came in by a side-door that was left open for them. Mrs Creevy got up from the table and banged the breakfast things together on the tray. She was one of those women who can never move anything without banging it about; she was as full of thumps and raps as a poltergeist. Dorothy carried the tray into the kitchen, and when she returned Mrs Creevy produced a penny notebook from a drawer in the dresser and laid it open on the table.

'Just take a look at this,' she said. 'Here's a list of the girls' names that I've got ready for you. I shall want you to know the whole lot of them by this evening.' She wetted her thumb and turned over three pages: 'Now, do you see these three lists here?'

'Yes,' said Dorothy.

'Well, you'll just have to learn those three lists by heart, and make sure you know what girls are on which. Because I don't want you to go thinking that all the girls are to be treated alike. They aren't – not by a long way, they aren't. Different girls, different treatment – that's my system. Now, do you see this lot on the first page?'

'Yes,' said Dorothy again.

'Well, the parents of that lot are what I call the *good* payers. You know what I mean by that? They're the one's that pay cash on the nail and no jibbing at an extra half-guinea or so now and again. You're not to smack any of that lot, not on *any* account. This lot over here are the *medium* payers. Their parents do pay up sooner or later, but you don't get the money out of them without you worry them for it night and day. You can smack that lot if they get saucy, but don't go and leave a mark their parents can see. If you'll take *my* advice, the best

thing with children is to twist their ears. Have you ever tried that?'

'No,' said Dorothy.

'Well, I find it answers better than anything. It doesn't leave a mark, and the children can't bear it. Now these three over here are the *bad* payers. Their fathers are two terms behind already, and I'm thinking of a solicitor's letter. I don't care *what* you do to that lot – well, short of a police-court case, naturally. Now, shall I take you in and start you with the girls? You'd better bring that book along with you, and just keep your eye on it all the time so as there'll be no mistakes.'

They went into the schoolroom. It was a largish room, with grey-papered walls that were made yet greyer by the dullness of the light, for the heavy laurel bushes outside choked the windows, and no direct ray of the sun ever penetrated into the room. There was a teacher's desk by the empty fireplace, and there were a dozen small double desks, a light blackboard, and, on the mantelpiece, a black clock that looked like a miniature mausoleum; but there were no maps, no pictures, nor even, as far as Dorothy could see, any books. The sole objects in the room that could be called ornamental were two sheets of black paper pinned to the walls, with writing on them in chalk in beautiful copperplate. On one was 'Speech is Silver. Silence is Golden', and on the other 'Punctuality is the Politeness of Princes'.

The girls, twenty-one of them, were already sitting at their desks. They had grown very silent when they heard footsteps approaching, and as Mrs Creevy came in they seemed to shrink down in their places like partridge chicks when a hawk is soaring. For the most part they were dull-looking, lethargic children with bad complexions, and adenoids seemed to be remarkably common among them. The eldest of them might have been fifteen years old, the youngest was hardly more than a baby. The school had no uniform, and one or two of the children were verging on raggedness.

'Stand up, girls,' said Mrs Creevy as she reached the teacher's desk. 'We'll start off with the morning prayer.'

The girls stood up, clasped their hands in front of them, and

shut their eyes. They repeated the prayer in unison, in weak piping voices, Mrs Creevy leading them, her sharp eyes darting over them all the while to see that they were attending.

'Almighty and everlasting Father,' they piped, 'we beseech Thee that our studies this day may be graced by Thy divine guidance. Make us to conduct ourselves quietly and obediently; look down upon our school and make it to prosper, so that it may grow in numbers and be a good example to the neighbourhood and not a disgrace like some schools of which Thou knowest, O Lord. Make us, we beseech Thee, O Lord, industrious, punctual and ladylike, and worthy in all possible respects to walk in Thy ways: for Jesus Christ's sake, our Lord, Amen.'

This prayer was of Mrs Creevy's own composition. When they had finished it, the girls repeated the Lord's Prayer, and then sat down.

'Now, girls,' said Mrs Creevy, 'this is your new teacher, Miss Millborough. As you know, Miss Strong had to leave us all of a sudden after she was taken so bad in the middle of the arithmetic lesson; and I can tell you I've had a hard week of it looking for a new teacher. I had seventy-three applications before I took on Miss Millborough, and I had to refuse them all because their qualifications weren't high enough. Just you remember and tell your parents that, all of you – seventy-three applications! Well, Miss Millborough is going to take you in Latin, French, history, geography, mathematics, English literature and composition, spelling, grammar, handwriting, and frechand drawing; and Mr Booth will take you in chemistry as usual on Thursday afternoons. Now, what's the first lesson on your time-table this morning?'

'History, Ma'am,' piped one or two voices.

'Very well. I expect Miss Millborough'll start off by asking you a few questions about the history you've been learning. So just you do your best, all of you, and let her see that all the trouble we've taken over you hasn't been wasted. You'll find they can be quite a sharp lot of girls when they try, Miss Millborough.'

'I'm sure they are,' said Dorothy.

'Well, I'll be leaving you, then. And just you behave yourselves, girls! Don't you get trying it on with Miss Millborough like you did with Miss Brewer, because I warn you she won't stand it. If I hear any noise coming from this room, there'll be trouble for somebody.'

She gave a glance round which included Dorothy and indeed suggested that Dorothy would probably be the 'somebody' referred to, and departed.

Dorothy faced the class. She was not afraid of them – she was too used to dealing with children ever to be afraid of them – but she did feel a momentary qualm. The sense of being an impostor (what teacher has not felt it at times?) was heavy upon her. It suddenly occurred to her, what she had only been dimly aware of before, that she had taken this teaching job under flagrantly false pretences, without having any kind of qualification for it. The subject she was now supposed to be teaching was history, and, like most 'educated' people, she knew virtually no history. How awful, she thought, if it turned out that these girls knew more history than she did! She said tentatively:

'What period exactly were you doing with Miss Strong?'

Nobody answered. Dorothy saw the older girls exchanging glances, as though asking one another whether it was safe to say anything, and finally deciding not to commit themselves.

'Well, whereabouts had you got to?' she said, wondering whether perhaps the word 'period' was too much for them.

Again no answer.

'Well, now, surely you remember *something* about it? Tell me the names of some of the people you were learning about in your last history lesson.'

More glances were exchanged, and a very plain little girl in the front row, in a brown jumper and skirt, with her hair screwed into two tight pigtailed, remarked cloudily, 'It was about the Ancient Britons.' At this two other girls took courage, and answered simultaneously. One of them said, 'Columbus', and the other 'Napoleon'.

Somehow, after that, Dorothy seemed to see her way more

clearly. It was obvious that instead of being uncomfortably knowledgeable as she had feared, the class knew as nearly as possible no history at all. With this discovery her stage-fright vanished. She grasped that before she could do anything else with them it was necessary to find out what, if anything, these children knew. So, instead of following the time-table, she spent the rest of the morning in questioning the entire class on each subject in turn; when she had finished with history (and it took about five minutes to get to the bottom of their historical knowledge) she tried them with geography, with English grammar, with French, with arithmetic – with everything, in fact, that they were supposed to have learned. By twelve o'clock she had plumbed, though not actually explored, the frightful abysses of their ignorance.

For they knew nothing, absolutely nothing – nothing, nothing, like the Dadaists. It was appalling that even children could be so ignorant. There were only two girls in the class who knew whether the earth went round the sun or the sun round the earth, and not a single one of them could tell Dorothy who was the last king before George V, or who wrote *Hamlet*, or what was meant by a vulgar fraction, or which ocean you crossed to get to America, the Atlantic or the Pacific. And the big girls of fifteen were not much better than the tiny infants of eight, except that the former could at least read consecutively and write neat copperplate. That was the one thing that nearly all of the older girls could do – they could write neatly. Mrs Creevy had seen to that. And of course, here and there in the midst of their ignorance, there were small, disconnected islets of knowledge; for example, some odd stanzas from 'pieces of poetry' that they had learned by heart, and a few Ollendorffian French sentences such as '*Passes-moi le beurre, s'il vous plait*' and '*Le fils du jardinier a perdu son chapeau*', which they appeared to have learned as a parrot learns 'Pretty Poll'. As for their arithmetic, it was a little better than the other subjects. Most of them knew how to add and subtract, about half of them had some notion of how to multiply, and there were even three or four who had struggled as far as long division. But that was the utmost limit

of their knowledge; and beyond, in every direction, lay utter, impenetrable night.

Moreover, not only did they know nothing, but they were so unused to being questioned that it was often difficult to get answers out of them at all. It was obvious that whatever they knew they had learned in an entirely mechanical manner, and they could only gape in a sort of dull bewilderment when asked to think for themselves. However, they did not seem unwilling, and evidently they had made up their minds to be 'good' – children are always 'good' with a new teacher; and Dorothy persisted, and by degrees the children grew, or seemed to grow, a shade less lumpish. She began to pick up, from the answers they gave her, a fairly accurate notion of what Miss Strong's régime had been like.

It appeared that, though theoretically they had learned all the usual school subjects, the only ones that had been at all seriously taught were handwriting and arithmetic. Mrs Creevy was particularly keen on handwriting. And besides this they had spent great quantities of time – an hour or two out of every day, it seemed – in drudging through a dreadful routine called 'copies'. 'Copies' meant copying things out of textbooks or off the blackboard. Miss Strong would write up, for example, some sententious little 'essay' (there was an essay entitled 'Spring' which recurred in all the older girls' books, and which began, 'Now, when girlish April is tripping through the land, when the birds are chanting gaily on the boughs and the dainty flowerets bursting from their buds', etc., etc.), and the girls would make fair copies of it in their copybooks; and the parents, to whom the copybooks were shown from time to time, were no doubt suitably impressed. Dorothy began to grasp that everything that the girls had been taught was in reality aimed at the parents. Hence the 'copies', the insistence on handwriting, and the parroting of ready-made French phrases; they were cheap and easy ways of creating an impression. Meanwhile, the little girls at the bottom of the class seemed barely able to read and write, and one of them – her name was Mavis Williams, and she was a rather sinister-looking child of eleven, with eyes too far apart

— could not even count. This child seemed to have done nothing at all during the past term and a half except to write pothooks. She had quite a pile of books filled with pothooks — page after page of pothooks, looping on and on like the mangrove roots in some tropical swamp.

Dorothy tried not to hurt the children's feelings by exclaiming at their ignorance, but in her heart she was amazed and horrified. She had not known that schools of this description still existed in the civilized world. The whole atmosphere of the place was so curiously antiquated — so reminiscent of those dreary little private schools that you read about in Victorian novels. As for the few text-books that the class possessed, you could hardly look at them without feeling as though you had stepped back into the mid nineteenth century. There were only three text-books of which each child had a copy. One was a shilling arithmetic, pre Great War but fairly serviceable, and another was a horrid little book called *The Hundred Page History of Britain* — a nasty little duodecimo book with a gritty brown cover, and, for frontispiece, a portrait of Boadicea with a Union Jack draped over the front of her chariot. Dorothy opened this book at random, came to page 91, and read:

After the French Revolution was over, the self-styled Emperor Napoleon Buonaparte attempted to set up his sway, but though he won a few victories against continental troops, he soon found that in the 'thin red line' he had more than met his match. Conclusions were tried upon the field of Waterloo, where 50,000 Britons put to flight 70,000 Frenchmen—for the Prussians, our allies, arrived too late for the battle. With a ringing British cheer our men charged down the slope and the enemy broke and fled. We now come on to the great Reform Bill of 1832, the first of those beneficent reforms which have made British liberty what it is and marked us off from the less fortunate nations [etc., etc.]....

The date of the book was 1888. Dorothy, who had never seen a history book of this description before, examined it with a feeling approaching horror. There was also an extraordinary little 'reader', dated 1863. It consisted mostly of bits out of Fenimore Cooper, Dr Watts, and Lord Tennyson, and

at the end there were the queerest little 'Nature Notes' with woodcut illustrations. There would be a woodcut of an elephant, and underneath in small print: 'The elephant is a sagacious beast. He rejoices in the shade of the Palm Trees, and though stronger than six horses he will allow a little child to lead him. His food is Bananas.' And so on to the Whale, the Zebra, the Porcupine, and the Spotted Camelopard. There were also, in the teacher's desk, a copy of *Beautiful Joe*, a forlorn book called *Peeps at Distant Lands*, and a French phrase-book dated 1891. It was called *All you will need on your Parisian Trip*, and the first phrase given was 'Lace my stays, but not too tightly'. In the whole room there was not such a thing as an atlas or a set of geometrical instruments.

At eleven there was a break of ten minutes, and some of the girls played dull little games at noughts and crosses or quarrelled over pencil-cases, and a few who had got over their first shyness clustered round Dorothy's desk and talked to her. They told her some more about Miss Strong and her methods of teaching, and how she used to twist their ears when they made blots on their copybooks. It appeared that Miss Strong had been a very strict teacher except when she was 'taken bad', which happened about twice a week. And when she was taken bad she used to drink some medicine out of a little brown bottle, and after drinking it she would grow quite jolly for a while and talk to them about her brother in Canada. But on her last day — the time when she was taken so bad during the arithmetic lesson — the medicine seemed to make her worse than ever, because she had no sooner drunk it than she began singing and fell across a desk, and Mrs Creevy had to carry her out of the room.

After the break there was another period of three quarters of an hour, and then school ended for the morning. Dorothy felt stiff and tired after three hours in the chilly but stuffy room, and she would have liked to go out of doors for a breath of fresh air, but Mrs Creevy had told her beforehand that she must come and help get dinner ready. The girls who lived near the school mostly went home for dinner, but there were seven who had dinner in the 'morning-room' at ten-

pence a time. It was an uncomfortable meal, and passed in almost complete silence, for the girls were frightened to talk under Mrs Creevy's eye. The dinner was stewed scrag end of mutton, and Mrs Creevy showed extraordinary dexterity in serving the pieces of lean to the 'good payers' and the pieces of fat to the 'medium payers'. As for the three 'bad payers', they ate a shamefaced lunch out of paper bags in the school-room.

School began again at two o'clock. Already, after only one morning's teaching, Dorothy went back to her work with secret shrinking and dread. She was beginning to realize what her life would be like, day after day and week after week, in that sunless room, trying to drive the rudiments of knowledge into unwilling brats. But when she had assembled the girls and called their names over, one of them, a little peaky child with mouse-coloured hair, called Laura Firth, came up to her desk and presented her with a pathetic bunch of brownish-yellow chrysanthemums, 'from all of us'. The girls had taken a liking to Dorothy, and had subscribed fourpence among themselves, to buy her a bunch of flowers.

Something stirred in Dorothy's heart as she took the ugly flowers. She looked with more seeing eyes than before at the anaemic faces and shabby clothes of the children, and was all of a sudden horribly ashamed to think that in the morning she had looked at them with indifference, almost with dislike. Now, a profound pity took possession of her. The poor children, the poor children! How they had been stunted and maltreated! And with it all they had retained the childish gentleness that could make them squander their few pennies on flowers for their teacher.

She felt quite differently towards her job from that moment onwards. A feeling of loyalty and affection had sprung up in her heart. This school was *her* school; she would work for it and be proud of it, and make every effort to turn it from a place of bondage into a place human and decent. Probably it was very little that she could do. She was so inexperienced and unfitted for her job that she must educate herself before she could even begin to educate anybody else. Still, she would do her best; she would do whatever willingness and energy could do to rescue these children from the horrible darkness in which they had been kept.

from: "A Clergyman's Daughter"  
by George Orwell.

UNIT TWO

WEEK 2

STIMULUS INPUT: A day in a school.

TUTORIAL DISCUSSIONS: Please read the interview with a 16 year old standard 8 pupil at a White boys' school.

THE TEACHER IN ACTION

## "The Prime of Miss Jean Brodie".

Consider the following for discussion purposes.

1. "If an inexperienced and unprepared observer were asked what he hoped to witness in a classroom his probable reply would be, a good teacher in action." Souper (p.92).
  - (a) Was Jean Brodie a 'good' teacher?
  - (b) Would you have liked to be taught by her? If so/not, why?
2. In the execution of her duties, did Jean Brodie work with children, on children, for children, and through children against children
3. Souper writes (p.95) "According to reported findings, when teacher contracts with pupils are predominantly dominative the pupils are more easily distracted from school work and show either greater compliance to or rejection of teacher domination." (Anderson 1939).  
To what extent does this quotation apply in the film.
4. Examine the teacher-pupil relationship and "look to see whether teacher dominance incites resistance, frustration or aggression and whether any aggression aroused is directed towards .... teacher." (p.99)..
5. Discuss Souper's claim that, ".... children require different kinds of control at different stages of their development" (p.103) in relation to Brodie's claim that, "everyone will recognise you as Brodie girls."
6. One of the chief concerns of Jean Brodie was that of deciding where each particular child could make her unique contribution to life.  
Discuss the implications of this practice as seen in the film.
7. "The teacher who insists upon hogging the stage, whatever methods of class-teaching he may employ and no matter how he may ring changes upon his limited repertoire, is acting defensively; supporting himself first, the problem under consideration second, and his pupils third; a procedure that is guaranteed to create interpersonal anxieties in his pupils and to reduce their efficiency." (p. 107.)  
Discuss this statement in the light of the role played by Jean Brodie in and out of the classroom.
8. Discuss the following quotations in the light of the film.
  - (a) "Pride goeth before destruction and a haughty spirit a fall." (Bible)  
To what extent does the above quotation apply to the situation in the film.

8. (b) "You may give them (children) your love but not your thoughts, For they have their own thoughts. You may house their bodies but not their souls, For their souls dwell in the house of to-morrow, which you cannot visit, not even in your dreams. You may strive to be like them, but seek not to make them like you." (Gibran ... The Prophet)

Discuss the above quotation in relation to the involvement of Jean Brodie in the lives of the children she teaches.

- (c) "If he (the teacher) is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."

Using the above quotation as a point of departure discuss Jean Brodie's leadership and the influence it had on her girls.

9. Souper writes (p.108) .... "sole justification of teaching is the fostering of learning. To teach, in contrast to indoctrinating, is to stimulate and nourish the autonomous powers of the learner, without which he could not learn to do anything."

To what extent does Jean Brodie teach and/or indoctrinate.

OTHER MORE GENERAL QUESTIONS ONE MIGHT CONSIDER ARE:

1. Discuss the intellectual and emotional pressures Jean Brodie places upon her girls.
2. What message does the film carry about the handling of current affairs in the classroom?
3. At what time should a teacher's out-of-school behaviour become an issue of concern for the school authorities?
4. To what extent do the male counterparts of Jean Brodie exist in today's schooling?
5. How would you react to the likes of a Miss Brodie were she to be a member of staff viewed from the point of view of a principal, parent, fellow colleague or pupil?
6. To what extent is Jean Brodie on her homefront similar to the totalitarian leaders she admires abroad?

Reference: About to Teach by Patrick C Souper (1976)

Characters of Marcia Blaine School for Girls

Jean Brodie (class teacher)  
Mrs McKay (Headmistress)  
Mr Louthier (Music teacher)  
Mr Lloyd (Art teacher)

Miss G....(Secretary)  
Miss Lockhard (Chemistry Teacher)  
Brodie Girls  
Sandy : Jenny : Monica : Mary.

from CHARLES DICKENS, HARD TIMES (1854)

# HARD TIMES.

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## BOOK THE FIRST. SOWING.

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### CHAPTER I.

#### THE ONE THING NEEDFUL.

"Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!"

The scene was a plain, bare, monotonous vault of a school-room, and the speaker's square forefinger emphasized his observations by underscoring every sentence with a line on the schoolmaster's sleeve. The emphasis was helped by the speaker's square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellarage in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker's voice, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker's hair, which bristled on the skirts of his bald

head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker's obstinate carriage, square coat, square legs, square shoulders,—nay, his very neckcloth, trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was,—all helped the emphasis.

“In this life, we want nothing but Facts, sir; nothing but Facts!”

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.

## CHAPTER II.

### MURDERING THE INNOCENTS.

THOMAS GRADGRIND, sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be talked into allowing for anything over. Thomas Gradgrind, sir—peremptorily Thomas—Thomas Gradgrind. With a rule and a pair of scales, and the multiplication table always in his pocket, sir, ready to weigh and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic. You might hope to get some other nonsensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all supposititious, non-existent persons), but into the head of Thomas Gradgrind—no, sir!

In such terms Mr. Gradgrind always mentally introduced himself, whether to his private circle of acquaintance, or to the public in general. In such terms, no doubt, substituting the words “boys and girls,” for “sir,” Thomas Gradgrind now presented Thomas Gradgrind to the little pitchers before him, who were to be filled so full of facts.

Indeed, as he eagerly sparkled at them from the cellarage before mentioned, he seemed a kind of cannon loaded to the muzzle with facts, and prepared to blow them clean out of the regions of childhood at one discharge. He seemed a galvanizing apparatus, too, charged with a grim mechanical

substitute for the tender young imaginations that were to be stormed away.

"Girl number twenty," said Mr. Gradgrind, squarely pointing with his square forefinger, "I don't know that girl. Who is that girl?"

"Sissy Jupe, sir," explained number twenty, blushing, standing up, and curtsying.

"Sissy is not a name," said Mr. Gradgrind. "Don't call yourself Sissy. Call yourself Cecilia."

"It's father as calls me Sissy, sir," returned the young girl in a trembling voice, and with another curtsy.

"Then he has no business to do it," said Mr. Gradgrind. "Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?"

"He belongs to the horse-riding, if you please, sir."

Mr. Gradgrind frowned, and waved off the objectionable calling with his hand.

"We don't want to know anything about that, here. You mustn't tell us about that, here. Your father breaks horses, don't he?"

"If you please, sir, when they can get any to break, they do break horses in the ring, sir."

"You mustn't tell us about the ring, here. Very well, then. Describe your father as a horsebreaker. He doctors sick horses, I dare say?"

"Oh yes, sir."

"Very well, then. He is a veterinary surgeon, a farrier, and horsebreaker. Give me your definition of a horse."

(Sissy Jupe thrown into the greatest alarm by this demand.)

"Girl number twenty unable to define a horse!" said Mr. Gradgrind, for the general behoof of all the little pitchers. "Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours."

The square finger, moving here and there, lighted suddenly on Bitzer, perhaps because he chanced to sit in the same

ray of sunlight which, darting in at one of the bare windows of the intensely whitewashed room, irradiated Sissy. For, the boys and girls sat on the face of the inclined plane in two compact bodies, divided up the centre by a narrow interval; and Sissy, being at the corner of a row on the sunny side, came in for the beginning of a sunbeam, of which Bitzer, being at the corner of a row on the other side, a few rows in advance, caught the end. But, whereas the girl was so dark-eyed and dark-haired, that she seemed to receive a deeper and more lustrous colour from the sun, when it shone upon her, the boy was so light-eyed and light-haired that the self-same rays appeared to draw out of him what little colour he ever possessed. His cold eyes would hardly have been eyes, but for the short ends of lashes which, by bringing them into immediate contrast with something paler than themselves, expressed their form. His short-cropped hair might have been a mere continuation of the sandy freckles on his forehead and face. His skin was so unwholesomely deficient in the natural tinge, that he looked as though, if he were cut, he would bleed white.

"Bitzer," said Thomas Gradgrind. "Your definition of a horse."

"Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." Thus (and much more) Bitzer.

"Now girl number twenty," said Mr. Gradgrind. "You know what a horse is."

She curtsyed again, and would have blushed deeper, if she could have blushed deeper than she had blushed all this time. Bitzer, after rapidly blinking at Thomas Gradgrind with both eyes at once, and so catching the light upon his quivering ends of lashes that they looked like the antennæ of busy insects, put his knuckles to his freckled forehead, and sat down again.

The third gentleman now stepped forth. A mighty man at cutting and drying, he was; a government officer; in his way, (and in most other people's too), a professed pugilist; always in training, always with a system to force down the general throat like a bolus, always to be heard of at the bar of his little Public-office, ready to fight all England. To continue in fistic phraseology, he had a genius for coming up to the scratch, wherever and whatever it was, and proving himself an ugly customer. He would go in and damage any subject whatever with his right, follow up with his left, stop, exchange, counter, bore his opponent (he always fought All England) to the ropes, and fall upon him neatly. He was certain to knock the wind out of common sense, and render that unlucky adversary deaf to the call of time. And he had it in charge from high authority to bring about the great public-office Millennium, when Commissioners should reign upon earth.

"Very well," said this gentleman, briskly smiling, and folding his arms. "That's a horse. Now, let me ask you girls and boys, Would you paper a room with representations of horses?"

After a pause, one half of the children cried in chorus, "Yes, sir!" Upon which the other half, seeing in the gentleman's face that Yes was wrong, cried out in chorus, "No, sir!"—as the custom is, in these examinations.

"Of course, No. Why wouldn't you?"

A pause. One corpulent slow boy, with a wheezy manner of breathing, ventured the answer, Because he wouldn't paper a room at all, but would paint it.

"You *must* paper it," said the gentleman, rather warmly.

"You must paper it," said Thomas Gradgrind, "whether you like it or not. Don't tell us you wouldn't paper it. What do you mean, boy?"

"I'll explain to you, then," said the gentleman, after another and a dismal pause, "why you wouldn't paper a room with representations of horses. Do you ever see horses

walking up and down the sides of rooms in reality—in fact? Do you?"

"Yes, sir!" from one half. "No, sir!" from the other.

"Of course no," said the gentleman, with an indignant look at the wrong half. "Why, then, you are not to see anywhere, what you don't see in fact; you are not to have anywhere, what you don't have in fact. What is called Taste, is only another name for Fact."

Thomas Gradgrind nodded his approbation.

"This is a new principle, a discovery, a great discovery," said the gentleman. "Now, I'll try you again. Suppose you were going to carpet a room. Would you use a carpet having a representation of flowers upon it?"

There being a general conviction by this time that "No, sir!" was always the right answer to this gentleman, the chorus of No was very strong. Only a few feeble stragglers said Yes: among them Sissy Jupe.

"Girl number twenty," said the gentleman, smiling in the calm strength of knowledge.

Sissy blushed, and stood up.

"So you would carpet your room—or your husband's room, if you were a grown woman, and had a husband—with representations of flowers, would you?" said the gentleman. "Why would you?"

"If you please, sir, I am very fond of flowers," returned the girl.

"And is that why you would put tables and chairs upon them, and have people walking over them with heavy boots?"

"It wouldn't hurt them, sir. They wouldn't crush and wither, if you please, sir. They would be the pictures of what was very pretty and pleasant, and I would fancy——"

"Ay, ay, ay! But you mustn't fancy," cried the gentleman, quite elated by coming so happily to his point. "That's it! You are never to fancy."

"You are not, Cecilia Jupe," Thomas Gradgrind solemnly repeated, "to do anything of that kind."

"Fact, fact, fact!" said the gentleman. And "Fact, fact, fact!" repeated Thomas Gradgrind.

"You are to be in all things regulated and governed," said the gentleman, "by fact. We hope to have, before long, a board of fact, composed of commissioners of fact, who will force the people to be a people of fact, and of nothing but fact. You must discard the word Fancy altogether. You have nothing to do with it. You are not to have, in any object of use or ornament, what would be a contradiction in fact. You don't walk upon flowers in fact; you cannot be allowed to walk upon flowers in carpets. You don't find that foreign birds and butterflies come and perch upon your crockery; you cannot be permitted to paint foreign birds and butterflies upon your crockery. You never meet with quadrupeds going up and down walls; you must not have quadrupeds represented upon walls. You must use," said the gentleman, "for all these purposes, combinations and modifications (in primary colours) of mathematical figures which are susceptible of proof and demonstration. This is the new discovery. This is fact. This is taste."

The girl curtsied, and sat down. She was very young, and she looked as if she were frightened by the matter-of-fact prospect the world afforded.

"Now, if Mr. M'Choakumchild," said the gentleman, "will proceed to give his first lesson here, Mr. Gradgrind, I shall be happy, at your request, to observe his mode of procedure."

Mr. Gradgrind was much obliged. "Mr. M'Choakumchild, we only wait for you."

So, Mr. M'Choakumchild began in his best manner. He and some one hundred and forty other schoolmasters, had been lately turned at the same time, in the same factory, on the same principles, like so many pianoforte legs. He had been put through an immense variety of paces, and had answered volumes of head-breaking questions. Orthography, etymology, syntax, and prosody, biography, astronomy, geography, and general cosmography, the sciences of compound

proportion, algebra, land-surveying and levelling, vocal music, and drawing from models, were all at the ends of his ten chilled fingers. He had worked his stony way into Her Majesty's most Honourable Privy Council's Schedule B, and had taken the bloom off the higher branches of mathematics and physical science, French, German, Latin, and Greek. He knew all about all the Water Sheds of all the world (whatever they are), and all the histories of all the peoples, and all the names of all the rivers and mountains, and all the productions, manners, and customs of all the countries, and all their boundaries and bearings on the two and thirty points of the compass. Ah, rather overdone, M'Choakumchild. If he had only learnt a little less, how infinitely better he might have taught much more!

He went to work in this preparatory lesson, not unlike Morgiana in the Forty Thieves: looking into all the vessels ranged before him, one after another, to see what they contained. Say, good M'Choakumchild. When from thy boiling store, thou shalt fill each jar brim full by-and-by, dost thou think that thou wilt always kill outright the robber Fancy lurking within—or sometimes only maim him and distort him!

it! They wanted to repeat their victory over Hackman. Fine, we'd see! I had done everything I could to meet them halfway, even more than halfway, but now I would take a very different line with them, even at the risk of contravening the Headmaster's carefully expressed views. I was now no longer angry, but determined to take firm action to set my class in order. From now on the classroom would be kept clean, in every way; I would not be asking it of them, but, demanding it. No more 'bloody' or 'bleeding' or anything else of that nature. And quiet, we'd have that too. No more banging desks. They had pushed me about as far as I was willing to go; from now on I would do a little pushing on my own account.

When I entered the classroom at the end of recess, the fireplace was washed clean, the windows were open, and the children were sitting quietly in their places. The girls seemed sheepish and refused to meet my glance, and I realised with something of a shock that they (at least most of them) were ashamed; the boys, on the other hand, were watching me expectantly, as if waiting for me to say or do something. I made no reference to the incident. As far as I was concerned the party was over; but I would need a little time to think up some effective way of bringing that fact home to them.

## Chapter 9

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NEXT morning I had an idea. It was nothing clear cut, merely speculative, but I considered it all the way to school. Then, after assembly, as soon as they were quiet I waded in. This might be a bit rough, I thought, but here goes.

'I am your teacher, and I think it right and proper that I should let you know something of my plans for this class.' I tried to pitch my voice into its most informally pleasant register. 'We're going to talk, you and I, but we'll be reasonable with each other. I would like you to listen to me without interrupting in any way, and when I'm through any one of you may say your piece without interruption from me.' I was making it up as I went along and watching them; at the least sign that it wouldn't work I'd drop it, fast.

They were interested, in spite of themselves; even the husky, blasé Denham was leaning forward on his desk watching me.

'My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If at any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know. Most of you will be leaving school within six months or so; that means that in a short while you will be embarked on the very adult business of earning a living. Bearing that in mind, I have decided that from now on you will be treated, not as children, but as young men and women, by me and by each other. When we move out of the state of childhood certain higher standards of conduct are expected of us . . .'

At this moment the door was flung open and Pamela Dare rushed in, somewhat breathlessly, to take her seat. She was very late.

'For instance,' I continued, 'there are really two ways in which a person may enter a room; one is in a controlled, dignified manner, the other is as if someone had just planted

a heavy foot in your backside. Miss Dare has just shown us the second way; I'm quite sure she will now give us a demonstration of the first.'

To this day I do not know what made me say it, but there it was. I was annoyed with the way in which she had just barged her way in, insolently carelessly late.

All eyes were on her as she had probably planned, but instead of supporting her entrance they were watching her, waiting to see the result of my challenge. She blushed.

'Well, Miss Dare?'

Her eyes were black with anger and humiliation, but she stood up and walked out, closing the door quietly behind her; then to my surprise, and I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.

'Thank you. As from today there are certain courtesies which will be observed at all times in this classroom. Myself you will address as "Mr. Braithwaite" or "Sir"—the choice is yours; the young ladies will be addressed as "Miss" and the young men will be addressed by their surnames.'

I hadn't planned any of this, but it was unfolding all by itself, and, I hoped, fitting into place. There was a general gasp at this, from boys and girls alike.

Potter was the first to protest.

'Why should we call 'em "Miss", we know 'em.'

'What is your name?'

'Potter.'

'I beg your pardon?'

'Potter, Sir.' The 'Sir' was somewhat delayed.

'Thank you, Potter. Now, is there any young lady present whom you consider unworthy of your courtesies?'

'Sir?'

'Is there any one of these young ladies, who you think does not deserve to be addressed as Miss?'

With one accord the girls turned to look at Potter, as if daring him; he quailed visibly before their concerted eyes and said, 'No, Sir.'

'You should remember, Potter, that in a little while all of

you may be expected to express these courtesies as part of your jobs; it would be helpful to you to become accustomed to giving and receiving them.'

I walked around my desk and sat in my chair. For the time being at least they were listening, really listening to me; maybe they would not understand every word, but they'd get the general import of my remarks.

'The next point concerns the general deportment and conduct of the class. First, the young ladies. They must understand that in future they must show themselves both worthy and appreciative of the courtesies we men will show them. As Potter said, we know you. We shall want to feel proud to know you, and just how proud we shall feel will depend entirely on you. There are certain things which need attention, and I have asked Mrs. Dale-Evans to discuss them with you in your Domestic Science period today.' This last bit was right off the cuff; I'd have to see Grace about it during recess, but I felt sure she'd help.

'Now the boys. I have seen stevedores and longshoremen who looked a lot cleaner and tidier. There is nothing weak and unmanly about clean hands and faces and shoes that are brushed. A man who is strong and tough never needs to show it in his dress or the way he cuts his hair. Toughness is a quality of the mind, like bravery or honesty or ambition; it has nothing whatever to do with muscles. I suppose that in about a year or so some of you will be thinking of girlfriends; believe me, they will think you much more attractive with clean teeth, hands and faces than without.'

I gave them a moment to digest that.

'You are the top class; the operative word is "top". That means you must set the standard in all things for the rest of the school, for, whether you wish it or no, the younger ones, will ape everything you do or say. They will try to walk like you and use the words you use, and dress like you, and so, for as long as you're here, much of their conduct will be your responsibility. As the top class you must be top in cleanliness, deportment, courtesy and work. I shall help you in every way I can, both by example and encouragement. I believe that you have it in you to be a fine class, the best

## Chapter 11

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ON Thursday morning the class seemed to be in the grip of some excitement and expectancy. During recess they stood about the classroom in little whispering groups which fell silent as I approached, but I could read no special significance into this. The lessons proceeded more or less normally, but heavily.

In the afternoon, we went down to the gym for the usual P.T. period. The equipment was neatly arranged around the cleared dining hall; vaulting horse, buck, jumping standards, medicine balls, boards, several pairs of boxing gloves slung by their laces across the vaulting horse. The boys were, with one exception, barefoot and wearing only blue shorts. Sapiano sat on a low form, his right arm bandaged from elbow to wrist.

'Line up in the centre, will you,' I began.

They eagerly obeyed, forming two neatly graded lines. But then Denham stepped forward.

'Please, Sir.'

'Yes, Denham?'

'Can't we have boxing first today, please, Sir?'

'Why, Denham?'

'Oh, nothing, Sir, just feel we'd like to have a bit of a change, Sir.'

'Oh, very well,' I replied. 'Get yourselves into pairs according to size.'

The pairing was completed in a moment as if by pre-arrangement; only Denham remained unpaired.

'My partner's crippled, Sir.' He indicated the bandaged Sapiano. 'Will you have a go with me?'

At this the others, as if on cue, moved quietly towards us, watchful, listening.

'You can wait and have a bout with Potter or one of the others.'

The pieces were falling into place, the penny had finally and fatefully dropped.

this school has ever known, but I could be wrong; it all depends on you. Now, any questions?

A hand shot up.

'Yes, Miss Joseph?'

'What about Mr. Weston, he's never tidy, and his shoes are never clean, Sir.'

'Things were looking up already; the 'Sir' came easily.'

'Mr. Weston is a teacher, Miss Joseph, and we shall not discuss him.'

There was a murmur of dissent at this.

'I am your teacher, and I'm the one you should criticise if I fail to maintain the standards I demand of you.'

There was an absence of the silent hostility of yesterday. I felt that I had somehow won for myself a breathing space at least. There were no further questions, so I told them they could spend the remaining minutes of that period considering and discussing the things I had said, providing they did so quietly. I sat back and observed them.

At recess I went to the staffroom and told Grace how I had impulsively committed her to a talk with the girls; she was quite pleased about it and promised to 'lay it on thick'.

That day passed pleasantly enough. I felt more at ease with them and applied myself enthusiastically to each subject, blending informality with a correctness of expression which I hoped would in turn help them to improve their own speech. I never spoke down to them; if they did not quite understand every word I used, the meaning was sufficiently clear in context, and I encouraged them to ask for an explanation any time they felt unsure. Meanwhile I was careful to discover the centres of leadership among them. Denham had quite a following among the boys; Potter, big and beefy, seemed to tag along with Denham through sheer laziness in asserting himself; Fernman and Seales were somewhat solitary characters, although they worked extremely well in class and played as boisterously in the playground as anyone else. I had expected that Pamela Dare would be a leader among the girls, but this did not prove to be so; she had one or two familiars, but kept very much to herself with

a certain sullenness which I found both strange and intriguing. She was easily the brightest pupil, and her written work was neat and precise, in keeping with her personal appearance. Moira Joseph was the girl around whom the others circulated. She was tall, slim and vivacious, with a certain natural inclination to and aptitude for innocent seductiveness; most of the boys were ready to eat out of her hand. If I could get these king-pins to co-operate the others would probably fall in line.

On my way home that evening I walked to the bus with Miss Blanchard, and told her about what I had done. She was dubious about the wisdom of imposing unfamiliar social codes on the children, yet, as I had already committed myself, she hoped it would work. I was secretly pleased at the concern in her large eyes and felt more than ever determined to make a success of the class.

'They'll be done in, Sir, I don't mind having a knock with you.'

'Go on, Sir, take him on.'

This chorus of encouragement was definitely not in my best interest.

'No, Denham, I think you'll have to skip it for today.'

Denham looked at me pityingly, slipped the gloves off his large hands and casually dropped them at my feet. He had made his point. Looking quickly at the others I could read the disappointment and disgust in their faces. They thought I was afraid, scared of the hulking, loutish fellow.

'Okay, let's go.'

I took a pair of gloves from the horse. Potter stepped over and expertly secured the laces for me while Sapiano, strangely unhampered by his mysterious injury, did the same for Denham. The others meanwhile ranged themselves along the wall, silent and expectant.

As we began to box it became clear that Denham's reputation as a boxer was thoroughly justified; he was fast and scored easily, though his blows were not delivered with his full weight. I tried to dodge and parry as best I could, being only concerned with riding this out for a little while until I could reasonably stop it. I had stupidly allowed myself to be lured into this one, and it was up to me to extricate myself with as little damage to either dignity or person as I could.

'Come on, Sir, go after him.' I recognised Patrick Fernman's voice. Disappointment was poignant in it; they must all be somewhat surprised at my lame efforts.

Suddenly Denham moved in and hit me in the face; the blow stung me and I could feel my eyes filling up with tears; the salt blood in my mouth signalled other damage. I was angry now, this was no longer a pleasant little affair—the fellow meant business. It may have been the sight of blood on my face, or the insistent urging of his cronies to 'Go arter 'im'; whatever it was, it spelled Denham's undoing. Guard open, he rushed in and I hit him; my gloved fist sank deep into his solar-plexus, and the air sighed out of him as he doubled up and collapsed on the floor.

There was a moment of stunned silence, then Potter and some others rushed to help him.

'Hold it. Leave him where he is and line up quickly for vaulting. Clarke, collect the gloves and stack them by the door.'

To my amazement they obeyed without demur, while I hurried to Denham and helped him over to a low form against the wall; he was only winded and would soon be right as rain. When he was comfortable I continued with the P.T. lesson, which went without a hitch; the boys were eager to do their best, and went through the various movements without recourse to my prompting or direction; they now looked at me as if I had suddenly and satisfactorily grown up before their very eyes.

At the end of the lesson I dismissed class and went over to Denham; he still looked a bit green.

'That was just a lucky punch, old man; no harm meant. Why don't you pop up to the washroom and soak your head in some cold water? You'll feel a lot better.'

'Yes, Sir.' His voice was shaky, but there was no hesitation or mimicry about the 'Sir'. I helped him to his feet and he signalled to Potter, who went off with him towards the washroom.

That incident marked a turning point in my relationship with the class. Gradually Denham's attitude changed, and like it that of his cronies. He could still be depended on to make a wisecrack or comment whenever the opening presented itself, but now these were more acceptable to all of us, for they were no longer made in a spirit of rebellion and viciousness. He appeared clean and more and more helpful and courteous, and with this important area of resistance dispelled the class began to move into high gear. Moreover, I suddenly became aware of an important change in my own relationship to them. I was experiencing more than a mere satisfaction in receiving their attention, obedience and respect with their acceptance of my position as their teacher. I found myself liking them, really liking them, collectively and singly. At first I had approached each school day a little worried, a little frightened, but mostly determined

to make good for the job's sake; now there had occurred in me a new attitude, a concern to teach them for their own sakes, and a deep pleasure at every sign that I had succeeded. It was a delight to be with them, and more and more I had occasion to wonder at their generally adult view-point. I was learning a little more of them each day. Some of them would remain in the classroom during recess and we'd talk about many things.

They were mostly from large families and understood the need and importance of money; they even felt that they should already be at work to help ease the financial strain on their parents, and to meet their own increasing demands for clothing, cosmetics, entertainment, etc. They spoke of overcrowding, marriage and children with casual familiarity; one girl had helped with the unexpected birth of her baby brother and spoke of it with matronly concern.

The lessons were taking hold. I tried to relate everything academic to familiar things in their daily lives. Weights were related to foodstuffs and fuel, measurements to dress-lengths, linoleum and carpets; in this way they could see the point of it all, and were more prepared to pursue the more abstract concepts. In Geography and History we talked and read, and here I was in the very fortunate position of being able to illustrate from personal experiences. They eagerly participated, asking me questions with a keenness I had not suspected in them, and often the bell for recess, lunch or the end of the day would find us in the heat of some discussion, disinclined to leave off.

The Headmaster would occasionally drop in unexpectedly, and would sometimes find himself drawn into discussions on some point or other; he was pleased, and expressed his satisfaction with my efforts. On one such occasion I mentioned the idea of the visit to the Victoria and Albert Museum.

'I wouldn't advise it,' he replied. 'You have settled in very nicely with them here, but taking them across London would be another matter entirely.'

'I think they'll be okay, Sir.'

'There's always a tendency for the best of children to show off when out of the closed supervision of the school confines,

and these are no exception, they're probably worse than most. After all, you cannot hope to supervise forty-six children by yourself.'

'I'd like to try, Sir.'

'Out of the question, Braithwaite, but I'll say this. If you can persuade another teacher to go with you, you may. It's entirely against the Council's rules for one teacher to have charge of so many children outside the school.'

'I'll see if I can get someone to go with me.'

'Fine, if she's agreeable let me know and I'll arrange for a travel warrant.'

He was smiling slyly and I wondered who it was he had in mind.

'But what about that teacher's own class, Sir?'

'Don't worry, I'll supervise it for the occasion.'

At lunch I mentioned the plan to Miss Blanchard.

'Would you like to help me with them, Miss Blanchard?'

'Gillian.'

'Ricky.' She smiled. 'Well, will you?'

'I'd love to. When do you plan to go?'

'As soon as the Head can arrange for the travel warrant.'

This was fine.

'Why didn't you ask Miss Clintridge?'

'Just didn't think of it, I suppose.'

'Oh.' There was playful mockery in those eyes.

When the rest of the staff returned from the dining hall I mentioned the idea of the trip, and that Miss Blanchard had agreed to accompany me. They were, to say the least, very dubious about it. While I sat there listening to them there was a knock on the door. Weston opened it to Patrick Fernman, who asked:

'Please, Sir, Miss Dare would like to know if anyone has fixed the girls' netball.'

'Miss Who?' Weston's voice was shrill with astonishment.

'Miss Dare, Sir.' Fernman looked at the puzzled face and supplied: 'Pamela Dare, Sir.'

Without replying Weston walked away from the door to lean against the fireplace, his face a study in exaggerated amazement. I meanwhile took a netball from the sports

cupboard and gave it to Fernman, who quickly disappeared, noisily slamming the door in his haste.

'Well, I'll be damned.' Weston was smiling, but there was a sneer near the surface of his smile. 'Fancy that. "Miss Dare would like the netball."' He pointed his pipe at me with a theatrical gesture. 'I say, whatever's going on in that classroom of yours, old man? I mean this suburban formality and all. Bit foreign in this neck of the woods, don't you think?'

'Is it really?' I enquired. It had not occurred to me that I would need to defend any improvement in the children's conduct or deportment, and I was not quite sure what Weston was getting at.

'What's it all in aid of, old man?' he continued; his hairy arm stuck out from the seedy, leather trimmed sleeves like that of a scarecrow; the Wurzel Gumidge of the staff-room. 'Some sort of experiment in culture for the millions?'

'Not quite that,' I replied. 'Just an exercise in elementary courtesy. Does it bother you?' I was becoming a bit irritated by the smile and the unnatural patronising good humour.

'Bother me? Not at all old man. But tell me, do you also address them as "Miss", or are you exempt because of your, ah, privileged position?'

The rest of the staff were watching us and I felt very uncomfortable.

'I too address the girls as "Miss".'

'Thoroughly democratic and commendable,' he replied, the forced smile becoming even sweeter. 'But tell me, are the rest of us uncouth critters expected to follow suit?'

'Not necessarily; it's merely that my class and I have reached an agreement on certain courtesies.'

'Thank God for that! I don't somehow see myself addressing those snotty little tarts as "Miss" along with Denham and Co.'

'Is it that you object to being taught a lesson in courtesy by those boys, Mr. Weston?'

I could hardly believe my ears. That was Miss Dawes; I would never have thought of her as coming to anybody's defence, unless it was Miss Phillips'.

'I do not need lessons in manners from those morons—nor from professional virgins either, for that matter.'

Miss Dawes blushed, but continued bravely:

'As long as you learn, it doesn't matter who teaches, does it?'

'Good for you Josy,' Clinty interjected.

'Ah, well,' Weston resumed, 'I suppose it comes natural to some people to say: "Yes, Ma'am; yes, Boss".'

His caricature of a subservient negro was so grotesque that I could almost smile. But the intention behind the words was not funny, and I was rather relieved when Grace, with her usual tact, broke into the conversation.

'By the way, Ricky,' she called to me, 'what have you been saying to Droopy?'

'Droopy? Who or what is Droopy?'

'Oh, come off it. I'm talking about Jane Purcell in your class. You know . . . ' and she quoted; 'Uncorseted, her friendly bust gives promise, etc., etc.'

'Oh, I see. I haven't been saying anything to her specially. Why?'

'All of a sudden she's become very conscious of her, er, mammary glands.' Grace's laughter ran round the room until it found reflection in each face there.

'Now she wants advice on the right type of brassière—I never liked that word, it always sounds like a receptacle for hot coals.'

'Could be.' Clinty would never be outdone.

'Looks like she chose the right person to advise her. Weston's owlish eyes were on Grace's attractive bust; I was sure the untidy fringe around his mouth hid the leer which his voice so clearly revealed.

'A little good advice wouldn't be wasted on you either, my lad.'

Grace's voice was very frosty now, and Weston shut up.

I felt slightly disturbed by the tensions generated within the staffroom. I had thought that my presence was the red rag to Weston's bull, but now I discovered that his attitude to me was only part of a general situation which had existed for some time before my arrival. Most of the women teachers

were obviously fed up at being saddled with a male colleague who never joined in any conversation except to be sarcastic or critical. Gillian, I noticed, remained cool and untroubled by it. She seemed to be able to play the part of observer, letting any discord pass over her, confident in the assurance of her own poise and breeding to keep her inviolate. Miss Phillips seemed unaffected by it for different reasons; she spent her staffroom leisure in some strange world of fancy which was irrevocably closed to all except Miss Dawes, who also, until today's brave gesture, had never allowed anything which transpired to invade their tight, secret conclave.

But the clash of personalities in the staffroom was, after all, of no great importance, so long as its repercussions did not enter the classrooms. It was the children, not the teachers, who mattered.

## 2.6 Learning to teach

### D. H. Lawrence

The first week passed in a blind confusion. She did not know how to teach, and she felt she never would know. Mr Harby came down every now and then to her class, to see what she was doing. She felt so incompetent as he stood by, bullying and threatening, so unreal, that she wavered, became neutral and non-existent. But he stood there watching with that listening-genial smile of the eyes, that was really threatening; he said nothing, he made her go on teaching, she felt she had no soul in her body. Then he went away, and his going was like a derision. The class was his class. She was a wavering substitute. He thrashed and bullied, he was hated. But he was master. Though she was gentle and always considerate of her class, yet they belonged to Mr Harby, and they did not belong to her. Like some invincible source of the mechanism he kept all power to himself. And the class owned his power. And in school it was power, and power alone that mattered.

Soon Ursula came to dread him, and at the bottom of her dread was a seed of hate, for she despised him, yet he was master of her. Then she began to get on. All the other teachers hated him, and fanned their hatred among themselves. For he was master of them and the children, he stood like a wheel to make absolute his authority over the herd. That seemed to be his one reason in life, to hold blind authority over the school. His teachers were his subjects as much as the scholars. Only, because they had some authority, his instinct was to detest them.

Ursula could not make herself a favourite with him. From the first moment she set hard against him. She set against Violet Harby also. Mr Harby was, however, too much for her, he was something she could not come to grips with, something too strong for her. She tried to approach him as a young, bright girl usually approaches a man, expecting a little chivalrous courtesy. But the fact that she was a girl, a woman, was ignored or used as a matter for contempt against her. She did not know what she was, nor what she must be. She wanted to remain her own responsive, personal self.

So she taught on. She made friends with the Standard Three teacher, Maggie Schofield. Miss Schofield was about twenty years old, a subdued girl who held aloof from the other teachers. She was rather beautiful, meditative, and seemed to live in another, lovelier world.

Ursula took her dinner to school, and during the second week ate it in Miss Schofield's room. Standard Three classroom stood by itself and had windows on two sides, looking on to the playground. It was a passionate relief to find such a retreat in the jarring school. For there were pots of

chrysanthemums and coloured leaves, and a big jar of berries: there were pretty little pictures on the wall, photogravure reproductions from Greuze, and Reynolds's *Age of Innocence*, giving an air of intimacy; so that the room, with its window space, its smaller, tidier desks, its touch of pictures and flowers, made Ursula at once glad. Here at last was a little personal touch, to which she could respond.

It was Monday. She had been at school a week and was getting used to the surroundings, though she was still an entire foreigner in herself. She looked forward to having dinner with Maggie. That was the bright spot in the day. Maggie was so strong and remote, walking with slow, sure steps down a hard road, carrying the dream within her. Ursula went through the class teaching as through a meaningless daze.

Her class tumbled out at mid-day in haphazard fashion. She did not yet realize what host she was gathering against herself by her superior tolerance, her kindness and her *laissez-aller*. They were gone, and she was rid of them, and that was all. She hurried away to the teachers' room.

Mr Brunt was crouching at the small stove, putting a little rice-pudding into the oven. He rose then, and attentively poked in a small saucepan on the hob with a fork. Then he replaced the saucepan lid.

'Aren't they done?' asked Ursula gaily, breaking in on his tense absorption.

She always kept a bright, blithe manner, and was pleasant to all the teachers. For she felt like the swan among the geese, of superior heritage and belonging. And her pride at being the swan in this ugly school was not yet abated.

'Not yet,' replied Mr Brunt, laconic.

'I wonder if my dish is hot,' she said, bending down at the oven. She half expected him to look for her, but he took no notice. She was hungry and she poked her finger eagerly in the pot to see if her brussels sprouts and potatoes and meat were ready. They were not.

'Don't you think it's rather jolly bringing dinner?' she said to Mr Brunt.

'I don't know as I do,' he said, spreading a serviette on a corner of the table, and not looking at her.

'I suppose it is too far for you to go home?'

'Yes,' he said. Then he rose and looked at her. He had the bluest, fiercest, most pointed eyes that she had ever met. He stared at her with growing fierceness.

'If I were you, Miss Brangwen,' he said, menacingly, 'I should get a bit tighter hand over my class.'

Ursula shrank.

'Would you?' she asked, sweetly, yet in terror. 'Aren't I strict enough?'

'Because,' he repeated, taking no notice of her, 'they'll get you down if you don't tackle 'em pretty quick. They'll pull you down, and worry you, till Harby gets you shifted - that's how it'll be. You won't be here another six weeks' - and he filled his mouth with food - 'if you don't tackle 'em and tackle 'em quick.'

'Oh, but —' Ursula said, resentfully, ruefully. The terror was deep in her.

'Harby'll not help you. This is what he'll do — he'll let you go on, getting worse and worse, till either you clear out or he clears you out. It doesn't matter to me, except that you'll leave a class behind you as I hope I shan't have to cope with.'

She heard the accusation in the man's voice, and felt condemned. But still, school had not yet become a definite reality to her. She was shirking it. It was reality, but it was all outside her. And she fought against Mr Brunt's representation. She did not want to realize.

'Will it be so terrible?' she said, quivering, rather beautiful, but with a slight touch of condescension, because she would not betray her own trepidation.

'Terrible?' said the man, turning to his potatoes again. 'I dunno about terrible.'

'I do feel frightened,' said Ursula. 'The children seem so—'

'What?' said Miss Harby, entering at that moment.

'Why,' said Ursula, 'Mr Brunt says I ought to tackle my class,' and she laughed uneasily.

'Oh, you have to keep order if you want to teach,' said Miss Harby, hard, superior, trite.

Ursula did not answer. She felt non-valid before them.

'If you want to be let to *live*, you have,' said Mr Brunt.

'Well, if you can't keep order, what good *are* you?' said Miss Harby.

'An' you've got to do it by yourself' — his voice rose like the bitter cry of the prophets. 'You'll get no *help* from anybody.'

'Oh indeed!' said Miss Harby. 'Some people can't be helped.' And she departed [ . . . ]

Ursula felt her heart faint inside her. Why must she grasp all this, why must she force learning on fifty-five reluctant children, having all the time an ugly, rude jealousy behind her, ready to throw her to the mercy of the herd of children, who would like to rend her as a weaker representative of authority. A great dread of her task possessed her. She saw Mr Brunt, Miss Harby, Miss Schofield, all the schoolteachers, drudging unwillingly at the graceless task of compelling many children into one disciplined, mechanical set, reducing the whole set to an automatic state of obedience and attention, and then of commanding their acceptance of various pieces of knowledge. The first great task was to reduce sixty children to one state of mind, or being. This state must be produced automatically, through the will of the teacher, and the will of the whole school authority, imposed upon the will of the children. The point was that the headmaster and the teachers should have one will in authority, which should bring the will of the children into accord. But the headmaster was narrow and exclusive. The will of the teachers could not agree with his, their separate wills refused to be so subordinated. So there was a state of anarchy, leaving the final judgment to the children themselves, which authority should exist.

So there existed a set of separate wills, each straining itself to the utmost to exert its own authority. Children will never naturally acquiesce to sitting in a class and submitting to knowledge. They must be compelled by a stronger, wiser will. Against which will they must always strive to revolt. So that the first great effort of every teacher of a large class must be to bring the will of the children into accordance with his own will. And this he can only do by an abnegation of his personal self, and an application of a system of laws, for the purpose of achieving a certain calculable result, the imparting of certain knowledge. Whereas Ursula thought she was going to become the first wise teacher by making the whole business personal, and using no compulsion. She believed entirely in her own personality.

So that she was in a very deep mess. In the first place she was offering to a class a relationship which only one or two of the children were sensitive enough to appreciate, so that the mass were left outsiders, therefore against her. Secondly, she was placing herself in passive antagonism to the one fixed authority of Mr Harby, so that the scholars could more safely harry her. She did not know, but her instinct gradually warned her. She was tortured by the voice of Mr Brunt. On it went, jarring, harsh, full of hate, but so monotonous, it nearly drove her mad: always the same set, harsh monotony. The man was become a mechanism working on and on and on. But the personal man was in subdued friction all the time. It was horrible — all hate! Must she be like this? She could feel the ghastly necessity. She must become the same — put away the personal self, become an instrument, an abstraction, working upon a certain material, the class, to achieve a set purpose of making them know so much each day. And she could not submit. Yet gradually she felt the invincible iron closing upon her. The sun was being blocked out. Often when she went out at playtime and saw a luminous blue sky with changing clouds, it seemed just a fantasy, like a piece of painted scenery. Her heart was so black and tangled in the teaching, her personal self was shut in prison, abolished, she was subjugate to a bad, destructive will. How then could the sky be shining? There was no sky, there was no luminous atmosphere of out-of-doors. Only the inside of the school was real — hard, concrete, real and vicious.

She would not yet, however, let school quite overcome her. She always said, 'It is not a permanency, it will come to an end.' She could always see herself beyond the place, see the time when she had left it. On Sundays and on holidays, when she was away at Cossethay or in the woods where the beech-leaves were fallen, she could think of St Philip's Church School, and by an effort of will put it in the picture as a dirty little low-squatting building that made a very tiny mound under the sky, while the great beech-woods spread immense about her, and the afternoon was spacious and wonderful. Moreover the children, the scholars, they were insignificant little objects far away, oh, far away. And what power had they over her free soul? A fleeting thought of them, as she kicked her way through the beech-leaves, and they were gone. But her will was tense against them all the time.

All the while, they pursued her. She had never had such a passionate love of the beautiful things about her. Sitting on top of the tram-car, at evening, sometimes school was swept away as she saw a magnificent sky settling down. And her breast, her very hands, clamoured for the lovely flare of sunset. It was poignant almost to agony, her reaching for it. She almost cried aloud seeing the sundown so lovely.

For she was held away. It was no matter how she said to herself that school existed no more once she had left it. It existed. It was within her like a dark weight, controlling her movement. It was in vain the high-spirited, proud young girl flung off the school and its association with her. She was Miss Brangwen, she was Standard Five teacher, she had her most important being in her work now.

Constantly haunting her, like a darkness hovering over her heart and threatening to swoop down over it at every moment, was the sense that somehow, somehow she was brought down. Bitterly she denied unto herself that she was really a schoolteacher. Leave that to the Violet Harbys. She herself would stand clear of the accusation. It was in vain she denied it.

Within herself some recording hand seemed to point mechanically to a negation. She was incapable of fulfilling her task. She could never for a moment escape from the fatal weight of the knowledge.

And so she felt inferior to Violet Harby. Miss Harby was a splendid teacher. She could keep order and inflict knowledge on a class with remarkable efficiency. It was no good Ursula's protesting to herself that she was infinitely, infinitely the superior of Violet Harby. She knew that Violet Harby succeeded where she failed, and this in a task which was almost a test of her. She felt something all the time wearing upon her, wearing her down. She went about in these first weeks trying to deny it, to say she was free as ever. She tried not to feel at a disadvantage before Miss Harby, tried to keep up the effect of her own superiority. But a great weight was on her, which Violet Harby could bear, and she herself could not.

Though she did not give in, she never succeeded. Her class was getting in worse condition, she knew herself less and less secure in teaching it. Ought she to withdraw and go home again? Ought she to say she had come to the wrong place, and so retire? Her very life was at test.

She went on doggedly, blindly, waiting for a crisis. Mr Harby had now begun to persecute her. Her dread and hatred of him grew and loomed larger and larger. She was afraid he was going to bully her and destroy her. He began to persecute her because she could not keep her class in proper condition, because her class was the weak link in the chain which made up the school.

One of the offences was that her class was noisy and disturbed Mr Harby, as he took Standard Seven at the other end of the room. She was taking composition on a certain morning, walking in among the scholars. Some of the boys had dirty ears and necks, their clothing smelled

unpleasantly, but she could ignore it. She corrected the writing as she went.

'When you say "their fur is brown", how do you write "their"?' she asked.

There was a little pause; the boys were always jeeringly backward in answering. They had begun to jeer at her authority altogether.

'Please, Miss, t-h-e-i-r,' spelled a lad, loudly, with a note of mockery.

At that moment Mr Hardy was passing.

'Stand up, Hill!' he called, in a big voice.

Everybody started. Ursula watched the boy. He was evidently poor, and rather cunning. A stiff bit of hair stood straight off his forehead, the rest fitted close to his meagre head. He was pale and colourless.

'Who told you to call out?' thundered Mr Harby.

The boy looked up and down, with a guilty air, and a cunning, cynical reserve.

'Please, Sir, I was answering,' he replied, with the same humble insolence.

'Go to my desk.'

The boy set off down the room, the big black jacket hanging in dejected folds about him, his thin legs, rather knocked at the knees, going already with the pauper's crawl, his feet in their big boots scarcely lifted. Ursula watched him in his crawling slinking progress down the room. He was one of her boys! When he got to the desk, he looked round, half furtively, with a sort of cunning grin and a pathetic leer at the big boys of Standard VII. Then, pitiable, pale, in his dejected garments, he lounged under the menace of the headmaster's desk, with one thin leg crooked at the knee and the foot stuck out sideways, his hands in the low-hanging pockets of his man's jacket.

Ursula tried to get her attention back to the class. The boy gave her a little horror, and she was at the same time hot with pity for him. She felt she wanted to scream. She was responsible for the boy's punishment. Mr Harby was looking at her handwriting on the board. He turned to the class.

'Pens down.'

The children put down their pens and looked up.

'Fold arms.'

They pushed back their books and folded arms.

Ursula, stuck among the back forms, could not extricate herself.

'What is your composition about?' asked the headmaster. Every hand shot up. 'The -' stuttered some voice in its eagerness to answer.

'I wouldn't advise you to call out,' said Mr Harby. He would have a pleasant voice, full and musical, but for the detestable menace that always tailed in it. He stood unmoved, his eyes twinkling under his bushy black brows, watching the class. There was something fascinating in him, as he stood, and again she wanted to scream. She was all jarred, she did not know what she felt.

'Well, Alice?' he said.

'The rabbit,' piped a girl's voice.

'A very easy subject for Standard Five.'

Ursula felt a slight shame of incompetence. She was exposed before the class. And she was tormented by the contradictoriness of everything. Mr Harby stood so strong, and so male, with his black brows and clear forehead, the heavy jaw, the big, overhanging moustache: such a man, with strength and male power, and a certain blind, native beauty. She might have liked him as a man. And here he stood in some other capacity, bullying over such a trifle as a boy's speaking out without permission. Yet he was not a little, fussy man. He seemed to have some cruel, stubborn, evil spirit, he was imprisoned in a task too small and petty for him, which yet, in a servile acquiescence, he would fulfil, because he had to earn his living. He had no finer control over himself, only this blind, dogged, wholesale will. He would keep the job going, since he must. And his job was to make the children spell the word 'caution' correctly, and put a capital letter after a full-stop. So at this he hammered with his suppressed hatred, always suppressing himself, till he was beside himself. Ursula suffered bitterly as he stood, short and handsome and powerful, teaching her class. It seemed such a miserable thing for him to be doing. He had a decent, powerful, rude soul. What did he care about the composition on 'The Rabbit'? Yet his will kept him there before the class, threshing the trivial subject. It was habit with him now, to be so little and vulgar, out of place. She saw the shamefulness of his position, felt the fettered wickedness in him which would blaze out into evil rage in the long run, so that he was like a persistent, strong creature tethered. It was really intolerable. The jarring was torture to her. She looked over the silent, attentive class that seemed to have crystallized into order and rigid, neutral form. This he had it in his power to do, to crystallize the children into hard, mute fragments, fixed under his will: his brute will, which fixed them by sheer force. She too must learn to subdue them to her will: she must. For it was her duty, since the school was such. He had crystallized the class into order. But to see him, a strong, powerful man, using all his power for such a purpose, seemed almost horrible. There was something hideous about it. The strange, genial light in his eye was really vicious, and ugly, his smile was one of torture. He could not be impersonal. He could not have a clear, pure purpose, he could only exercise his own brute will. He did not believe in the least in the education he kept inflicting year after year upon the children. So he must bully, only bully, even while it tortured his strong, wholesome nature with shame like a spur always galling. He was so blind and ugly and out of place. Ursula could not bear it as he stood there. The whole situation was wrong and ugly.

The lesson was finished, Mr Harby went away. At the far end of the room she heard the whistle and the thud of the cane. Her heart stood still within her. She could not bear it, no, she could not bear it when the boy was beaten. It made her sick. She felt that she must go out of this school,

this torture-place. And she hated the schoolmaster, thoroughly and finally. The brute, had he no shame? He should never be allowed to continue the atrocity of this bullying cruelty. Then Hill came crawling back, blubbering piteously. There was something desolate about his blubbering that nearly broke her heart. For after all, if she had kept her class in proper discipline, this would never have happened, Hill would never have called out and been caned.

She began the arithmetic lesson. But she was distracted. The boy Hill sat away on the back desk, huddled up, blubbering and sucking his hand. It was a long time. She dared not go near, nor speak to him. She felt ashamed before him. And she felt she could not forgive the boy for being the huddled, blubbering object, all wet and snivelled, which he was.

She went on correcting the sums. But there were too many children. She could not get round the class. And Hill was on her conscience. At last he had stopped crying, and sat bunched over his hands, playing quietly. Then he looked up at her. His face was dirty with tears, his eyes had a curious washed look, like the sky after rain, a sort of wanness. He bore no malice. He had already forgotten, and was waiting to be restored to the normal position.

'Go on with your work, Hill,' she said.

The children were playing over their arithmetic, and, she knew, cheating thoroughly. She wrote another sum on the blackboard. She could not get round the class. She went again to the front to watch. Some were ready. Some were not. What was she to do?

At last it was time for recreation. She gave the order to cease working, and in some way or other got her class out of the room. Then she faced the disorderly litter of slotted, uncorrected books, of broken rulers and chewed pens. And her heart sank in sickness. The misery was getting deeper.

The trouble went on and on, day after day. She had always piles of books to mark, myriads of errors to correct, a heartwearying task that she loathed. And the work got worse and worse. When she tried to flatter herself that the composition grew more alive, more interesting, she had to see that the handwriting grew more and more slovenly, the books were filthy and disgraceful. She tried what she could, but it was of no use. But she was not going to take it seriously. Why should she? Why should she say to herself, that it mattered, if she failed to teach a class to write perfectly neatly? Why should she take the blame unto herself?

Pay day came, and she received four pounds two shillings and one penny. She was very proud that day. She had never had so much money before. And she had earned it all herself. She sat on the top of the tram-car fingering the gold and fearing she might lose it. She felt so established and strong, because of it. And when she got home she said to her mother:

'It is pay day to-day, mother.'

'Ay,' said her mother coolly.

Then Ursula put down fifty shillings on the table.

'That is my board,' she said.

'Ay,' said her mother, letting it lie.

Ursula was hurt. Yet she had paid her scot. She was free. She paid for what she had. There remained moreover thirty-two shillings of her own. She would not spend any, she who was naturally a spendthrift, because she could not bear to damage her fine gold.

She had a standing ground now apart from her parents. She was something else besides the mere daughter of William and Anna Brangwen. She was independent. She earned her own living. She was an important member of the working community. She was sure that fifty shillings a month quite paid for her keep. If her mother received fifty shillings a month for each of the children, she would receive twenty pounds a month and no clothes to provide. Very well then.

Ursula was independent of her parents. She now adhered elsewhere. Now, the 'Board of Education' was a phrase that rang significant to her, and she felt Whitehall far beyond her as her ultimate home. In the government, she knew which minister had supreme control over Education, and it seemed to her that, in some way, he was connected with her, as her father was connected with her.

She had another self, another responsibility. She was no longer Ursula Brangwen, daughter of William Brangwen. She was also Standard Five teacher in St Philip's School. And it was a case now of being Standard Five teacher, and nothing else. For she could not escape.

Neither could she succeed. That was her horror. As the weeks passed on, there was no Ursula Brangwen, free and jolly. There was only a girl of that name obsessed by the fact that she could not manage her class of children. At week-ends there came days of passionate reaction, when she went mad with the taste of liberty, when merely to be free in the morning, to sit down at her embroidery and stitch the coloured silks with a passion of delight. For the prison house was always awaiting her! This was only a respite, as her chained heart knew well. So that she seized hold of the swift hours of the week-end, and wrung the last drop of sweetness out of them, in a little, cruel frenzy.

She did not tell anybody how this state was a torture to her. She did not confide, either to Gudrun or to her parents, how horrible she found it to be a school-teacher. But when Sunday night came, and she felt the Monday morning at hand, she was strung up tight with dreadful anticipation, because the strain and the torture was near again.

She did not believe that she could ever teach that great brutish class, in that brutal school; ever, ever. And yet, if she failed, she must in some way go under. She must admit that the man's world was too strong for her, she could not take her place in it; she must go down before Mr Harby. And all her life henceforth, she must go on, never having freed herself of the man's world, never having achieved the freedom of the great world of responsible work. Maggie had taken her place there, she had even stood level with Mr Harby and got free of him; and her soul was always wandering in far-off

valleys and glades of poetry. Maggie was free. Yet there was something like subjection in Maggie's very freedom. Mr Harby, the man, disliked the reserved woman, Maggie. Mr Harby, the schoolmaster, respected his teacher, Miss Schofield.

For the present, however, Ursula only envied and admired Maggie. She herself had still to get where Maggie had got. She had still to make her footing. She had taken up a position on Mr Harby's ground, and she must keep it. For he was now beginning a regular attack on her, to drive her away out of his school. She could not keep order. Her class was a turbulent crowd, and the weak spot in the school's work. Therefore she must go, and someone more useful must come in her place, someone who could keep discipline.

The headmaster had worked himself into an obsession of fury against her. He only wanted her gone. She had come, she had got worse as the weeks went on, she was absolutely no good. His system, which was his very life in school, the outcome of his bodily movement, was attacked and threatened at the point where Ursula was included. She was the danger that threatened his body with a blow, a fall. And blindly, thoroughly, moving from strong instinct of opposition, he set to work to expel her.

When he punished one of her children as he had punished the boy Hill, for an offence against *himself*, he made the punishment extra heavy with the significance that the extra stroke came in because of the weak teacher who allowed all these things to be. When he punished for an offence against *her*, he punished lightly, as if offences against her were not significant. Which all the children knew, and they behaved accordingly.

Every now and again Mr Harby would swoop down to examine exercise books. For a whole hour, he would be going round the class, taking book after book, comparing page after page, whilst Ursula stood aside for all the remarks and fault-finding to be pointed at her through the scholars. It was true, since she had come, the composition books had grown more and more untidy, disorderly, filthy. Mr Harby pointed to the pages done before her régime, and to those done after, and fell into a passion of rage. Many children he sent out to the front with their books. And after he had thoroughly gone through the silent and quivering class he caned the worst offenders well, in front of the others, thundering a real passion of anger and chagrin.

'Such a condition in a class, I can't believe it! It is simply disgraceful! I can't think how you have been let to get like it! Every Monday morning I shall come down and examine these books. So don't think that because there is nobody paying any attention to you, that you are free to unlearn everything you ever learned, and go back till you are not fit for Standard Three. I shall examine all books every Monday—'

Then in a rage, he went away with his cane, leaving Ursula to confront a pale, quivering class, whose childish faces were shut in blank resentment, fear, and bitterness, whose souls were full of anger and contempt of *her*

rather than of the master, whose eyes looked at her with the cold, inhuman accusation of children. And she could hardly make mechanical words to speak to them. When she gave an order they obeyed with an insolent off-handedness, as if to say: 'As for you, do you think we would obey you, but for the master?' She sent the blubbing, caned boys to their seats, knowing that they too jeered at her and her authority, holding her weakness responsible for what punishment had overtaken them. And she knew the whole position, so that even her horror of physical beating and suffering sank to a deeper pain, and became a moral judgment upon her, worse than any hurt.

She must, during the next week, watch over her books, and punish any fault. Her soul decided it coldly. Her personal desire was dead for that day at least. She must have nothing more of herself in school. She was to be Standard Five teacher only. That was her duty. In school, she was nothing but Standard Five teacher. Ursula Brangwen must be excluded.

So that, pale, shut, at last distant and impersonal, she saw no longer the child, how his eyes danced, or how he had a queer little soul that could not be bothered with shaping handwriting so long as he dashed down what he thought. She saw no children, only the task that was to be done. And keeping her eyes there, on the task, and not on the child, she was impersonal enough to punish where she could otherwise only have sympathized, understood, and condoned, to approve where she would have been merely uninterested before. But her interest had no place any more.

It was agony to the impulsive, bright girl of seventeen to become distant and official, having no personal relationship with the children. For a few days, after the agony of the Monday, she succeeded, and had some success with her class. But it was a state not natural to her, and she began to relax.

'Then came another infliction. There were not enough pens to go round the class. She sent to Mr Harby for more. He came in person.

'Not enough pens, Miss Brangwen?' he said, with the smile and calm of exceeding rage against her.

'No, we are six short,' she said, quaking.

'Oh, how is that?' he said, menacingly. Then, looking over the class, he asked:

'How many are there here to-day?'

'Fifty-two,' said Ursula, but he did not take any notice, counting for himself.

'Fifty-two,' he said. 'And how many pens are there, Staples?'

Ursula was now silent. He would not heed her if she answered, since he had addressed the monitor.

'That's a very curious thing,' said Mr Harby, looking over the silent class with a slight grin of fury. All the childish faces looked up at him blank and exposed.

'A few days ago there were sixty pens for this class - now there are forty-eight. What is forty-eight from sixty, Williams?' There was a sinister

suspense in the question. A thin, ferret-faced boy in a sailor suit started up exaggeratedly.

'Please, Sir!' he said. Then a slow, sly grin came over his face. He did not know. There was a tense silence. The boy dropped his head. Then he looked up again, a little cunning triumph in his eyes. 'Twelve,' he said.

'I would advise you to attend,' said the headmaster dangerously. The boy sat down.

'Forty-eight from sixty is twelve: so there are twelve pens to account for. Have you looked for them, Staples?'

'Yes, Sir.'

'Then look again.'

The scene dragged on. Two pens were found: ten were missing. Then the storm burst.

'Am I to have you thieving, besides your dirt and bad work and bad behaviour?' the headmaster began. 'Not content with being the worst-behaved and dirtiest class in the school, you are thieves into the bargain, are you? It is a very funny thing! Pens don't melt into the air: pens are not in the habit of mizzling away into nothing. What has become of them then? They must be somewhere. What has become of them? For they must be found, and found by Standard Five. They were lost by Standard Five, and they must be found.'

Ursula stood and listened, her heart hard and cold. She was so much upset, that she felt almost mad. Something in her tempted her to turn on the headmaster and tell him to stop, about the miserable pens. But she did not. She could not.

After every session, morning and evening, she had the pens counted. Still they were missing. And pencils and india-rubbers disappeared. She kept the class staying behind, till the things were found. But as soon as Mr Harby had gone out of the room, the boys began to jump about and shout, and at last they bolted in a body from the school.

This was drawing near a crisis. She could not tell Mr Harby because, while he would punish the class, he would make her the cause of the punishment, and her class would pay her back with disobedience and derision. Already there was a deadly hostility grown up between her and the children. After keeping in the class, at evening, to finish some work, she would find boys dodging behind her, calling after her: 'Brangwen, Brangwen - Proud-arce.'

When she went into Ilkeston on a Saturday morning with Gudrun, she heard again the voices yelling after her:

'Brangwen, Brangwen.'

She pretended to take no notice, but she coloured with shame at being held up to derision in the public street. She, Ursula Brangwen of Cossethay, could not escape from the Standard Five teacher which she was. In vain she went out to buy ribbon for her hat. They called after her, the boys she tried to teach.

And one evening, as she went from the edge of the town into the country;

stones came flying at her. Then the passion of shame and anger surpassed her. She walked on unheeding, beside herself. Because of the darkness she could not see who were those that threw. But she did not want to know.

Only in her soul a change took place. Never more, and never more would she give herself as individual to her class. Never would she, Ursula Brangwen, the girl she was, the person she was, come into contact with those boys. She would be Standard Five teacher, as far away personally from her class as if she had never set foot in St Philip's school. She would just obliterate them all, and keep herself apart, take them as scholars only.

So her face grew more and more shut, and over her flayed, exposed soul of a young girl who had gone open and warm to give herself to the children, there set a hard, insentient thing, that worked mechanically according to a system imposed.

It seemed she scarcely saw her class the next day. She could only feel her will, and what she would have of this class which she must grasp into subjection. It was no good, any more, to appeal, to play upon the better feelings of the class. Her swiftworking soul realized this.

She, as teacher, must bring them all, as scholars, into subjection. And this she was going to do. All else she would forsake. She had become hard and impersonal, almost avengeful on herself as well as on them, since the stone throwing. She did not want to be a person, to be herself any more, after such humiliation. She would assert herself for mastery, be only teacher. She was set now. She was going to fight and subdue.

She knew by now her enemies in the class. The one she hated most was Williams. He was a sort of defective, not bad enough to be so classed. He could read with fluency, and had plenty of cunning intelligence. But he could not keep still. And he had a kind of sickness very repulsive to a sensitive girl, something cunning and etiolated and degenerate. Once he had thrown an ink-well at her, in one of his mad little rages. Twice he had run home out of class. He was a well-known character.

And he grinned up his sleeve at this girl-teacher, sometimes hanging round her to fawn on her. But this made her dislike him more. He had a kind of leech-like power.

From one of the children she took a supple cane, and this she determined to use when real occasion came. One morning, at composition, she said to the boy Williams:

'Why have you made this blot?'

'Please, Miss, it fell off my pen,' he whined out, in the mocking voice that he was so clever in using. The boys near snorted with laughter. For Williams was an actor, he could tickle the feelings of his hearers subtly. Particularly he could tickle the children with him into ridiculing his teacher, or indeed, any authority of which he was not afraid. He had that peculiar jail instinct.

'Then you must stay in and finish another page of composition,' said the teacher.

This was against her usual sense of justice, and the boy resented it derisively. At twelve o'clock she caught him slinking out.

'Williams, sit down,' she said.

And there she sat, and there he sat, alone, opposite to her, on the back desk, looking up at her with his furtive eyes every minute.

'Please, Miss, I've got to go an errand,' he called out insolently.

'Bring me your book,' said Ursula.

The boy came out, flapping his book along the desks. He had not written a line.

'Go back and do the writing you have to do,' said Ursula. And she sat at her desk, trying to correct books. She was trembling and upset. And for an hour the miserable boy writhed and grinned in his seat. At the end of that time he had done five lines.

'As it is so late now,' said Ursula, 'you will finish the rest this evening.'

The boy kicked his way insolently down the passage.

The afternoon came again. Williams was there, glancing at her, and her heart beat thick, for she knew it was a fight between them. She watched him.

During the geography lesson, as she was pointing to the map with her cane, the boy continually ducked his whitish head under the desk, and attracted the attention of other boys.

'Williams,' she said, gathering her courage, for it was critical now to speak to him, 'what are you doing?'

He lifted his face, the sore-rimmed eyes half smiling. There was something intrinsically indecent about him. Ursula shrank away.

'Nothing,' he replied, feeling a triumph.

'What are you doing?' she repeated, her heart-beat suffocating her.

'Nothing,' replied the boy, insolently, aggrieved, comic.

'If I speak to you again, you must go down to Mr Harby,' she said.

But this boy was a match even for Mr Harby. He was so persistent, so cringing, and flexible, he howled so when he was hurt, that the master hated more the teacher who sent him than he hated the boy himself. For of the boy he was sick of the sight. Which Williams knew. He grinned visibly.

Ursula turned to the map again, to go on with the geography lesson. But there was a little ferment in the class. Williams' spirit infected them all. She heard a scuffle, and then she trembled inwardly. If they all turned on her this time, she was beaten.

'Please Miss -' called a voice in distress.

She turned round. One of the boys she liked was ruefully holding out a torn celluloid collar. She heard the complaint, feeling futile.

'Go in front, Wright,' she said.

She was trembling in every fibre. A big, sullen boy, not bad but very difficult, slouched out to the front. She went on with the lesson, aware that Williams was making faces at Wright, and that Wright was grinning behind her. She was afraid. She turned to the map again. And she was afraid.

'Please Miss, Williams—' came a sharp cry, and a boy on the back row was standing up, with drawn, pained brows, half a mocking grin on his face, half real resentment against Williams—'Please Miss, he's nipped me'—and he rubbed his leg ruefully.

'Come in front, Williams,' she said.

The rat-like boy sat with his pale smile and did not move.

'Come in front,' she repeated, definite now.

'I shan't,' he cried, snarling, rat-like, grinning. Something went click in Ursula's soul. Her face and eyes set, she went through the class straight. The boy cowered before her glowering, fixed eyes. But she advanced on him, seized him by the arm, and dragged him from his seat. He clung to the form. It was a battle between him and her. Her instinct had suddenly become calm and quick. She jerked him from his grip, and dragged him, struggling and kicking, to the front. He kicked her several times, and clung to the forms as he passed, but she went on. The class was on its feet in excitement. She saw it, but made no move.

She knew if she let go the boy he would dash to the door. Already he had run home once out of her class. So she snatched her cane from the desk, and brought it down on him. He was writhing and kicking. She saw his face beneath her, white, with eyes like the eyes of a fish, stony, yet full of hate and horrible fear. And she loathed him, the hideous writhing thing that was nearly too much for her. In horror lest he should overcome her, and yet at the heart quite calm, she brought down the cane again and again, whilst he struggled making inarticulate noises, and lunging vicious kicks at her. With one hand she managed to hold him, and now and then the cane came down on him. He writhed, like a mad thing. But the pain of the strokes cut through his writhing, vicious, coward's courage, bit deeper, till at last, with a long whimper that became a yell, he went limp. She let him go, and he rushed at her, his teeth and eyes glinting. There was a second of agonized terror in her heart: he was a beast thing. Then she caught him, and the cane came down on him. A few times, madly, in a frenzy, he lunged and writhed, to kick her. But again the cane broke him, he sank with a howling yell on the floor, and like a beaten beast lay there yelling.

Mr Harby had rushed up towards the end of this performance.

'What's the matter?' he roared.

Ursula felt as if something were going to break in her.

'I've thrashed him,' she said, her breast heaving, forcing out the words on the last breath. The headmaster stood choked with rage, helpless. She looked at the writhing, howling figure on the floor.

'Get up,' she said. The thing writhed away from her. She took a step forward. She had realized the presence of the headmaster for one second, and then she was oblivious of it again.

'Get up,' she said. And with a little dart the boy was on his feet. His yelling dropped to a mad blubber. He had been in a frenzy.

'Go and stand by the radiator,' she said.

As if mechanically, blubbing, he went.

The headmaster stood robbed of movement and speech. His face was yellow, his hands twitched convulsively. But Ursula stood still not far from him. Nothing could touch her now: she was beyond Mr Harby. She was as if violated to death.

The headmaster muttered something, turned, and went down the room, whence, from the far end, he was heard roaring in a mad rage at his own class.

The boy blubbed wildly by the radiator. Ursula looked at the class. There were fifty pale, still faces watching her, a hundred round eyes fixed on her in an attentive, expressionless stare.

'Give out the history readers,' she said to the monitors.

There was dead silence. As she stood there, she could hear again the ticking of the clock, and the chock of piles of books taken out of the low cupboard. Then came the faint flap of books on the desks. The children passed in silence, their hands working in unison. They were no longer a pack, but each one separated into a silent, closed thing.

'Take page 125, and read that chapter,' said Ursula.

There was a click of many books opened. The children found the page, and bent their heads obediently to read. And they read, mechanically.

Ursula, who was trembling violently, went and sat in her high chair. The blubbing of the boy continued. The strident voice of Mr Brunt, the roar of Mr Harby, came muffled through the glass partition. And now and then a pair of eyes rose from the reading-book, rested on her a moment, watchful, as if calculating impersonally, then sank again.

She sat still without moving, her eyes watching the class, unseeing. She was quite still, and weak. She felt that she could not raise her hand from the desk. If she sat there for ever, she felt she could not move again, nor utter a command. It was a quarter past four. She almost dreaded the closing of the school, when she would be alone.

The class began to recover its ease, the tension relaxed. Williams was still crying. Mr Brunt was giving orders for the closing of the lesson. Ursula got down.

'Take your place, Williams,' she said.

He dragged his feet across the room, wiping his face on his sleeve. As he sat down, he glanced at her furtively, his eyes still redder. Now he looked like some beaten rat.

At last the children were gone. Mr Harby trod by heavily, without looking her way, or speaking. Mr Brunt hesitated as she was locking her cupboard.

'If you settle Clarke and Letts in the same way, Miss Brangwen, you'll be all right,' he said, his blue eyes glancing down in a strange fellowship, his long nose pointing at her.

'Shall I?' she laughed nervously. She did not want anybody to talk to her.

As she went along the street, clattering on the granite pavement, she

was aware of boys dodging behind her. Something struck her hand that was carrying her bag, bruising her. As it rolled away she saw that it was a potato. Her hand was hurt, but she gave no sign. Soon she would take the tram.

She was afraid, and strange. It was to her quite strange and ugly, like some dream where she was degraded. She would have died rather than admit it to anybody. She could not look at her swollen hand. Something had broken in her; she had passed a crisis. Williams was beaten, but at a cost.

Feeling too much upset to go home, she rode a little farther into the town, and got down from the tram at a small tea-shop. There, in the dark little place behind the shop, she drank her tea and ate bread-and-butter. She did not taste anything. The taking tea was just a mechanical action, to cover over her existence. There she sat in the dark, obscure little place, without knowing. Only unconsciously she nursed the back of her hand, which was bruised.

When finally she took her way home, it was sunset red across the west. She did not know why she was going home. There was nothing for her there. She had, true, only to pretend to be normal. There was nobody she could speak to, nowhere to go for escape. But she must keep on, under this red sunset, alone, knowing the horror in humanity, that would destroy her, and with which she was at war. Yet it had to be so.

In the morning again she must go to school. She got up and went without murmuring even to herself. She was in the hands of some bigger, stronger, coarser will.

School was fairly quiet. But she could feel the class watching her, ready to spring on her. Her instinct was aware of the class instinct to catch her if she were weak. But she kept cold and was guarded.

Williams was absent from school. In the middle of the morning there was a knock at the door: someone wanted the headmaster. Mr Harby went out, heavily, angrily, nervously. He was afraid of irate parents. After a moment in the passage, he came again into school.

'Sturgess,' he called to one of his larger boys. 'Stand in front of the class and write down the name of anyone who speaks. Will you come this way, Miss Brangwen.'

He seemed vindictively to seize upon her.

Ursula followed him, and found in the lobby a thin woman with a whitish skin, not ill-dressed in a grey costume and a purple hat.

'I called about Vernon,' said the woman, speaking in a refined accent. There was about the woman altogether an appearance of refinement and of cleanliness, curiously contradicted by her half-beggar's deportment, and a sense of her being unpleasant to touch, like something going bad inside. She was neither a lady nor an ordinary working man's wife, but a creature separate from society. By her dress she was not poor.

Ursula knew at once that she was Williams' mother, and that he was Vernon. She remembered that he was always clean, and well-dressed, in a

sailor suit. And he had this same peculiar, half-transparent unwholesomeness, rather like a corpse.

'I wasn't able to send him to school today,' continued the woman, with a false grace of manner. 'He came home last night so ill - he was violently sick - I thought I should have to send for the doctor. - You know he has a weak heart.'

The woman looked at Ursula with her pale, dead eyes.

She stood still with repulsion and uncertainty. Mr Harby, large and male, with his overhanging moustache, stood by with a slight, ugly smile at the corner of his eyes. The woman went on insidiously, not quite human:

'Oh yes, he has had heart disease ever since he was a child. That is why he isn't very regular at school. And it is very bad to beat him. He was awfully ill this morning - I shall call on the doctor as I go back.'

'Who is staying with him now, then?' put in the deep voice of the schoolmaster, cunningly.

'Oh, I left him with a woman who comes in to help me - and who understands him. But I shall call in the doctor on my way home.'

Ursula stood still. She felt vague threats in all this. But the woman was so utterly strange to her, that she did not understand.

'He told me he had been beaten,' continued the woman, 'and when I undressed him to put him to bed, his body was covered with marks - I could show them to any doctor.'

Mr Harby looked at Ursula to answer. She began to understand. The woman was threatening to take out a charge of assault on her son against her. Perhaps she wanted money.

'I caned him,' she said. 'He was so much trouble.'

'I'm sorry if he was troublesome,' said the woman, 'but he must have been shamefully beaten. I could show the marks to any doctor. I'm sure it isn't allowed, if it was known.'

'I caned him while he kept kicking me,' said Ursula, getting angry because she was half-excusing herself, Mr Harby standing there with the twinkle at the side of his eyes, enjoying the dilemma of the two women.

'I'm sure I'm sorry if he behaved badly,' said the woman. 'But I can't think he deserved treating as he had been. I can't send him to school, and really can't afford to pay the doctor. - Is it allowed for the teacher to beat the children like that, Mr Harby?'

The headmaster refused to answer. Ursula loathed herself, and loathed Mr Harby with his twinkling cunning and malice on the occasion. The other miserable woman watched her chance.

'It is an expense to me, and I have a great struggle to keep my boy decent.'

Ursula still would not answer. She looked out at the asphalt yard, where a dirty rag of paper was blowing.

'And it isn't allowed to beat a child like that, I am sure, especially when he is delicate.'

Ursula stared with a set face on the yard, as if she did not hear. She loathed all this, and had ceased to feel or to exist.

'Though I know he is troublesome sometimes – but I think it was too much. His body is covered with marks.'

Mr Harby stood sturdy and unmoved, waiting now to have done, with the twinkling, tiny wrinkles of an ironical smile at the corners of his eyes. He felt himself master of the situation.

'And he was violently sick. I couldn't possibly send him to school today. He couldn't keep his head up.'

Yet she had no answer.

'You will understand, Sir, why he is absent,' she said, turning to Mr Harby.

'Oh, yes,' he said, rough and off-hand. Ursula detested him for his male triumph. And she loathed the woman. She loathed everything.

'You will try to have it remembered, Sir, that he has a weak heart. He is so sick after these things.'

'Yes,' said the headmaster, 'I'll see about it.'

'I know he is troublesome,' the woman only addressed herself to the male now – 'but if you could have him punished without beating – he is really delicate.'

Ursula was beginning to feel upset. Harby stood in rather superb mastery, the woman cringing to him to tickle him as one tickles trout.

'I had come to explain why he was away this morning, Sir. You will understand.'

She held out her hand. Harby took it and let it go, surprised and angry.

'Good morning,' she said, and she gave her gloved, seedy hand to Ursula. She was not ill-looking, and had a curious insinuating way, very distasteful yet effective.

'Good morning, Mr Harby, and thank you.'

The figure in the grey costume and the purple hat was going across the school yard with a curious lingering walk. Ursula felt a strange pity for her, and revulsion from her. She shuddered. She went into the school again.

The next morning Williams turned up, looking paler than ever, very neat and nicely dressed in his sailor blouse. He glanced at Ursula with a half-smile: cunning, subdued, ready to do as she told him. There was something about him that made her shiver. She loathed the idea of having laid hands on him. His elder brother was standing outside the gate at play-time, a youth of about fifteen, tall and thin and pale. He raised his hat, almost like a gentleman. But there was something subdued, insidious about him too.

'Who is it?' said Ursula.

'It's the big Williams,' said Violet Harby roughly. 'She was here yesterday, wasn't she?'

'Yes.'

'It's no good her coming – her character's not good enough for her to make any trouble.'

Ursula shrank from the brutality and the scandal. But it had some vague, horrid fascination. How sordid everything seemed! She felt sorry for the queer woman with the lingering walk, and those queer, insidious boys. The Williams in her class was wrong somewhere. How nasty it was altogether.

So the battle went on till her heart was sick. She had several more boys to subjugate before she could establish herself. And Mr Harby hated her almost as if she were a man. She knew now that nothing but a thrashing would settle some of the big louts who wanted to play cat and mouse with her. Mr Harby would not give them the thrashing if he could help it. For he hated the teacher, the stuck-up, insolent high-school miss with her independence.

'Now, Wright, what have you done this time?' he would say genially to the boy who was sent to him from Standard Five for punishment. And he left the lad standing, lounging, wasting his time.

So that Ursula would appeal no more to the headmaster, but, when she was driven wild, she seized her cane, and slashed the boy who was insolent to her, over head and ears and hands. And at length they were afraid of her, she had them in order.

But she had paid a great price out of her own soul, to do this. It seemed as if a great flame had gone through her and burnt her sensitive tissue. She who shrank from the thought of physical suffering in any form, had been forced to fight and beat with a cane and rouse all her instincts to hurt. And afterwards she had been forced to endure the sound of their blubbing and desolation, when she had broken them to order.

Oh, and sometimes she felt as if she would go mad. What did it matter, what did it matter if their books were dirty and they did not obey? She would rather, in reality, that they disobeyed the whole rules of the school, than that they should be beaten, broken, reduced to this crying, hopeless state. She would rather bear all their insults and insolences a thousand times than reduce herself and them to this. Bitterly she repented having got beside herself, and having tackled the boy she had beaten.

Yet it had to be so. She did not want to do it. Yet she had to. Oh why, why had she leagued herself to this evil system where she must brutalize herself to live? Why had she become a school teacher, why, why?

The children had forced her to the beatings. No, she did not pity them. She had come to them full of kindness and love, and they would have torn her to pieces. They chose Mr Harby. Well then, they must know her as well as Mr Harby, they must first be subjugate to her. For she was not going to be made nought, no, neither by them, nor by Mr Harby, nor by all the system around her. She was not going to be put down, prevented from standing free. It was not to be said of her, she could not take her place and carry out her task. She would fight and hold her place in this state also, in the world of work and man's convention.

## Last Lesson of the Afternoon

When will the bell ring, and end this weariness?  
 How long have they tugged the leash, and strained apart,  
 My pack of unruly hounds! I cannot start  
 Them again on a quarry of knowledge they hate to hunt,  
 I can haul them and urge them no more.

No longer now can I endure the brunt  
 Of the books that lie out on the desks; a full threescore  
 Of several insults of blotted pages, and scrawl  
 Of slovenly work that they have offered me.  
 I am sick, and what on earth is the good of it all?  
 What good to them or me, I cannot see!

So, shall I take:

My last dear fuel of life to heap on my soul  
 And kindle my will to a flame that shall consume  
 Their dross of indifference; and take the toll  
 Of their insults in punishment? - I will not! -

I will not waste my soul and my strength for this.  
 What do I care for all that they do amiss!  
 What is the point of this teaching of mine, and of this  
 Learning of theirs? It all goes down the same abyss.

What does it matter to me, if they can write  
 A description of a dog, or if they can't?  
 What is the point? To us both, it is all my aunt!  
 And yet I'm supposed to care, with all my might.

I do not, and will not; they won't and they don't;  
 and that's all!  
 I shall keep my strength for myself; they can keep  
 theirs as well.  
 Why should we beat our heads against the wall  
 Of each other? I shall sit and wait for the bell.

D. H. LAWRENCE

From Clarizio et al.

## READING 44

# Punishment: A New Look

Harvey Clarizio

### OBJECTIONS TO THE USE OF PUNISHMENT

Punishment is as old as human history. It is an inevitable part of everyone's learning history. Indications are that punishment is here to stay. And by the usual standards of scientific merit—efficiency and effectiveness—the research findings on the use of punishment as a means of modifying troublesome behavior should evoke admiration (Baer, 1971). The use of negative consequences has been disavowed, however, on both moral and scientific grounds.

#### *Moral Objections*

From a moral viewpoint, the word punishment connotes inhumane treatment, negative attitudes, and hostile acts. If successful, punishment forces the person to do something against his will. Baer suggests that much of our revulsion regarding punishment is based on our reactions against the snake-pitlike conditions found many years ago in our state hospitals and prisons. Advocating the use of punishment is, in the minds of many people, tantamount to asking them to forego years of progress in human reform. However, it is actually probably much more humane to subject people to a small number of brief painful experiences in exchange for the interminable pain of a lifelong maladjustment. Society must ask itself a basic question, namely, which punishment is tougher on the individual and which one lasts longer (Baer, 1971).

#### *Scientific Objections*

Traditionally, certain specific objections have been raised on scientific grounds against the use of punishment as a behavior modification technique. The cautions to be discussed suggest that if punishment is to be used as a means of changing behavior, its use should be judiciously applied. As Bandura (1969) notes, "Because of the varied and complex effects of punishment particularly when socially mediated, it must be employed with care and skill in programs of behavioral change." Let us at this point consider five of the most common scientific criticisms leveled against punishment.

**Short-Term Effects.** Laboratory studies that have been conducted on animals suggested that punishment does not eliminate the maladaptive response. Instead, it merely slowed down the rate at which the troublesome behaviors were emitted. How many times have you scolded a student, kept him in from recess, retained him after school, put him out in the hall, threatened to lower his grade, or sent him to the principal's office, only to find that he engages in the very same misbehavior after a short while?

**Lack of Direction.** Punishment simply serves notice to stop inappropriate behaviors. It does not indicate to the student what behaviors are appropriate in the situation. How often do we catch ourselves saying things such as, "George, stop that and do what you're supposed to be doing." "Sally, quit that fooling around and do it right." "Pete, do you have to do that? Settle down!" "Don, get with it!" Our verbal reprimands make it painfully clear to students what we want them to do. Consequently, the student may frequently not know exactly how to remedy the situation.

**Escape and Avoidance Behaviors.** Foremost among the unfavorable side effects of punishment is the development of avoidance behaviors. We have a strong tendency to avoid contact with individuals and situations that we find unpleasant. Often these resulting escape and avoidance behaviors (truancy, lying, cheating, etc.) may be more unwholesome than the behavior that the original punishment was designed to eliminate. Moreover, once these escape behaviors become established, they can be difficult to eliminate. One especially unfortunate consequence of escape behaviors is an avoidance of teachers and/or other change agents. This can be a particularly serious hindrance, since it deprives the student of the opportunity to learn both attitudes and behaviors normally acquired through unforced modeling.

**Constricted Behavior.** There are two other consequences that can stem from the use of punishment: the inhibition of socially desirable behaviors and the development of personal rigidity. The effects of punishment are not always confined to the behaviors that we want eliminated. Harsh punishments, especially those applied over lengthy periods of time, can also lead to the inhibition of socially desirable behaviors and to a loss of spontaneity. In other words, the punished student may come to suppress socially acceptable patterns of behavior that are not in need of censor. As a consequence of overgeneralization to other aspects of behavior, the student may also become less flexible in his adjustment.

**Setting a Bad Example.** On many occasions, the teacher's words or direct teachings say one thing to the student, while his actions or indirect teachings say something contradictory. Unwittingly, parents and teachers provide a clear-cut model of the very behavior from which they want their children or students to refrain.

Despite the limitations associated with this technique, many psychologists now contend that certain negative sanctions, if properly applied, can assist in eliminating detrimental patterns of adjustment. As we will see shortly, the undesirable by-products are not necessarily inherent in punishment, but stem from the faulty fashion in which they are applied. Indeed, considerable human behavior is changed and maintained by natural aversive consequences without any ill effects. To

avoid painful consequences, we put on warm clothes to protect against the cold, we walk along the side of the road, we run from falling objects, we try not to fall down, we drive properly so that we do not lose our driver's license, we guard ourselves in various ways so that we do not get jilted by girl friends, we try to be careful in our business transactions so that we do not lose money, we work industriously and get along with our superiors to avoid the unpleasant consequences of losing our jobs, and so forth. We engage in a great deal of behavior simply to avoid pain, and our personalities do not become warped as a result. Few would criticize the use of punishment in teaching young children to stay out of busy streets, to keep their hands off of hot stoves, or to refrain from inserting metal objects in electric wall sockets (Bandura, 1969).

The use of punishment as an intervention technique is necessary because it is impossible to guide children effectively through the use of only positive reinforcement and extinction. Ausubel (1961), among others, rejects the idea that only "positive" forms of discipline are beneficial. He points out that a child does not come to regard rudeness as an undesirable form of behavior simply by reinforcing respect for others. As Ausubel (1961) asserts, "... it is impossible for children to learn what is not approved and tolerated simply by generalizing in reverse from the approval they receive for the behavior that is acceptable."

#### GUIDELINES TOWARD A MORE EFFECTIVE USE OF PUNISHMENT

Punishment should be used in a corrective way. It is designed to help the student improve now and in the future. It is not to retaliate for wrongdoing in the past. Punishment prompted by teacher mood has no place in the classroom. Moral indignation may make the teacher feel better, but it will not change student behavior. Punishment is to be used in a rational, systematic way, designed to improve student behavior, not to provide a cathartic effect for the punishment agent.

Ideally, punishment should be inherent in the situation instead of an expression of the power of one person over another. In other words, punishment should express the reality of the social or physical situation. The idea is to let children experience the unpleasant but natural or logical result of their own actions. Used in this way, we can

minimize or avoid the dangers associated with one human being's delivering punishment to another.

The role of the teacher is to be that of a friendly, interested, and objective bystander. Note that it is the tone of the teacher's voice that provides a true barometer of the teacher's attitudes toward the child. On the occasions that it is necessary for one human being (e.g., a teacher, principal, or peer group) to punish another human being (e.g., a student), it should be done in an impersonal, matter-of-fact way. The punishing agent must guard against the tendency to yell or scold, since this often reinforces unacceptable behavior and indicates that your attitude is one of revenge. The nature of the punishment and the manner of presenting it should avoid the arousal of strong emotional responses in the person punished. The use of a behavioral contract, in which the student has a choice in consequences (as well as goals), can prove helpful in this regard.

Teachers must be consistent in their use of punishment. Ideally, the target behavior should be punished each time it occurs. Once the student has learned the habit of not responding in a particular way, intermittent punishment should be used. Once a good rule has been agreed on, the youngster who violates it should experience the unpleasant consequences of his misbehavior. Excuses and promises are not accepted. There is to be no escape from the unpleasant consequences of one's actions. Acceptance of rationalizations only serves to promote social and personal irresponsibility. Insist on performance. A youngster should be given only one warning or signal before punishment is delivered. The warning may eliminate the need for punishment. Even when the warning proves ineffective, it adds an element of fairness to what follows. On the occasions when the warning fails to deter unacceptable behavior, extended discussion or reasoning is contraindicated, since teacher attention tends to strengthen unacceptable behavior.

The severity of punishment is one factor known to influence its effectiveness. It is generally better to administer the punishment in full force. The greater the intensity, the greater the reduction in misbehavior. Of course, some degree of effectiveness must be traded for a reasonable degree of moderation in intensity (Walters and Grusec, 1977). However, try to avoid extended periods of punishment, particularly where low intensity punishments are used. Letting the youngster experience the maximum intensity of the punishment is more

humane and effective than exposing him to a prolonged series of lesser punishments. A firmly presented time-out period is more effective than several "no's" of increasing loudness.

Severity or intensity is not the only, nor the most important, factor influencing the effectiveness of punishment. For example, other factors such as the rationality, contingency, certainty, and immediacy of punishment are more important than severity. Even weak punishment, used therapeutically in conjunction with positive reinforcement of appropriate behaviors, can produce enduring changes where severe punishment alone fails (Bandura, 1973).

One strategy designed to promote a durable elimination involves the combined use of punishment and reward. Various research studies indicate that this combination is much more effective and efficient than the use of punishment alone. Punishment reminds the student what not to do. The reward of appropriate alternative behaviors tells the student what he or she should do.

Timing plays an important role in determining the effectiveness of punishment. Available evidence indicates, rather consistently, that children who are punished early in a given sequence of misbehavior develop greater resistance to temptation than those who are punished only after completion of the misdeed. Punishing a child after he has stolen something leaves the initial phases of interest, intention, and approach relatively unaffected.

To guard against behavioral constriction we must reward acceptable behaviors that are related or similar in nature to the ones being punished. For instance, hitting others may be punished, but desirable assertiveness may be rewarded. This sort of selective reinforcement greatly assists the student to discriminate what behaviors are acceptable for a given situation.

Remove or reduce the *magnitude* and *frequency* of the rewards that are maintaining misbehavior. Punishment works much more effectively and efficiently once the rewards that maintain misbehavior are eliminated or decreased. Be certain that the delivery of punishment is not associated with the giving of reinforcement. For example, if removal from the group is a rewarding experience, then it will not be effective in modifying the target behavior.

Punishment should be used to foster self-direction. The use of behavior contracts is helpful because it promotes self-direction by having the student assume responsibility for his own behavior.

The basic rationale is to provide opportunities for some degree of choice in determining one's goals and to let the student experience the consequences of his or her actions. Allowing the student to end the punishment when behavior improves also facilitates self-direction.

It is important that the use of punishment requires little of the teacher's time and energy. If delivery of the punishment causes fatigue, the teacher is apt to stop the delivery of punishment because he or she is tired, not because the misbehavior has improved.

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#### READING 45

### The Concept of Punishment

Fritz Redl

#### PROFESSIONAL USE OF THE WORD "PUNISHMENT"

As educators or clinicians, our behavior toward children deserves the name "punishment" only if it is done with a *clearcut goal to help the child*. Thus, it is always a means to an end, and is always employed for the sake of the basic welfare and growth needs of the individuals involved. Whether the actual punishment administered under this policy was correct or helpful; or whether it was stupid, mistaken, wrongly handled; or whether it backfired in its intended effect, is not the point here, as we try to *define our terms*.

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Original article presented at the American Orthopsychiatric Association meeting, 1959. Reprinted with permission of the author.

It is equally obvious that the use of punishment implies an attempt to produce an experience for the child which is *unpleasant*. It is based on the assumption that sometimes the affliction of an unpleasant experience may mobilize "something" in a child that gets him to think or change his behavior, a change which, without such a "boost" from without, would not have occurred. Tying those two aspects of punishment as viewed in the total cabinet of the professional educator or clinician together, we might arrive at the following definition, which I think serves our purpose for the time being:

I refer by the term "punishment" to: a *planful attempt by the adult to influence either the behavior or the long-range development of a child or a group of children, for their own benefit, by exposing them to an unpleasant experience*.

The inclusion of the statement that it has to be a "planful attempt, guided by the benefit of the children as a goal," excludes all simple outcropping of adult sadism, bad temper, or personal vengefulness, as well as the use of the child as a prop to assuage one's own anxiety. The statement that all punishment aims at using the production of an "unpleasant" experience in the child marks this intervention technique as different from others. It also raises the crucial question which underlies all speculations about the wisdom of punishment as a tool in a given case: Just what is there to the underlying assumption that producing an unpleasant experience in a child is going to help him rally better to reason and control than he was able to before? For this is obviously the *only assumption* on the basis of which any educational or clinical use of punishment makes any sense at all.

#### ANALYSIS OF THE PUNISHMENT EXPERIENCE

"You can lead a horse to water, but you can't make him drink." This age-old saying is rather trite, but many a punishment discussion I have been in would have benefited if this had been written in bold script on the blackboard before it started. For what counts most in punishment is not what we do to the child, but what the child does with the experience to which we have exposed him. To make a long story short, *this is what must happen within the child if things go well:*

1. The child experiences the displeasure to which we expose him. This "displeasure" can be the loss of a privilege or pleasure he took for granted, or the exposure to something that is unpleasant or even "painful" in some way or other. Or both. For instance, I can take away his dessert, I can sock him one, or I can insist that he stay in his room while he hears the others playing outside.
2. Whether the displeasure be in the form of frustration or pain on some level, it is bound to produce an *upsurge of anger* in the child. This anger may not be conscious, nor does it have to be strong. But it is normal for the human to react to frustration or pain with an upsurge of fury.
3. The child clearly perceives—at least after the first few moments, the difference between the

*source of his predicament and the real causes.* The source of his predicament is obviously the adult who inflicted the punishment, or the institution which made him do so. The cause for his predicament, however, is equally obviously *his own previous misbehavior*, for without it the adult would not have imposed the punishment to begin with.

4. The child now directs the anger produced in him by his predicament, not against the source of his trouble but at its cause: *he gets mad at himself* and realizes he would have avoided all this had he only shown more impulse control and wisdom in his actions to begin with.
5. He does, however, not only get a little "mad at himself," but he *transforms* this self-directed aggression into *energy that can be used* for his own benefit. By "transforms" we refer to a process by which what was originally personalized fury or self-hatred can be changed into neutralized energy, now available for a multitude of more sublimed ends.
6. He uses this energy, drawn from his fury about his predicament, for two purposes: (a) he forces himself to regret what he did; (b) he forces himself into a sort of "New Year's resolution": "I'll sure not be dumb enough to get myself into a situation like this next time."
7. In a future temptation of somewhat similar kind, he can make use of the image left from the previous incident, and can mobilize self-control power before the act. The previous punishment experience has helped him, not only toward better insight, but also left him with increased energies for temptation resistance.

These, basically, are the steps every child goes through each time a punishment experience to which he was exposed is "handled well" by him—even though these steps are, of course, not really experienced clearly in the process. They are the *condition* for a constructive use of punishment experience by a child.

*How do we know if this can work?* It would be easy, with the above outline in hand like a "map," to predict exactly just what could go wrong with the way a child handles his punishment experience and what conditions must be met within a given punishment plan to make a successful ending most likely. It would be easy—but it would take an

estimated eighty pages to do it, so let's skip it for the time being. Let's select what seem to me the five most crucial items in this picture—leaving a dozen or so just about as crucial ones unmentioned for now:

1. From what we know about the child, is the specific form of displeasure which we selected for a given punishment situation likely to be used by him as an incentive for concern, or is it either going to roll off him without impact, or throw him into a tizzy of irrational response?

**Examples.** Some children prefer to sit in their room and masturbate anyway, rather than participate in a competitive game with dubious results for them. Sending such a child to his room won't even be experienced as punishment, no matter what name we may want to give the procedure. Or: A really good moral masochist loves to feel sorry for himself and nurse his grudge against the world, which has "done him wrong." Most punishments, for him, do not hold much displeasure, and what little they hold he turns around into self-pitying delight or juicy gratification of a perverted need. Or: Being sent back to stay in one's room as punishment for some misdeed or other, might, in itself, be a good "displeasure dose" to rattle a given child into more thoughtful self-appraisal. Only—we sent him back while his neighborhood gang was just coming to pick him up for a ball game, and the things we said while we sent him back would be likely to make any self-respecting and emancipation-hungry teenager cringe with unconquerable shame. Or: Some children are "allergic" to being alone in a small room. Being sent into one for punishment would produce unbearable panic in them. They are allergic to this type of experience, so you can't use it on them no matter how well they may have "deserved it."

2. From what we know about the child—is he going to be able to differentiate between "source" and "cause" for his predicament under the impact of the specific punishment experience which I have provided for him? If the answer to that is no, then you had better save yourself the trouble. Your punishment won't work, and whatever momentary benefit you draw from it will be badly outweighed by the negative side-effects.

**Examples.** Very little children do not have such discrimination well developed yet. A small child, bumping his head against the table, is likely to turn around and hit the table in revenge for "what it did

to him." He is incapable of differentiating the source of his trouble (the contact with the table) from its cause (his own clumsy movement, and not looking where he was going). Some older children regress to that level under the impact of displeasure or pain. If that is so, punishment has no chance to help. Or: Some people are quite capable of making such distinctions, but they don't want to make them. It is much more gratifying to hate the cop who gave one the ticket than to admit one wasn't driving as one should have. Especially children who are still in the grip of a concerted effort to view the adult as hostile and to deny their own participation in the events of their lives, will construe any experience of displeasure as a "personalized wrong coming from a hateful opponent" rather than consider it a challenge to revise their own style of life. As long as they are in that stage, even the most clear-cut form of punishment is going to backfire.

3. From what we know about the child—is he going to be able to turn his aggression in the right direction, under the impact of the punishment experience? By the "right direction" we mean, of course, toward that part of himself that made him misbehave, instead of toward the punishing adult, the institution, the world at large, God, or the Universe—or the child in the upper bunk.

**Example.** Some children are quite capable of knowing and admitting that they were in the wrong and "deserved what they got." Yet, their ego is still totally incapable of coping with any amount of frustration or aggression in a constructive way. Thus, even when correctly mad at themselves, they will have to pour their fury at the people and things around them, or they simply explode into an orgy of diffuse and frantic aggression-discharge. This is especially true for our hyperaggressive child: even at the stage when they begin to feel guilty for what they did, as we hoped they eventually would, they still have not developed enough ego skills to cope with guilt feelings adequately. So, even though they know they are at fault themselves, their aggression still is poured toward the world outside them. As long as that is true, even otherwise well planned "punishments" are of no avail.

4. From what we know about the child—is he capable of sifting and transforming the anger we produced in him through our punishment, into the type of energy that can be used for increased insight and self-control? Among all the puzzles, this is probably the most serious one. For, even if the child gets correctly made at himself instead of at

nique, sort of clearcut and very concrete, and much more 'definite' than most of the other intervention techniques we talked so much about?" The answer to that is: Yes. That's exactly what I am trying to convey. The idea that punishment is a simple, clearcut technique belongs in the chapter of optical illusions. What the *adult* does in an act of punishment may be as simple and clearcut as a kick in the pants. What the kid does with this experience and how he reacts to it is anything but simple and clearcut. It involves the most sensitive and vital organs of his psychological organism, as I have just tried to show. In this respect, punishment is much more comparable to a case of surgical intervention than to what you see happen when the guy at the delicatessen slices that salami for you with a sharp knife.

Unfortunately, I have to make it even more complicated, especially when we think of punishment in relation to a disturbed child. The prevalent thinking of the layman still puts most of his effort into finding the "best" form of punishment, having the educator impose it on the child—and from here on in he expects the effect to be sort of automatic.

Fortunately, we already know better than that. We know that even a well planned play experience for a child may need constant support during the time when the child is supposed to be exposed to it, or may need some post-situational followup. This principle, again, is not new. Remember the time spent not only in figuring what game should be selected in the evening, but also on just how we give the children the support they need to live through the game successfully once it gets under

way? Remember how important we felt it was not only to physically hold a child when that becomes necessary, but to help him get through this experience without misinterpreting it? Remember how important it was to stick around all through their tantrums, even after we didn't have to hold them anymore, just so we can catch that moment when the child needs or is ready for some activity he can hang onto and pull himself together again?

All this is as true of "punishments" as it is of other experiences in our children's lives. Thus, our responsibility is not ended with the decision to send that child to his room, or to tell him he has to pay part of the damage he has done to the other boy's toy for the next two paydays. The safe-guarding of the right effect of a punishment experience is a job that continues as long as that experience lasts, and the real help to make sense out of it all often occurs much later in a postsituational exploitation of the kid's reaction to it. Whenever we figure on any kind of punishment for our children, therefore, it is important to plan just as much for in-situational and post-situational support, as it is to decide what kind of punishment should be tried to begin with. Even a well designed punishment will backfire badly if for some reason we are not able to give the child the support he needs going through it, without distortions, and "learn" from it what we wanted him to learn. With the act of punishment our work with the child on this issue does not end. It only begins. . . . If you ever thought of using punishment in some situations because it "saves trouble" or makes things work more simply, you'd better give that daydream up in a hurry.

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RHODES UNIVERSITY EDUCATION DEPARTMENTABOUT TO TEACH 1983

## 1. RESULTS OF QUESTIONNAIRE ABOUT PRACTICE TEACHING:

- | A. <u>LOOKING FORWARD TO:</u>               | B. <u>BIGGEST CHALLENGES:</u>                |
|---|--|
| 1. teaching a class                         | 1. making lessons interesting                |
| 2. being in a genuine class-room situation. | 2. at what level to pitch lessons.           |
| 3. putting methods into practice            | 3. how to plan lessons                       |
| 4. understanding children better            | 4. dealing with unexpected questions         |
| 5. testing my own ideas                     | 5. being evaluated                           |
| 6. coping with real-life problems.          | 6. keeping order in the class                |
| 7. preparing lessons                        | 7. being in a 'false' situation              |
| 8. guidance from experienced teachers       | 8. coping with insolence                     |
| 9. extra-mural contact                      | 9. being regarded as only a student          |
| 10. eliciting and answering questions       | 10. finishing on time                        |
| 11. having my lesson evaluated              | 11. use of overhead projector and other aids |
| 12. being part of a staff group             | 12. being regarded as a nuisance             |
|   | 13. fitting into the staffroom               |
|   | 14. not knowing names of pupils              |
|   | 15. setting homework                         |
|   | 16. what to wear.                            |

SOME ADDITIONAL SUGGESTIONS

- |   |  |
|---|--|
| reaching and interesting pupils         | establishing rapport, avoiding familiarity |
| gaining confidence                      | having efficient creativity                |
| picking up ideas                        | revealing my lack of confidence            |
| testing my vocation and my role         | not giving too much advice                 |
| sharing experiences with other students | being open to others' ideas                |
| giving my life purpose                  | achieving what you set out to do           |
| seeing the school library               | fitting preparation into time available    |
| guidance from lecturers                 | being fluent.                              |

TOWARDS INTERESTING AND  
SUCCESSFUL LESSONS  
THE TEACHER'S ARMOURY

Personal Attributes

|             |   |   |
|-------------|---|---|
| Appearance  | - | acceptable standard                         |
| Expression  | - | smile,                                      |
| Eye contact | - | look at pupils                              |
| Alertness   | - | keep pupils awake as well.                  |
| Confidence  | - | knowing what you are doing                  |
| Voice       | - | modulation, no monotony                     |
| Enthusiasm  | - | arouse interest/excitement/atmosphere       |
| Dramatic    | - | act a part                                  |
| Ideas       | - | being original                              |
| Questions   | - | two-way communication                       |
| Imitation   | - | your own best teachers, other personalities |
| Pace        | - | never allow a lesson to drag.               |

Aids

|              |   |  |
|--------------|---|--|
| Audio        | : | silence, noise, voice, radio, tape recorder, record player, whistle, gun, bugle, music, guitar.                            |
| Visual       | : | pictures, samples, diagrams, films, slides, overhead projectors, blackboard, projector, visits, colour, displays, puppets. |
| Tactile      | : | samples, bring their own, touch  |
| Mental       | : | stories, relate unknown to the known, use the child's experience.  |
| Experiential | : | make them <u>do</u> , experiment, act, move, say, discuss, work in groups.   |

GENERAL

|                           |   |                                     |
|---------------------------|---|-------------------------------------|
| Enjoy what you're doing   | - | enjoyment is infectious             |
| Be yourself               | - | do it your way                      |
| Relax                     | - | laugh at yourself occasionally      |
| Monitor pupils' reactions | - | be aware of their response          |
| Admit limitations         | - | say "I don't know."                 |
| Have confidence           | - | you are a teacher, they are pupils. |

## Some random examples of ORIGINAL IDEAS

- (i) A hairdrier to demonstrate WIND.
- (ii) A starter's gun - noise of a SHOT.
- (iii) Half the class outside - illustrate 50%
- (iv) Polaroid sunglasses - LIGHT RAYS.
- (v) OHP, compasses, iron filings - MAGNETIC FIELD.
- (vi) Recording of sea and gulls - NAVAL POEM.
- (vii) Bathroom scale - MASS & lbs/sq. in.
- (viii) Enactment of Post Office scene - Xhosa vocab.
- (ix) Aerial slides of Gamtoos valley - RIVER SYSTEM.
- (x) Drops in the ocean - AVOGADRO'S NUMBER

NOTE: Pupils themselves in the ORALS often use very good illustrative material: e.g. guns, homing pigeons, machinery, camera.

HOW TO PLAN A LESSON

Time: 35 mins (Effectively 30-32 mins)

STEPS

1. Decide WHAT you are going to teach:  
Select a package that will fit into 32 mins. and decide on the number of points/facts/principles/methods the class could cope with in the time available. NB It is better to do one or two well than many only fairly well.
2. INTRODUCTION  
It is here that the lesson is often won or lost - this is the moment for INSPIRATION, ORIGINALITY, ATMOSPHERE. The class must know what the lesson is about - a main heading on the blackboard or OHP is advisable.
3. TEACH  
Put across the new knowledge/method/principle as simply and clearly as you can and RELATE IT TO WHAT THEY KNOW OR UNDERSTAND.
  - (i) tack it on to previous work
  - (ii) tell a story
  - (iii) use an analogy about everyday life
  - (iv) illustrate
  - (v) explain purpose of the section.
4. INVOLVE THE PUPILS  
They must now PARTICIPATE - do an example, act, experience, respond, experiment - preferably ONE STEP at a time.
5. CONSOLIDATE  
Let them do one or two more examples or continue with the task for a set time.
6. CHECK  
Ask pointed questions quickly (preferably selected individuals). Never say: "Do you all understand?"
7. QUESTIONS  
Allow a brief opportunity for questions from pupils. Do not necessarily answer them all. Some may be irrelevant, some reveal individual attention is needed, some are better stored for the next lesson.
8. END  
Come to a definite END. Draw threads together and conclude. The last act might have been to set selected homework to consolidate the work. i.e. related to the lesson taught  
Do not start new work if you have one or two minutes over.

## NOTES:

- (i) Everything must be worked out beforehand, especially (a) what activities will take place, what examples/homework will be set and what aids you will use.

- (ii) The lesson may not go exactly as you planned it to - use your common sense and initiative without being inflexible. At least you have your plans and KNOW WHAT YOU ARE DOING. Pupils always sense and respect this in a teacher.

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AT WHAT LEVEL TO PITCH A LESSON

A lesson over the heads of pupils or one too simple and unchallenging will not achieve the desired goal.

Some guidelines:

1. Consult the subject teacher about the class's ability level and recently-acquired knowledge.
  2. Check the textbook for examples, tasks and how it handles subject matter.
  3. Always SIMPLIFY downwards - relate subject to their experience - something they know.
  4. Use the easier word rather than the more difficult one.
  5. Simple illustrations are normally much appreciated - you seldom can become too elementary, even with a Std 10 class.
  6. Pupils delight in teachers they can understand, but will always criticise a teacher who does not EXPLAIN the work.
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CLASSROOM MANAGEMENT, PRACTICE TEACHING.SUGGESTIONS

1. The school's discipline system - know this in advance.
2. First sign of problem - decide whether to act or ignore it.
3. ACTION

(a) First Step

Stop what you are doing - look at the individual concerned - tell him/her to stand up - ask his name - tell him to see you at the end of the period.

(At the end of the period choke him off quietly but very firmly, and warn him that he will be dealt with next time.)

(b) Second Step - if trouble persists.

Stop lesson - call him to the front - give him a note and send him to the Standard Head/Housemaster/Deputy Head/Headmaster (whatever system operates in the school) to be dealt with. Tell him to have the note signed by that person and bring it back. The note should read:

'John Smith (7b) has been disobedient/talkative/insolent/a nuisance in class after a warning.

Please deal with him.

(Miss) S. Jackson. '

(Check details of the incident with that person (e.g Deputy) after class, at break or after school).

4. EMERGENCY ACTION

If it is a serious case of misconduct, stop the class, take the miscreant along with you to the office, explain the exact nature of the offence to higher authority and leave him there to be dealt with. Return to class and carry on with the lesson as if nothing has happened.

5. CLASS MISCONDUCT

It is normally inadvisable to punish a whole class or a large group unless you are certain that they are all guilty. The innocent should not as a rule suffer with the guilty; it is far better to discover the guilty ones and deal with them, even if some escape the net.

If you cannot establish who is guilty, keep the whole class in for 3 minutes of their break or after school, then release them expressing your disgust at the unknown persons' lack of courage.

If pupils own up, proceed as in 3 (a),(b) or 4 above.

AVOID.....wasting class time, making threats you cannot carry out, losing your cool, striking a pupil, imposing unwieldy punishments that require checking, supervision or administration, or have no educational value.