



# LOVEMUSTACT

*Partnerships for Sustainable Education*

*"Love Must Act as light must shine and fire must burn."  
-Fr. James Otis Sargent Huntington, OHC*

---

## Choosing Adventure



The Foundation Phase play this year was based on a book by South African children's author Chris van Wyk, *Mr. Hare Meets Mr. Mandela*. I read it out of curiosity of what a hare and Nelson Mandela might have to do with each other. The illustrations, by Paddy Bouma, portrayed Mr. Hare a

bit as Beatrix Potter might have, so I expected something similar in the story to Potter's. I was mistaken.

The story is about a hare who finds a R200 note one morning. It had appeared mysteriously overnight on his front mat. Because Mr. Mandela's picture was on it, Mr. Hare decides it must belong to the famous leader and sets out to return it.

This entails a visit to a never-before visited city, a place quite strange to the little rabbit, who was at home in the African bush. Accordingly, before leaving, Mr. Hare called a meeting of his animal neighbors under the baobab tree to tell them what was going on.

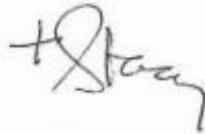
Now, one point of the story is mainly about the importance of reading, something you will see below is a particular strength of Holy Cross School. The city, after all, is named the City of Readers, and as Mrs. Elephant reminds her much smaller neighbor, everyone there can read and those who can't are learning to. This leads to a number of mishaps on Mr. Hare's journey, mostly having to do with the R200 note changing hands one way or another, sometimes planned and sometimes not, each time being replaced with a smaller denomination note, always a different color and with a different animal on one side but Mr. Mandela's picture on the front. So, one not so subtle message is about learning to read. After all, as Mr. Lion warns, those who can't are bound to repeat their mistakes.

But there is another message, perhaps a little more subtle. At the preparatory meeting, Mr. Hare is admonished by all his neighbors not to go to the city. Mr. Buffalo warns him that he'll get lost. Mr. Rhino asserts that everyone there is different in important ways than he is. Mrs. Elephant points out that he lacks the necessary skills. Mr. Lion predicts making mistakes. I love the hare's response to the lion. "Not me, kitty."

As important as the lesson about reading is, I like this one, the one Mr. Hare's example makes about doing the right thing even when everyone around you is telling you to do something else. The R200 note, after all, belonged to Mr. Mandela, or so he thought. He must return it. And that's that. No further discussion needed. It is a good lesson for children to learn. It is a good lesson for adults to remember.

Now, the book doesn't actually say this, but I hope it is also making a point about adventure. That's what happens on Mr. Hare's trip to the City of Readers. The story ends the next morning when Mr. Hare receives a surprise letter from Mr. Mandela thanking him for the visit. Inside is another R200 note. So, Mr. Hare chooses adventure again, and off he goes headed down the road to the City of Readers to return the note to Mr. Mandela. It is, after all, all about adventure too.

Agape,

A handwritten signature in black ink, appearing to read "Stacy" with a stylized initial.

Bishop Stacy Sauls  
Founder and President

Bishop Sauls' reflections appear on our [website](#) and our [Facebook page](#).

---



---

## Reading to Learn!

Holy Cross has always had a strong culture of reading, highlighted, in particular, by our involvement in reading camps but also reinforced by our two active libraries, our drop everything and read slots in Senior Primary, and our strong partnership with \*Funda Wande in Foundation Phase. However, we haven't previously had anything beyond our instinct to confirm that we are doing an excellent job teaching the children to read and inspiring them to become lifelong readers. We now have some hard data.

We recently participated in a city-wide state school and low-fee independent school literacy survey run by GADRA in partnership with Rhodes.

Children were tested for oral reading fluency and comprehension. You will probably have heard at some point that it was established that only 19% of



Grade 4s in South Africa could read for meaning in the language of learning and teaching of their school.

In the Makhanda (Grahamstown) test, the overall aggregate was that only 40% of children could read for comprehension. That's a good deal better than the national average, but still far from encouraging. We are pleased to report, however, that Holy Cross came out with a score of 81%, which means that all but 2 of our learners could read proficiently. Especially given the inclusive nature of our school, we are thrilled with this result.

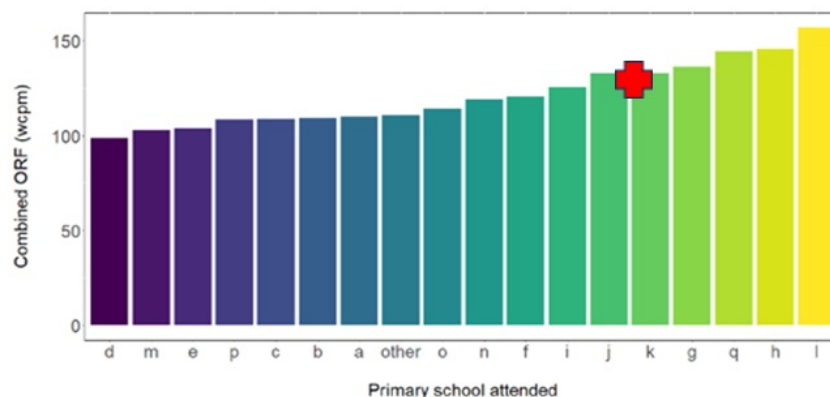
We also scored well on the city-wide literacy test for Grade 8s (reflecting on our Grade 7s of last year). Although our alums make up a small portion of the test pool, it is good to get this kind of external benchmarking, and given that the outcome is consistent with the GADRA\* study, we feel confident that we can claim that on the whole, our children are learning to read well. Only a high-fee private school and former Model C\* schools scored better than the readers we produced at Holy Cross.)

\*GADRA-Gadra Education is an NGO that creates education opportunities for young people in and around Grahamstown/Makhanda.

\*Funda Wande-A not-for-profit organization that aims to equip teachers to teach reading-for-meaning and calculating-with-confidence in Grades R-3 in South Africa.

\*Model C-Formerly semi-private structure used in the governance of whites-only government schools in South Africa.

The mean combined ORF scores were additionally factored by primary school to explore a possible relation between the primary school which learners previously attended, and their current reading fluency in grade 8. Figure 4 shows the mean ORF scores across primary schools. Learners who attended Primary school d (99 wcpm), Primary school m (103 wcpm), and Primary school e (104 wcpm) had the lowest mean ORF scores in the sample. Learners from Primary school h (146 wcpm), Primary school q (144 wcpm), and Primary school g (136 wcpm) had the highest mean ORF scores in the sample. The difference in reading fluency between the highest and lowest performing primary schools was 47 words correct per minute.



Love Must Act

### Partner Highlight

We want to issue a very special thank you to Ms. Lynda Glander and The Very Rev. Canon John Crean of



St. Margaret's Episcopal Church, Palm Desert, California, for these beautiful vestments, which you can see in use in these photos. Thank you!



---

**Help Love Last**



We hope you might consider a gift of thanksgiving to keep the work going. Gifts may be made [here](#) or by mail to:

3044 Bardstown Road, Ste. 242  
Louisville, KY 40205-3020

Thank you.

Act Now



Love Must Act, Inc. | 3044 Bardstown Road, Ste. 242, Louisville, KY 40205 6467120737

[Unsubscribe ajoyce@lovemustact.org](mailto:ajoyce@lovemustact.org)

[Update Profile](#) | [Constant Contact Data](#)

Notice

Sent by admin@lovemustact.org powered by



Try email marketing for free today!