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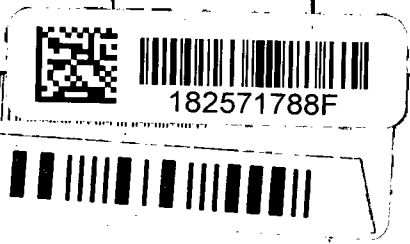
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FOREWORD

One of the important statutory functions of the Human Sciences Research Council is to provide information on education in the Republic of South Africa for the benefit of all those who need or are interested in such information.

This book is a revised and rewritten version of information publications issued by the former National Bureau of Educational and Social Research under the title Education in South Africa, the last issue of which appeared in 1964.

The purpose of this publication is to give, in easily digestible form, basic general information on the various aspects of the education of Whites in the Republic of South Africa for the benefit of

- research workers who require a general background to the study of education in South Africa;
- interested persons and organizations overseas as well as visitors to South Africa who desire some definite and well defined information on the South African educational system;
- immigrants and prospective immigrants to South Africa who need information not only on their own prospects in this country but also those of their children;
- anyone who wishes to acquire more than casual knowledge of educational conditions in South Africa.

The Human Sciences Research Council trusts that this effort will serve a good purpose in more ways than one.



PRESIDENT

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CHAPTER 1
INTRODUCTION

SOUTH AFRICA - LAND OF PROMISE

As a settled country South Africa is some 300 odd years old, but its peoples have crowded a moving history and the experience and background of milleniums into three short centuries.

When Jan van Riebeeck and his band of Dutch East India Company officials arrived at the foot of Table Mountain on 6th April, 1652 to start a refreshment station at the halfway point between Europe and the East Indies, they found a gloriously vast and open land inhabited by small wandering tribes of Hottentots and Bushmen and countless herds of wild animals. The great tide of Black men from the north was a thousand miles and more away, and the Europeans who slowly and peacefully penetrated inland in all directions would only meet it more than a century later on the eastern frontier. The Republic of South Africa as it exists to-day, was not a Black man's land when the Europeans started to settle it from the south in the second half of the seventeenth century.

The first "Free Burghers" received their little farms along the Liesbeek River close to Cape Town in 1657, and a new nation of White men, with a European background of five thousand years, was born at the southern tip of the "Dark Continent", the continent which European Powers scrambled into and conquered piecemeal in the nineteenth century, and out of which they scrambled headlong in the second half of the twentieth, leaving behind a melting pot of new Black states in the throes of finding their own identity.

The Dutch East India Company flourished, and the new little nation grew, slowly spreading across the mountains and along the great open plains, northwards, northwestwards, eastwards and

northeastwards, peacefully, settling land that belonged to nobody but the wild animals and the wandering tribes of Bushmen and Hottentots who were here to day and gone to morrow. Not only was a new nation born but a new language, Afrikaans, the youngest and in some ways the most virile of the great family of European Germanic languages. The birth of a new European language in Southern Africa, a language that holds its own among the great languages of Europe and has built up a literature that compares with the best, is perhaps the most remarkable event in the history of this part of the world.

The ranks of the new Afrikaner nation at the Cape, Dutch in origin, were swelled and enriched by new elements that came with time. In 1688 the French Huguenots came. A great number of German immigrants came, almost unnoticed, in the second half of the 18th and in the 19th century, as did others in small numbers, and in 1820 the British settlers landed at Algoa Bay, where the flourishing industrial city of Port Elizabeth stands to-day.

In the course of the latter half of the 18th century the Dutch East India Company grew old and decrepit, and died, without ever really having wanted to give birth to a new nation, and in 1795 the British took over. For a short period between 1803 and 1806 the Dutch, then the Batavian Republic, regained control, but in 1806 the British took over once more, this time for good. The Cape of Good Hope became the Cape Colony and joined the ranks of the dozens of other British Colonies across the earth.

The greatest headache the British Colonial Government had at the Cape was the eastern frontier, where tiny white settlements of English and Afrikaners clashed with the black wave that had rolled down from the north along a wide eastern coastal belt, and a series of "Kaffir Wars" resulted, but peace was eventually established, and Black and White began to settle down to living peaceably side by side.

British Colonial governors, especially the famous Lord Charles Somerset, tried to anglicize the Dutch Afrikaners and half succeeded in and around Cape Town, but not quite. In the outlying districts the scattered Afrikaners clung obstinately to their identity and their language and failed to see eye to eye with the British Government on many other issues. The result was the mass emigration to the north, mainly from the Eastern Cape, called the Great Trek, which took place in the years 1834 to 1838. The trek first resulted in the foundation of the Republic of Natalia, where the British followed the "Boers", as the Afrikaners were called because they were all "boere", which means farmers, and took over in 1843. The Boers moved back from Natal, westwards across the Drakensberge ("Dragon Mountains") to form the Republic of the Orange Free State, and northwards to found the South African Republic, now the province of Transvaal.

In the 1870's diamonds were discovered at what is now Kimberley on the western boundary of the Orange Free State, and the discovery of gold in the eastern part of the South African Republic and on the Witwatersrand, where Johannesburg's skyscrapers now tower into the blue, followed in the 1880's.

A new, exciting, moving, crowded era dawned in Southern Africa. The scramble for gold and diamonds was on, accompanied by human drama and political intrigue. It is a stirring story which gains in the telling, but we have no space for it. Strife between British and Boers resulted in, among others, the First War of Independence between Britain and the South African Republic and the famous battle of Majuba in 1880, and the Second War of Independence, also called the Anglo-Boer War, between Britain and the combined forces of the South African Republic and the Republic of the Orange Free State in 1899 - 1902.

For three long years the ragged commandos of Boers, at their peak barely 60 000 men in all, held the armies of the British Empire

at bay, until peace came on 31st May, 1902, and another new era dawned in the history of South Africa. Two more colonies, the Free State and the Transvaal, were added to the British tally. Not long afterwards, however, these colonies were granted self-rule, as the Cape and Natal already had, and in 1910 the four colonies became the independent Union of South Africa, later a full member of the British Commonwealth of Nations.

The Union of South Africa lasted for fifty-one years, and on 31st May, 1961, became the Republic of South Africa, this time outside the British Commonwealth because the majority, especially of the new coloured member nations, objected to her membership. Once more a new era dawned, and now the future lies ahead, full of problems, and full of promise.

South Africa is politically, economically and in other respects the wealthiest, most advanced and most stable country in Africa, and one of the most progressive and stable in the world. Up to a few decades ago its economy relied chiefly on farming and the mining industry, but determined attempts at industrial development started shortly after, even during, the depression years of the early 1930's, and since the Second World War a veritable economic and industrial explosion has been taking place, a process which has really only started.

Opportunity rises on every side in this country, waiting to be taken by those with courage and initiative, opportunities not only for South Africa's present citizens but for those from the ranks of the able and decent whom she would welcome as new citizens.

South Africa has two great problems, one human and the other physical. Its human problem is the development of a workable system of peaceful, happy and prosperous co-existence of its different population groups, and the physical problem is water.

The country's rainfall is erratic and, except in a few isolated mountain areas, low. Moreover, the soil is on the whole not rich.

In spite of these negative features, however, South Africa's farming activities are on a high level and methods progressive and sophisticated. For farming, however, and even more for the industrial expansion that is taking place at an increasing rate, the conservation of water and the creation of new water resources are imperative. The year 1970 was "water year" in South Africa and a master plan for increasing water resources, drawn up by a committee of experts, was accepted by the Government. The problem will be solved.

The human problem is the greater one. According to the main figures of the 1970 general census, South Africa has some 21 000 000 inhabitants, of whom close to 4 000 000 are White; some 2 000 000 Coloured; about 600 000 Indians, with a small number of Chinese; approximately 3 900 000 Xhosa, 3 970 000 Zulu, 1 400 000 Southern Sotho, 1 700 000 Tswana, 1 600 000 Pedi, 700 000 Shangaan, 480 000 Swazi, 230 000 Ndebele and 360 000 Venda.

South Africa's official policy for the peaceful and prosperous co-existence of these population groups is "separate development", a policy which has been palpably misunderstood and often grossly misrepresented in many quarters.

The country is divided into "white areas" and "black areas" or "homelands". The homelands comprise those areas originally settled by Black men and are among the most fertile though least developed and most devastated areas in the country. Progressively accelerated measures are being taken to develop them agriculturally and industrially to their utmost potential so as to enable them to absorb an ever greater percentage of the Black or Bantu population, of whom slightly more than 50% still live and work in "White" areas. This kind of development cannot take place in a day or a year, because not only physical but also human development, growth and change are involved.

The first essential for the development of the homelands is

the education of their peoples, and in this respect the most phenomenal progress has been made, especially in the past two decades. The percentage of literacy among South Africa's Bantu peoples is far higher than anywhere else in Africa, and is rising almost by the week. The Bantu have some 10 000 schools with 2.5 million pupils, three independent universities and twice as many university graduates as the rest of Africa put together. Whatever the future outcome of "separate development" is going to be, nobody who knows the facts and looks at them objectively can deny that progress has been and is being made. One final outcome that is being planned is that all the homelands will eventually get self-rule, an outcome that is perfectly feasible. The Transkei, the "homeland" of the Xhosa group, already has it, like the former British territories Botswana, Lesotho and Swaziland, which lie within South Africa's boundaries.

In the "White" areas, where the Coloureds, Indians and some 50% of the Bantu live and work together with the Whites, there is residential, educational and to a great extent work separation. In this case also, whatever the final outcome of "separate development" might be, very evident progress is being made. The key to the eventual solution of South Africa's co-existence problems is education, and progress in the field of education and the raising of living standards for all is clear to those who wish to see and believe what they see.

That, in brief, is the Republic of South Africa, a land of snowy, rocky mountains and waving plains of grass and grain; of quiet little sleepy hollow towns and cities bursting at the seams; of lush subtropical growth and limitless semi-desert Karoo land; of searing drought and raging thunder storms; the land of springbuck, koodoo, buffalo, bushbuck and giraffe; of leopard, lion and cheetah; the land of burning sunshine and lovely lowveld nights; a land that covers almost half a million square miles and can swallow

Great Britain five times with somewhat to spare; the land of White man, Black man, Coloured man; the land of promise for those who know.

CHAPTER 2 GENERAL INFORMATION ON EDUCATION

1 CONTROL OF EDUCATION

The education of the various population groups in the Republic of South Africa is controlled by separate State Departments. Education for Whites is handled by the Ministry of National Education, for the Bantu by the Ministry of Bantu Education, for the Coloureds by the Ministry of Coloured Relations and for the Indians by the Ministry of Indian Affairs.

2 THE EDUCATION OF WHITES

Control

All education for Whites is directly or indirectly controlled by the Ministry of National Education, and is carried out by six Departments of Education, viz:

- The Department of National Education, under the direct control of the Minister and headed by a Secretary, with headquarters in Pretoria, responsible for tertiary education, the school education of the physically handicapped, reform schools and schools of industry for pupils committed to the care of the State;

- The Departments of Education of the four provinces Cape of Good Hope, Orange Free State, Natal and Transvaal, each of which falls under the immediate control of the Administrator and the Provincial Administration concerned, and is headed by a Director, with headquarters respectively in Cape Town, Bloemfontein, Pietermaritzburg and Pretoria;

- The Department of Education of South-West Africa, under the immediate control of the Administrator and Administration of the Territory of South-West Africa, and also headed by a Director.

In the four provinces and South-West Africa each Edu-

cation Department is responsible for all nursery, primary and secondary education within the boundaries of the Province or Territory, with the exception of schools under the control of the Department of National Education as mentioned above.

Types of Schools and Time of Attendance

The various education authorities control nursery schools, primary schools, secondary and high schools. Most of the secondary and high schools are of the "academic" type, but there are also technical, commercial and other vocational schools, and schools for the mentally and physically retarded. Education is free, and attendance is compulsory between the ages of 7 and 16 or until the attainment of a Junior Certificate at the end of the tenth school year. After twelve years a Senior Certificate may be obtained, which is accorded Matriculation standard if certain requirements are met, and then permits entrance to university.

Language medium

Throughout a pupil's school career he must attend an Afrikaans medium, English medium or parallel medium school. Instruction in the child's mother tongue is compulsory up to the Junior Certificate stage. Parallel medium schools generally exist in areas where the number of pupils does not justify separate medium schools, but in such schools pupils also receive instruction through the medium of their mother tongue or the medium they understand best, especially in the case of immigrants.

Handicapped Children

The education of physically handicapped children such as the deaf, blind, epileptic and cerebral palsied is directly controlled by the Department of National Education, which is also in charge of reform schools, schools of industry, adult education and other forms of non-school education.

Private Schools

About six per cent of South African pupils attend fee-charging private schools mostly run by religious denominations. Some are subsidized by the Government. Syllabuses at these schools conform to State requirements and Senior Certificate pupils write one of the official public examinations.

Higher Education

Training at universities, colleges for advanced technical education, technical colleges, some teacher training institutions, art schools and technical institutes is controlled by the Department of National Education. There are at present ten residential universities, six colleges for advanced technical education, a fairly large number of technical colleges of larger and smaller size and in various stages of development, and the non-residential University of South Africa, with more than 20 000 students, which is a rather unique institution that teaches by correspondence and caters for all population groups.

Teacher Training

Secondary teachers are mainly trained at universities, and also at colleges for advanced technical education. Universities also provide facilities for the training of primary teachers, but these are mostly trained at institutions run by the provincial education departments, which also to some extent train secondary teachers.

Nursery school teachers have so far been trained at two institutions run by the Department of National Education as well as by the Transvaal Education Department, the University of Pretoria and the University of South Africa. Full responsibility for nursery education is gradually being assumed by the various provincial education departments, and facilities for the training of nursery school teachers will be extended.

Liaison

Liaison between the Minister of National Education, his Department of National Education and the provincial education departments is maintained through such bodies as the Interdepartmental Advisory Committee on Educational Services, the Committee of Heads of Education (Directors and the Secretary of the Department of National Education), and the National Education Council, which is a body of educational experts with an executive committee in permanent session. Its function is to advise the Minister on all matters pertaining to the school education of Whites and the recruitment and training of teachers.

The provincial administrations are more or less autonomous in their control of their education departments but must operate within the provisions of the various education acts and may pass no educational legislation for their provinces without the approval of the Minister. On the whole they co-operate closely with one another and the Department of National Education with a view to the greatest practicable uniformity of educational standards, principles and procedures.

THE JOINT MATRICULATION BOARD (JMB)

The Joint Matriculation Board is a statutory body consisting of representatives from the universities, education departments and teachers' organizations, whose function it is to control examinations permitting entrance to university and to prescribe curricula, syllabi and standards to be attained for such examinations. It conducts its own matriculation examination, but also accepts the Senior Certificates of the provinces for what is called Matriculation Exemption if candidates have studied certain prescribed subjects and attained certain standards in the examination. (See chapter 6).

3 THE EDUCATION OF THE BANTU

Education for the Bantu is handled by the Ministry of

Bantu Education, from the first grade through university. Its Education Department is headed by a Secretary and is responsible for primary and secondary general education, vocational, commercial and technical training, education of the handicapped, teacher training, adult education, and finally three full-fledged universities with a present enrolment of some 2 000. More than 2 000 Bantu are furthermore enrolled at the University of South Africa while about 200 study medicine at the University of Natal.

The Department of Bantu Administration and Development has charge of agricultural education, camps for juvenile delinquents and in-service training of workers, while the two departments collaborate in the training of the sons of Bantu Chieftains at special institutions.

The Transkei Bantu Government has its own Education Department which controls all education within the boundaries of the territory, excluding university training.

Full particulars regarding Bantu education may be obtained from the Secretary, Department of Bantu Education, Private Bag 212, Pretoria.

4 THE EDUCATION OF COLOURED S

The Ministry of Coloured Relations and Rehoboth Affairs has an Education Department, headed by a Secretary and a Director, which controls all education of Coloureds throughout the Republic and South-West Africa. Apart from its many schools and other educational institutions it controls an independent university with a present enrolment of over 800, while approximately 500 are enrolled at the University of South Africa and about 250 at the Universities of Natal, Cape Town and the Witwatersrand.

Further particulars may be obtained from the Secretary,

Department of Coloured Relations, Private Bag 9008, Cape Town.

5 THE EDUCATION OF INDIANS

The Ministry of Indian Affairs has its own Department of Education, headed by a Director, which controls all education of Indians. Among others it runs a college for advanced technical education and a university college which is scheduled to become an independent university in the very near future and has, at present, more than 1 600 students. Some 1 000 more are enrolled at the University of South Africa and about 250 at the University of the Witwatersrand and at Rhodes University in Grahamstown, Cape Province.

Full particulars regarding the education of South African Indians may be obtained from the Director of Indian Education, Private Bag 4323, Durban, Natal.

6 THE GENERAL SCHOOL SYSTEM

The General standard of education and public examinations, and the school system from the first primary standard to the final Senior Certificate, are the same for all population groups, except that Bantu schools have an additional school year between primary and high school. (See Chapter 3.)

CHAPTER 3 THE EDUCATIONAL SYSTEM

The diagram on the centre pages gives an indication of the general educational system in the Republic of South Africa. It should be read from the bottom, starting with Section A, and the following information may be gleaned from it:

INFANT CARE

In densely populated areas, where mothers are often employed in commerce, industry and the professions, voluntary organizations provide crèches or infant care centres under the supervision of the State Department of Social Welfare and Pensions. (See Chapter 4).

NURSERY EDUCATION

Nursery schools, sometimes directly linked with infant care centres, are being provided on an increasing scale. (See Chapter 4).

COMPULSORY SCHOOL ATTENDANCE

In all the provinces the compulsory school age is from January of the year in which a pupil reaches the age of seven until December of the year in which he reaches the age of 16, or, in some cases, until he has obtained the Junior Certificate, which usually happens after seven years of primary and three of secondary education, ten years in all.

PERIOD OF FORMAL EDUCATION

Although compulsory attendance is from the age of 7 until 16, all the authorities normally allow youngsters to enter primary schools in January of the year in which they become six, provided this age is reached before 30th June of that year. Many normal pupils make use of this concession. If such a pupil therefore stays on at school until he reaches the age of 16, he will normally have had 11 years of formal education and may have obtained the Junior or a Standard Nine Certificate.

At present approximately 70% of all the pupils who reach Standard 6, the first standard of the secondary or high school, also obtain a Std. 8 or Junior Certificate, while 40%-45% of the original Std. 6 group at present eventually obtain a Senior Certificate, the final school certificate, which may be reached after twelve years of formal schooling.

PRIMARY EDUCATION (See Chapter 5) AND SCHOOL TYPES

When a pupil starts his formal education, he may enter a Preparatory School, which takes him from the first Substandard or Grade to Std. 1, a normal period of three years. Thereafter he enters a Primary School and stays for four years until he reaches and passes Std. 5.

As shown on the diagram, a Primary School may incorporate a preparatory (or junior primary) department, a Junior High (or Secondary) School may incorporate a preparatory plus primary department plus three years of secondary education, and a High School may have all these plus a senior secondary department (Standards 9 and 10). There also still are some Junior High (or Secondary) Schools without primary departments and a very large number of "academic" and other High Schools catering for pupils from Std. 6 (or Std. 8 in the case of Commercial High Schools) to Std. 10 (or Senior Certificate).

Types of schools depend on such factors as the nature of the area, the composition and needs of the population and the educational policy of particular authorities.

SCHOOLS FOR THE MENTALLY AND PHYSICALLY HANDICAPPED

The provincial authorities make special provision for the education of mentally retarded pupils. In the first place special classes (actually a kind of school within a school) are provided in primary schools for such mentally slow but physically normal children. They have their own special syllabuses, specially trained teachers, and their own examinations, and after completing their Std. 5 or in some cases at the end of the year in which they turn 13, proceed to a Special Secondary School, where they receive a gene-

ral education with a strong vocational bias, so that they may enter the world of trade and industry, become worthy citizens and earn a decent living.

Some of these special schools have, as the diagram shows, a full primary department attached.

The education of the physically handicapped (deaf, blind, cerebral palsied and such) is undertaken by the Department of National Education at a number of special schools in various centres across the country. Some of these schools, if not all of them, take children right from the nursery stage, and some of the deaf, blind and deaf-blind reach the Senior Certificate, and even university, while all are prepared for some vocation.

SECONDARY EDUCATION (See Chapter 6)

When a normal pupil has completed his primary education and passed Std. 5, he proceeds to Std. 6 in a Junior High School, Academic High School, Technical High School, Agricultural High School (the latter two normally for boys only), a Home Economics High School (for girls only) or a Music, Art and Ballet School, of which only two exist as yet, one in Pretoria and the other in Johannesburg.

A pupil who has passed Std. 7 at a high or secondary school, generally of the "academic" type, may enter a Commercial High School and after three years obtain a Commercial Senior Certificate.

Schools of Industry exist in a number of centres, and none are co-educational. They have a basically "academic" curriculum with a strong vocational bias, are directly controlled by the Department of National Education and cater for pupils in need of care who are committed to them by the Department of Social Welfare.

There are two Reform Schools in the country, one for boys and one for girls and also run by the Department of National Education, for juvenile delinquents committed there by the Department of Social Welfare through the juvenile courts. These have the same kind of curriculum as the Schools of Industry and pupils may reach

the Senior Certificate stage there as at other high schools.

MILITARY TRAINING

All physically fit young men are subject to compulsory military training after having reached the age of 16. Pupils still at school are given permission to complete their school career before this training, which normally lasts one year, starts. This means that for the majority the training takes place round about their 18th year.

POST-SCHOOL EDUCATION

As the diagram clearly shows, numerous institutions exist for education and training after school, from universities to schools of fashion. Details on these will be found in Chapters 7, 8 and 9.

MEAN AGE AT WHICH STANDARDS ARE REACHED

As a matter of interest a table of the mean ages which pupils in South Africa reach by the middle of the year in the various standards is given below. The figures are for 1968 but vary little from year to year.

The slight difference between the ages of boys and girls throughout is not significant. On the average pupils pass Sub. A at the age 6 +, reach the final standard of the primary school at 12 + and the final standard of high school at 17 +. The Junior Certificate or Standard 8 is reached at 15 + and the general policy of all the Education Departments is to enable the greatest possible number of pupils to reach at least that stage of "general" education. (See Chapter 6).

It is to be noted that the intellectually superior group (the top 3 - 4%) on the average reach their different standards from about 9 months to a year sooner than the school population as a whole.

TABLE 1
MEAN AGE FOR DIFFERENT STANDARDS

Standard	Mean Age		Average number of years at school
	Boys	Girls	
Sub. A/Grade i	6.56	6.54	1
Sub. B/Grade ii	7.59	7.55	2
Std. 1	8.58	8.53	3
Std. 2	9.59	9.52	4
Std. 3	10.60	10.53	5
Std. 4	11.60	11.53	6
Std. 5	12.56	12.52	7
Std. 6	13.67	13.55	8
Std. 7	14.69	14.60	9
Std. 8 - Junior Certificate	15.65	15.56	10
Std. 9	16.61	16.46	11
Std. 10 - Senior Certificate	17.60	17.42	12

TABLE II
SCHOOLS AND NUMBERS OF PUPILS 1969

Type of School and Standards	Number of Schools according to Language Medium				Totals		Number of Immigrant Pupils
	Afrikaans	English	Dual and Parallel	Other	Schools	Pupils	
1. Pre-primary	40	53	70	3	166	13614	380
2. Primary Sub. A - Std. V	803	362	521	6	1692	461396	15963
3. Primary Sub. A - Std. VI	8	13	25	1	47	7736	346
4. Secondary Sub. A - Std. VIII	21	8	43	3	75	13103	223
5. High Sub. A - Std. X	73	70	99	8	250	86997	3235
6. Secondary Stds. VI-VIII	4	1	11	-	16	3145	16
7. High Stds. VI-X	150	130	174	4	458	242465	7035
8. High Up to and after Std. X	2	5	35	2	44	14868	151
TOTALS	1101	642	978	27	2748	843324	27349
TOTAL NUMBERS OF PU- PILS	322003	250018	264438	6865	-	843324	
TOTAL NUMBERS OF IM- MIGRANT PUPILS	1416	20781	4474	678	-	-	27349

NOTES:

- 1 The figures in Table II are based on a general survey in which returns were received for approximately 95% of all the existing schools, including those for handicapped children. The actual numbers of pupils at school are, therefore, somewhat higher than shown in the table, the total being in the neighbourhood of 900,000.
- 2 About 60% of all pupils are Afrikaans-speaking and the other 40% mainly English-speaking. The percentage of those whose mother tongue is another European language is at the moment less than 2%.
- 3 About 3% of the total number of pupils are immigrant children, of whom close to 80% attend English medium and 5% Afrikaans medium schools. Of those in dual or parallel medium schools the majority are in English medium classes.
- 4 All pupils in the Republic, whether they are immigrants or not, are required to study the two official languages as school subjects. Special measures are taken to meet the needs of immigrant children in this respect.
- 5 According to No. 8 in the table there are 44 high schools, most of them denominational private schools, which offer a "post-matriculation" course in academic subjects such as science and mathematics.
- 6 No. 3 in the table shows 47 primary schools still taking pupils up to Std. VI, as practically all primary schools did up to about 20 years ago, when Std. VI was formally transferred to the high or secondary school and a new three year Junior Course introduced (see Chapter 6.) The primary schools that still have a Std. VI class are small schools in outlying country areas.

7 The category "other" under language medium mainly pertains to German medium private schools in large centres such as Cape Town, Johannesburg and Pretoria, and to German medium schools in South-West Africa.

CHAPTER 4 NURSERY EDUCATION

THE OLD APPROACH

Until recently nursery schools, where they existed in the Republic of South Africa and in South-West Africa, were mostly maintained by private initiative and controlled by such bodies as churches, welfare organizations, women's associations, local authorities and even by private individuals. Except for limited training of nursery school teachers, education authorities paid little attention to infant education.

THE NEW APPROACH

With South Africa's rapid development, especially during the past few decades, into a leading industrial country, and the concomitant changes in the general social structure, the need for control and organization of infant education by experts under the direction of recognized educational authorities became more and more apparent. During 1969 the Central Government proclaimed that -----

Nursery education shall fall under the control of the provincial education departments and the Administration of South-West Africa; registration with the respective departments shall be made compulsory;

to qualify for registration certain requirements will have to be complied with, regarding, among other things, buildings, equipment, qualifications of staff, staffing, enrolment, the educational programme, length of the school day and medium of instruction;

any person or organization shall have the right to establish a private school without financial assistance from the education departments concerned, provided the requirements and standards for registration are complied with;

and all nursery schools, including non-subsidized nursery

schools, shall be subject to inspection.

Within this framework nursery education is incorporated in the education ordinances of the provincial administrations and controlled by the respective education departments.

Provision is made for the education of the pre-school child, from the age of three up to the compulsory school age, in nursery schools which are mostly concentrated in the densely populated areas. Nursery education is optional and parents accept the responsibility for school fees and other expenditure connected with nursery education.

CRÈCHES

Crèches or care centres, which function under the administration of the Department of Social Welfare and Pensions, are mainly concerned with the physical well-being of the pre-school child, except in isolated cases where the function of the nursery school as such is also exercised.

STATE SUPPORT OF NURSERY EDUCATION

Most nursery schools in South Africa and South-West Africa receive state and/or provincial subsidies or are financially assisted by other organizations. Apart from subsidies the Education Ordinance of the Transvaal provides for the establishment of nursery schools which are fully maintained by the Transvaal Provincial Administration, while the Education Department of the Orange Free State provides the salaries of teachers attached to nursery schools under approved conditions.

ORGANIZATION

With regard to the organization of nursery schools, the school term followed by public schools in the respective provinces usually applies to nursery schools. The length of the school day generally conforms to the duration of the school day for pupils in

the first two grades of formal education in the primary school.

NATURE OF NURSERY EDUCATION

Nursery school programmes are presented in the mother tongue. No formal teaching is offered. The programmes contain components for developing the religious, aesthetic, ethical, social, mental and physical potential of young children. Education is directed at social development, habit formation, creativity, development of language, exercising of mental ability and aesthetical and physical development. These ends are attained through directed group activities which include games, singing, music, use of percussion band instruments, nursery rhymes, puppet-play, dramatizing of stories, manipulation of plasticine and paint, and physical exercises devised for this stage of development.

TEACHER TRAINING FOR INFANT EDUCATION

The University of Pretoria and the University of South Africa offer three-year diploma as well as one-year post-graduate diploma courses for the training of nursery school teachers. The Transvaal Education Department has recently introduced a four-year specialization course for nursery school teachers at all of its four teachers' training colleges. The two training colleges for nursery teachers under the control of the Department of National Education, one in Johannesburg and one near Cape Town, offer a three-year diploma course as well as a one-year post-graduate diploma course. The Natal Education Department also makes provision for Infant Teacher training at one of its colleges. (See Chapter 9).

CHAPTER 5

PRIMARY EDUCATION

SCHOOLS

About 94 per cent of the children of primary school age in South Africa attend primary schools which are controlled by the provincial education departments. The others attend private schools of which some are State-aided and most of which are run by religious organizations, principally Roman Catholic, Anglican, Methodist and Jewish. Private schools for German immigrants are found in every large centre. These schools are subject to registration with the education departments concerned and to regular inspection by officers of the departments. They follow the syllabuses prescribed by the provincial education authorities.

FREE EDUCATION AND SCHOOL FUNDS

Education provided by the provincial authorities in all their public schools is free of charge, even as regards books and stationery. Schools do, however, have private school funds used to provide additional educational, cultural and sport facilities, and money for such funds is raised by means of fêtes, concerts and other functions as well as through voluntary parental contributions, which may differ from school to school and area to area.

SCHOOL AGE

According to the education ordinances of all four provinces, beginners may enter school at the age of five and a half years, while attendance from the beginning of the year in which the child reaches the age of seven is compulsory. Primary pupils are normally transferred to secondary schools at the age of 12 - 13, and compulsory education lasts until the age of 16.

MEDIUM OF INSTRUCTION

Instruction is given through the mother tongue which is

either English or Afrikaans, as the case may be. In the Republic a number of private German schools teach through the medium of German, while in South-West Africa some State schools have German as official language medium.

Immigrant children must attend either Afrikaans or English medium schools. Special steps are taken to make them proficient with the least possible delay in the language which they use as medium.

All pupils in the Republic must study both English and Afrikaans as school subjects.

SCHOOL DAY, WEEK AND YEAR

In South Africa the general practice in primary schools is to have a five-day school week, comprising twenty-two and a half hours of actual teaching, and a school year of about 200 days, divided into four quarters of slightly varying length, the first from January to March, the second from April to June, the third from July to September and the fourth from October to December. In March-April there is a short holiday of a week or a little more, and also in September-October. A longer holiday of 3 weeks or slightly longer is given in June-July and a summer holiday of 5-6 weeks in December-January.

This division of the year applies to all schools, nursery, primary and secondary.

APPROACH TO ELEMENTARY EDUCATION

The primary school course extends over a period of seven years, of which two are spent in the grades or substandards and the remaining five in standards I - V.

The teaching programmes in the grades are characterized by a slightly more formal approach than in the nursery school and include subject matter suited to the stage of development of this age

group. As the pupil progresses to higher standards, the programme becomes more formal and greater emphasis is placed on scholastic attainment, especially in the two official languages, Afrikaans and English, and arithmetic. At present increased attention is being paid to elementary science.

EXAMINATION AND PROMOTION

Promotion from standard to standard and from Std. V to a high or secondary school is mainly based on the results of internal school examinations, but to some degree it also depends on physical, psychological and emotional development as well as on the age of the pupil, and not exclusively on intellectual attainment.

PLACEMENT FOR SECONDARY EDUCATION

The choice of a high school is mainly determined by the child's aptitude, ability and scholastic progress. Intellectually normal children proceed to academic high schools or vocational high schools, while handicapped pupils are transferred to senior special, special secondary or pre-vocational schools where special education is provided.

PRIMARY SCHOOL CURRICULUM

Primary education includes the following elementary subjects: The two official languages, Afrikaans and English; Arithmetic; Social Studies (or History and Geography); Elementary Science; Hygiene or Health Education; Handwriting; Religious Instruction; Physical Education; Music and Singing, and Arts and Handicrafts.

KEEPING ABREAST OF THE TIMES

The technological revolution which followed the second world war has had a noticeable impact on primary school teaching, especially with regard to the teaching of mathematics and elementary science. Refresher courses and conferences for teachers are regularly arranged in order to introduce new developments and

methods into schools. Syllabuses on the so-called "new mathematics" have been introduced into South African primary schools, and determined steps are taken to put the study of elementary science on a firm footing, in keeping with modern trends and demands.

Education authorities in South Africa are progressive in a conservative sense. They keep abreast of the times with regard to educational trends and are not averse to innovation. Educational research at universities and by the Human Sciences Research Council is both fairly voluminous and of high quality and the general standard of work in the schools compares well with the best to be found elsewhere. New syllabuses have been introduced in all primary schools since 1968.

EXTRA-MURAL ACTIVITIES

The practice of sport is stressed not only with a view to the sound physical development of the school population, but also because of its educational value. School programmes offer a variety of sport activities which include the following main forms: Athletics, basketball, netball, gymnastics, rugby, cricket, swimming, tennis, etc. Coaching is usually taken care of by members of the teaching staff, although some primary schools make use of the services of professional coaches. Many schools provide extra-mural club activities which are organized on a national basis by, e.g., the Girl Guides and Boy Scouts and their counterpart for Afrikaans medium schools, the Voortrekkers, and the Land Service Movement.

SCHOOL COLOURS

Tradition and a feeling of personal pride and esprit de corps are strengthened by the fact that nearly all primary schools have their own registered school colours, emblem and prescribed school wear.

SPECIAL EDUCATIONAL SERVICES

The different education departments make provision for spe-

cial educational services which include professional services rendered, among others, by school psychologists, vocational guidance officers, visiting teachers, speech therapists and remedial teachers. All these services play a complementary rôle in assisting the parent and the school in the education of children according to their ability and in their development as mentally and socially well-adjusted persons.

MEDICAL CARE

Provision is also made by the provincial administrations for thorough medical and dental care of primary school children. Routine examinations are regularly carried out by school doctors, dentists and nurses. Pupils whose parents cannot afford private medical treatment receive free treatment from the provincial hospital services.

MENTALLY RETARDED PUPILS

South African education authorities take special care of handicapped pupils. As indicated in Chapter 2, the mentally retarded or subnormal intelligence group go to special classes in primary schools or even to special schools organized to suit their needs and abilities. Basically the "academic" part of their syllabuses corresponds to that for normal children, but the teaching approach and methodology are different and much of the subject matter taught is of a practical nature. Development of manual skills plays an important part in their education.

PHYSICALLY HANDICAPPED PUPILS

The Department of National Education controls all education of physically handicapped pupils who cannot attend ordinary schools. Schools for these exist in a number of centres across the country. There are schools for such children as the deaf, the blind, deaf-blind, hard of hearing, partially sighted, epileptic and cerebral palsied. Most of them are either fully run or generously support-

ed by the Department of National Education, and the work done in these schools to educate the handicapped both generally and vocationally to take their place in society as useful and happy citizens, is of a very high quality.

At primary as well as secondary level specially trained teachers use modern methods and equipment suited to the needs of the different categories of physically handicapped children so as to assist them to overcome their difficulties as far as possible and to master the subjects prescribed for normal children.

CHAPTER 6

SECONDARY EDUCATION

A study of the diagram of the South African educational system on the centre pages will show that after passing through the primary school, a pupil may enter one of a number of high or secondary (junior high) schools, most of them under the control of provincial education departments.

THE MENTALLY RETARDED

To begin with, the mentally retarded or subnormal or low IQ group, after reaching Std. V in their special class in the primary school or in their special school, or e.g. in the case of the Transvaal and Natal, after reaching the age of 13, proceed to their own special secondary school, where they follow a course lasting three years or more, specifically designed for their needs and abilities. The course contains cultural and scholastic subjects with a view to general education and for the rest it is pre-vocational, giving girls a grounding in such subjects as cookery, needlework and hairdressing and boys in woodwork, masonry, sheet metal work, welding, paint work, panel beating, spraying and motor mechanics.

These special schools are well equipped with machine workshops, home economics centres and such, and the education the pupils receive aims at equipping them to enter the labour market, mainly in the semi-skilled fields.

"Special education" is carried out with rather marked success in South Africa and facilities are continually being extended and improved.

THE PHYSICALLY HANDICAPPED

In Chapters 3 and 4 information will be found on the provision made, mainly under the control of the Department of National Education, for the education of the physically handicapped. This education starts early, often as early as the nursery stage, and is carried as far as it is possible for particular pupils to go.

Apart from the work done by the schools run or supported by the Department of National Education, the provincial education departments make extensive provision to aid the semi-handicapped in their schools, such as the hard of hearing and those with speech defects, mainly through the work of itinerant therapists, but also at special centres to which such pupils are periodically sent.

NORMAL PUPILS

The mass of pupils are those termed "normal". They range from the "dull normal" which is the category just above the "special" or retarded or low IQ group, through the "normal", bright normal, clever and superior to the brilliant, and adequate provision must be made for all of them.

This provision, in the secondary area, is made through schools of various types, as indicated in the diagram in Chapter 3.

ACADEMIC HIGH SCHOOLS

In the first place there are the "academic" or "ordinary" high (or secondary or junior high) schools, to which the great majority of pupils go, and which bear the brunt of secondary education in South Africa. They have to be all things to all pupils, must cater for the dull, the average, the clever and the brilliant, must educate all of them for life and basically prepare them to follow a career and play their part in society. They have a formidable task and have down the years been carrying out that task with commendable devotion and not inconsiderable success.

SECONDARY COURSES

There are two secondary courses, the Junior comprising Stds. 6, 7 and 8 and culminating in the acquisition of a Junior Certificate, and the Senior consisting of Stds. 9 and 10 and ending in some form of Senior Certificate.

THE JUNIOR SECONDARY COURSE

The Junior Secondary Course is an academic cum "general" education course and it is a South African educational ideal to enable the greatest possible number of pupils to complete it in some way before proceeding to a senior course, or entering the labour market, or specializing in some form of vocational training or a form of education with a direct vocational bias. At present approximately 70% of all pupils who enter post primary schools succeed in obtaining a Junior Certificate. The rest reach the age of 16 before they reach the end of the Junior Course and find jobs in industry as production workers, labourers and apprentices, or in commerce and the services. The great majority of them belong to the "dull normal" group.

SUBJECTS FOR THE JUNIOR COURSE

In Std. 6, the first year of the Junior Course, a wide range of compulsory and optional subjects is offered with a view in the first place to providing as extensive a general education as possible and in the second place enabling pupils to "explore" in order to find out what they are interested in and capable of.

Compulsory subjects include the two official languages, English and Afrikaans (at least one of them on the "higher grade"), general science, mathematics, history and geography, a practical subject such as woodwork, metal-work, needlework or domestic science, and art, which may or may not be an examination subject.

Among the optional subjects for Std. 6 are found a third language (Latin, European or Bantu), instrumental music, art, practical subjects and accountancy and commercial mathematics.

Note: The subject pattern varies slightly from one province to another.

Compulsory subjects not for examination or promotion purposes include Bible study, from which pupils whose parents have

conscientious objections may be excused, physical education, class music and general and vocational guidance.

For Stds. 7 and 8 the compulsory subjects not for examination, especially Bible study, physical education and guidance, remain, and the number of subjects required for examination purposes is narrowed down to six, as in the Cape Province, or seven, or even eight or nine, as in the case of the Transvaal. The number of subjects to be chosen from is increased to include such subjects as typing, shorthand, commercial mathematics and accountancy, a third and even fourth language, instrumental music and "practical" subjects such as woodwork, metal work, agriculture, domestic science and needlework.

In all the provinces there are compulsory subjects for Stds. 7 and 8, e.g. in the case of the Transvaal Afrikaans, English, general science, arithmetic, history, woodwork and metal-work (for boys) and domestic science (home economics) (for girls), while in the Cape Province the compulsory list comprises Afrikaans, English, general science, and mathematics or accountancy and commercial mathematics.

Since the number of actual teaching hours in the secondary area is the same for all provinces, i.e. about 25 hours per week, it follows that the teaching time devoted per subject to six subjects is greater than when seven or eight or nine subjects are handled. What one curriculum, therefore, gains in width, "general education" and scope for "exploration" after Std. 6, the other gains in depth.

EXAMINATIONS FOR THE JUNIOR SECONDARY COURSE

Examinations in the Junior Secondary Course of ordinary high and secondary schools are internal, controlled by the education departments, mainly through their Inspectors of Education.

THE SENIOR SECONDARY COURSE

While the Junior Secondary Course to a considerable degree

aims at "general education for all" as far as that can be managed, the Senior Secondary Course caters for the upper half of the school population. Enrolment drops sharply from 70% - 80% of the original Std. 6 numbers in Std. 8 to about 55% in Std. 9 and well under 50% in Std. X, although there is a tendency for these figures to increase, especially as regards Std. 8. Of those who start in Std. 6, 40-45% at present eventually obtain a Senior Certificate.

The latter day "knowledge explosion" has made the stepping up of scholastic requirements inevitable and the going for the "average" student harder, especially in the Senior Secondary Course, but also in the Junior and even in the primary schools. Since 1968 new syllabi, those for the languages and especially science subjects and mathematics for the Senior Certificate based on "core" syllabi prescribed by the Joint Matriculation Board, have been introduced into all the schools in the country which prepare candidates for the Matriculation (university entrance) examination or the Senior Certificate with Matriculation Exemption, and the volume of work required of pupils has increased tremendously, while the general standard, even though it was by no means low, has been raised in no uncertain manner. Although the JMB does not concern itself with the "school leaving" or non-university entrance Senior Certificate examinations of the provinces and the Department of National Education, the organization of schools is often such that higher standards are also required of pupils who do not aim at entering university.

THE SENIOR CERTIFICATE AND MATRICULATION

The Joint Matriculation Board (JMB) prescribes subjects, syllabi and standards to be attained by candidates who wish to enter university for degree courses. The JMB is a statutory body that has its roots in the history of education in South Africa. Before the provincial education departments obtained autonomy, it was the sole examining body for the Junior Certificate and Matriculation

examinations, which were conducted externally.

In the course of time the provinces and the Department of National Education (which has had a series of different appellations since the four provinces became the Union of South Africa in 1910 and the Republic of South Africa in 1961) acquired the right to set their own external Junior and Senior Certificate examinations, so that at present there are no fewer than six bodies setting examinations, viz the JMB, the four provincial education departments and the Department of National Education.

The JMB conducts two senior examinations, one for the Matriculation Certificate (university entrance), and the other for the School Leaving Certificate, for which standards required are lower than for the Matriculation Certificate but which does not permit entrance to degree courses at university.

The Senior Certificate with Matriculation Exemption examinations conducted by the provinces and the Department of National Education must conform to regulations of the JMB as to subjects chosen and standards attained. In the case of candidates who have satisfied these regulations, the education department concerned applies to the JMB for "Matriculation Exemption" on behalf of such candidates. This exemption having been granted, the candidates are free to apply for admission to degree courses at university.

The Transvaal Education Department conducts two Senior Certificate examinations, the A stream examination conforming to JMB standards for admission to degree courses and the other, the B stream examination, for admission to diploma courses at university and to such other institutions as teacher training colleges (mainly for prospective primary teachers), colleges for advanced technical education and technical colleges, or for direct entrance into the civil service, the world of commerce and industry and the private sector generally. The non-Matriculation Exemption Certificates of other examining bodies serve the same purposes.

The Education Department of the Cape of Good Hope (or Cape Province) conducts only one Senior Certificate examination, and the work required in the various subjects is the same for all pupils taking them. The difference between a Cape Senior Certificate with Matriculation Exemption and an ordinary Senior Certificate is that candidates for the former are limited in their choice to certain subjects prescribed by the JMB and must attain higher average pass marks than candidates for the ordinary Senior Certificate.

The Natal Education Department also conducts two Senior Certificate examinations, one on the Advanced Grade and the other on the Ordinary Grade. Six subjects are required for the Ordinary Grade and for the Advanced Grade seven may be taken. Advanced grade candidates may qualify for Matriculation exemption if they comply with the JMB regulations.

The Orange Free State Education Department conducts one Senior (called School Leaving) Certificate examination in which candidates must take six and may take seven subjects. Candidates who choose their subjects according to JMB regulations and satisfy the requirements prescribed, may obtain Matriculation Exemption.

SUBJECTS FOR THE SENIOR CERTIFICATE

Non-examination subjects

The non-examination subjects such as Bible study, physical education, guidance and class music remain compulsory for the Senior as for the Junior Certificate.

Examination Subjects

A Official Languages

All the education departments have the two official languages, Afrikaans and English, as compulsory subjects, and at least one of them must be taken on the higher grade.

Under special circumstances permission may be granted

ed to candidates, e.g. recent immigrants, to take only one official language (on the higher grade), and in the place of the second another language such as Latin, German or French.

B (1) For the non-matriculation exemption Senior Certificate of Transvaal, Natal and the Orange Free State candidates must, in addition to the two languages, take any four (when six are offered in all) or any five subjects (when seven are offered) from an approved list including mathematics, with or without additional mathematics, physical science or physics and/or chemistry, biology, history, geography, instrumental music, art, Biblical studies, accountancy and commercial mathematics, typing, shorthand, commerce, home economics, woodwork, needlework, metal-work, mechanics, botany, agriculture, geometrical drawing, Latin, German French, Italian, Zulu, Tswana, Southern Sotho, Hebrew, Greek, technical drawing, and some others - provided not more than four languages are taken in all.

N.B. The list of approved subjects varies somewhat from one province to another.

(2) In the case of the Cape Province candidates must, in addition to the two languages, (at least one on the higher grade), take at least one of the following sciences: biology, physiology, agricultural science, physical science (not to be taken with physics or chemistry) physics, chemistry, and three more subjects from an approved list which includes most of those mentioned in B (1), with the addition of Afrikaans or English Literature, and any subject not taken as compulsory from the list mentioned in B (2).

Note: The Cape Province does not allow candidates to take more or fewer than six subjects for either the Senior or the Junior Certificate.

MATRICULATION SUBJECTS AND EXAMINATION REQUIREMENTS

From the copious volume of regulations issued by the JMB the following regarding subjects prescribed and standards to be attained are, in simplified form, relevant for White candidates wishing to take the Matriculation or a Matriculation Exemption examination:

A SUBJECTS

The subjects prescribed may conveniently be grouped as follows:

1. An official language on the higher grade.
2. (i) The second official language on the higher or lower grade.
(ii) A Bantu language
French
German
Greek
Hebrew
Italian
Portuguese
Nederlands
Latin
3. Biology (not to be taken with botany, zoology or physiology)
Geology
Physical Science (not to be taken with physics or chemistry)
Chemistry
Physics
Botany
Zoology
Physiology (new 1969 syllabus)
Mathematics
4. Another subject from 2
Geography

History

Mathematics, if not taken under 3

5. Additional Mathematics - provided mathematics is also taken

Agriculture

Art

Biblical studies

Accountancy and Commercial Mathematics

Accountancy (not with Accountancy and Commercial Mathematics)

Commerce

Housecraft and Hygiene

Music

Shorthand

Typewriting

Shorthand and Typewriting (not with Shorthand or Typewriting)

B CHOOSING OF SUBJECTS AND STANDARDS REQUIRED FOR THE MATRICULATION EXAMINATION

- (a) The candidate must choose no fewer than six and not more than seven subjects from the five groups under A above.
- (b) He must pass in at least five subjects in the same examination.
- (c) He must attain an aggregate of at least 45% in the whole examination.
- (d) He must obtain at least 40% in each of four subjects, one from each of groups A 1, 2, 3 and 4.
- (e) Of the five subjects in which he is required to pass, he must pass in two languages and mathematics or in three languages, of which one must be a Bantu language

or French, German, Greek or Latin.

- (f) He may not take more than four languages.
- (g) A candidate from South-West Africa whose home language is German, may take German Higher under A1, but then he must also take English and Afrikaans, at least one of them on the higher grade.
- (h) A candidate who has satisfied requirements B. (a), (b), (c), (f) and (g) above but not (d) and/or (e), receives a School Leaving Certificate, which he may turn into a Matriculation Certificate by satisfying requirements (d) and (e) at subsequent examinations.
- (i) The minimum requirements for a School Leaving Certificate are:
- No fewer than six and not more than seven subjects chosen from groups A1 to A5.
 - A minimum of $33\frac{1}{3}\%$ in each of at least five subjects, of which one must be an official language on the higher grade, and an aggregate of 40%.
 - In the case of candidates from South-West Africa whose home language is German, German Higher may be taken as a first language in the place of Afrikaans Higher or English Higher.
 - Not more than four languages are allowed.
 - Immigrants who have been in the country for a period of less than five years prior to the examination may obtain a certificate by passing in an official language on the higher grade and in four other subjects, and obtaining an aggregate of 40%.

PROVINCIAL SENIOR CERTIFICATE AND MATRICULATION EXEMPTION

Requirements for obtaining a provincial or National Senior

Certificate are on the same lines as for the School Leaving Certificate of the JMB, as set out under B (i) above, except that provinces have their own procedures with regard to exemption from having to offer a second official language, and have subjects in their approved lists for Senior Certificate that the JMB does not accept for Matriculation Exemption.

In order to qualify for Matriculation Exemption, candidates who take the National or a provincial Senior Certificate, must choose their subjects on the lines and satisfy the requirements set out under B (a) to (h) above. A study of these requirements will show that a science is not necessarily compulsory for a Matriculation or Matriculation Exemption Certificate. The Education Department of the Cape Province is the only educational and examining body that makes a science compulsory for both its ordinary Senior Certificate and its Matriculation Exemption Certificate.

Standard of Examinations

In order to ensure that a more or less equal standard is maintained for all examination papers set for the Senior Certificate with a view to Matriculation exemption, the JMB appoints moderators, generally university professors, for all such papers set by examining bodies.

Supplementary Examinations

All the examining bodies have regulations permitting students who do not fully satisfy the requirements for passing the Senior Certificate examination to write supplementary examinations with a view to obtaining a full certificate, either an ordinary Senior Certificate or a Matriculation Exemption Certificate.

RECOGNITION OF FOREIGN CERTIFICATES BY THE JMB

There is a long list of foreign final school certificates recognized, under certain conditions, by the JMB for university entrance in South Africa. Among these are:

- The British General Certificate of Education (GCE),

CHAPTER 7

UNIVERSITY EDUCATION

A study of the diagram on the centre pages will show that a wide range - and a large number - of institutions provide post-school training and education in South Africa. There are hardly any fields of academic, technical and other vocational study and training not provided for in one way or another.

UNIVERSITIES IN SOUTH AFRICA

The Human Sciences Research Council publishes and regularly revises an information series which includes a volume Universities in South Africa. This may fruitfully be studied by anyone who desires fairly detailed information on South African universities, while full details on courses offered at any university may at any time be found in its current Yearbook.

There are at present ten residential universities for Whites and the University of South Africa, which teaches by correspondence in both English and Afrikaans medium and enrolls students from all population groups. Four of the ten residential universities are English medium, five Afrikaans medium and one dual medium. They are, with official addresses:

English medium

1. The University of Cape Town, Private Bag, Rondebosch, Cape.
2. The University of Natal, King George V Avenue, Durban, Natal (with a campus at Pietermaritzburg).
3. Rhodes University, P.O. Box 94, Grahamstown, Cape Province.
4. The University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, Transvaal.

Afrikaans Medium

have been doing what they could to ease the position. Among the measures taken are those by the Transvaal, for example, in the form of A, B and C streams for the Junior Certificate and A and B streams for the Senior Certificate. Natal has Advanced and Ordinary Certificates, the Orange Free State and the Cape Province their ordinary or School Leaving Senior Certificates and the Matriculation Exemption Certificates.

The most recent high level attempt to come to grips with the problem is the research done by the Institute for Educational Research of the Human Sciences Research Council on behalf of the National Education Council and the Committee for Differentiated Education concerning a national system of education at pre-primary, primary and secondary level, with reference to school guidance as an integrated service of the ~~system~~ of education for the Republic of South Africa and South-West Africa. The reports brought out receive the attention of the National Education Council, which will in due course advise the Minister of National Education, who will then set the official machinery working to bring about the reforms and extended facilities so urgently desired and advised by educationists.

follow the basic curricula prescribed by the education authorities and generally write the examinations of the Joint Matriculation Board or the Department of National Education.

There are more than 200 primary and high private schools in the country and approximately six per cent of the schoolgoing children attend them.

A SYSTEM OF DIFFERENTIATED EDUCATION

Generally speaking, the education system of South Africa provides service of a high quality to the youth of the country. As pointed out before, however, and as the table on page 45 also shows, the ordinary or "academic" high and secondary schools have to bear the greatest burden in educating South Africa's teenagers. The specializing schools, e.g. commercial, technical, agricultural, home economics and music, art and ballet, are in number less than 15% of the total and their proportion with regard to numbers enrolled is even smaller. The result is that the "academic" high schools have to cater for a very large and heterogeneous scholastic population, and though they have been and are doing a fine job, the burdens placed on them by increasing demands from science and a technologically minded, highly competitive and complex society and by a growing school population, become heavier each year.

Most of the high and secondary schools are not "comprehensive" in the sense that they have the facilities, or the numbers, to offer a wide variety of differentiated courses, and they must content themselves with offering as many subject choices as they possibly can to cater for the diverse preferences, abilities and vocational desires of the school population.

Down the years the education authorities have realized the urgency of this problem of proper differentiation in the school system. Various Government and provincial commissions have brought out reports and made recommendations, and authorities

cial Institute for Psychometric Research whose main task it is to devise and standardize scholastic achievement, intelligence, aptitude, proficiency and other personality tests for guidance to individual pupils in South African schools. The guidance service is continually being refined and made more efficient.

MEDICAL SERVICES

All the education departments provide medical services to schools through itinerant school doctors and nurses, and arrangements are made to have indigent pupils treated free of charge when necessary.

BOARDING AND BUS SERVICES

Most country schools and some older schools in cities have excellent boarding facilities at reasonable fees, while the authorities provide bus transport in the country, and even under certain conditions in cities, to get pupils conveniently to and from school. Public bus services convey school children at reduced fares.

ZONING

In densely populated areas in Natal and the Transvaal certain areas are zoned for certain schools. This is not the case in the Orange Free State and the Cape Province where parents are free to send their children to available schools of their choice.

PRIVATE SCHOOLS

In every province private high schools exist, most of them run by religious denominations and all of them English medium. Many have boarding facilities. Tuition fees and boarding at these schools are on the whole expensive, and they are well equipped with educational and sport facilities.

The private schools are subject to registration with the education department concerned and to regular inspection. They

mainly tennis, athletics, swimming and gymnastics.

Societies of various kinds are found at schools: debating societies, choral societies, dramatic societies, Students' Christian Association branches, "cultural" societies, photographic societies, even chess clubs. There are Boy Scout and Girl Guide troops all over the country, chiefly among the English-speaking, while the Afrikaans-speaking have their Voortrekkers. The Land Service Movement, dedicated to the preservation and enjoyment of nature and the soil, caters for all.

Sport and cultural activities make a significant contribution to the general education of the children of South Africa, and the education authorities, parents, the pupils themselves and the public contribute quite generously to the establishment and maintenance of the necessary facilities.

SCHOOL COLOURS

Each school has its own blazer with badge in the registered school colours, and pupils attend school similarly dressed in a prescribed outfit. The wearing of school colours has become a fixed tradition in South Africa. The disadvantages the custom may have are probably outweighed by the advantages, which are mainly the establishment of a strong esprit de corps, pride in the school which the pupil attends and a feeling of belonging.

GUIDANCE

Guidance in various forms, general, personal, and vocational, plays an increasingly important part in South African High Schools. Every department maintains a field staff of trained psychometrists and guidance officers, while a great number of schools have their special guidance teachers who are trained to advise pupils, according to their nature and talents, on personal, scholastic and vocational matters.

The Human Sciences Research Council (HSRC) has a spe-

training and take pupils up to the Senior Certificate level, with facilities for obtaining Matriculation Exemption.

NUMBERS OF JUNIOR AND SENIOR HIGH SCHOOLS

The numbers of schools for the secondary education of "normal" pupils in the Republic of South Africa are, for 1970, as follows:

Academic High Schools	: 508
Secondary or Junior High Schools	: 65
Commercial High Schools	: 35
Technical High Schools	: 30
Combined Commercial and Technical High Schools	: 7
Agricultural High Schools	: 18
Home Economics High Schools	: 8
Music, Art and Ballet High Schools	: 2

In addition there are 17 Industrial High Schools, 8 for boys with a total enrolment of some 1500, and 9 for girls with a total of about 1000 pupils. There are also two Reform Schools, one for boys with an enrolment of about 150 and the other for girls with under 40 pupils. These figures would seem to indicate that problems of adolescents in need of State care and of juvenile delinquency are not, as yet, very pressing in South Africa.

EXTRA-CURRICULAR ACTIVITIES

The tradition of sport and other extra-curricular activities is very strong at all South African schools, although scholastic activity has always had pride of place. The pupils of even the smallest high or secondary school avidly take part in sport. For boys it is mainly rugby (South Africa's "national game") in winter, and for the girls chiefly netball, basketball and hockey. Many boys also play soccer, though this is hardly catered for at schools. Most schools offer cricket for boys in summer and for both sexes

things, a strong vocational bias, but candidates are enabled to choose their subjects in such a way that they are in a position to satisfy the Matriculation Exemption requirements of the JMB. The same applies even to the Reform Schools, Schools of Industry and schools for the physically handicapped under the control of the Department of National Education, but, understandably, not many Matriculation exemption candidates come from these.

The technical and commercial high schools are in a good position to produce candidates for Matriculation Exemption, but as yet the proportion of such candidates from them is not high in comparison with those from "academic" high schools. The most obvious post-school training institutions for candidates from these schools - and for a great many from "academic" schools - are the colleges for advanced technical education and the technical colleges, on which information will be found in Chapter 8.

The Agricultural High Schools have traditionally been under the control of the provincial education departments. They combine the curriculum of the ordinary high school with some specialized theoretical and practical training in animal husbandry and the various fields of agriculture. They are also in a good position to produce candidates for Matriculation Exemption.

The Home Economics High Schools combine the basic curriculum of the "academic" high school with specialized training in various aspects of housecraft, needlework and commercial subjects, and candidates take the Senior Certificate of the provincial education department concerned. As yet they follow the curriculum of the Department of National Education for the Junior Certificate, but the examinations for Stds. 6, 7 and 8 are internal and controlled by the provincial department. Normally candidates from these schools do not qualify for Matriculation Exemption.

The Music, Art and Ballet Schools, as their name implies, combine the basic ordinary high school curriculum with specialized

SPECIAL SEC.SCH. WITH PRIM. DEPT.

SPECIAL SCHOOLS FOR PHYSICALLY HANDICAPPED

COMMERCIAL
HIGH S.

TECHNICAL H.S.

AGRICULTURAL H.S.

HOME ECONOMICS
H.S.

SCHOOL OF INDUS-
TRY

REFORM SCHOOL

MUSIC, ART AND
BALLET SCHOOL

I
II
III
IV
V
VI
VII
VIII
IX
X
XI
XII
XIII
XIV
XV
XVI
XVII
XVIII

VI



COLLEGE OF ART

VII



AGRICULTURAL COLLEGES

IX



POLICE COLLEGE

X



NURSES' TRAINING COLLEGES
3 years basic

IX



S.A. MERCHANT NAVY ACADEMY

XII



RAILWAY TRAINING COLLEGE

XIII



SCHOOLS OF MINING

XIV



CONSERVATOIRE OF MUSIC

XV



CORRESPONDENCE COLLEGES

XVI



PRIVATE BUSINESS AND
COMMERCIAL SCHOOLS

XVII



COLLEGE FOR FORESTERS

XVIII






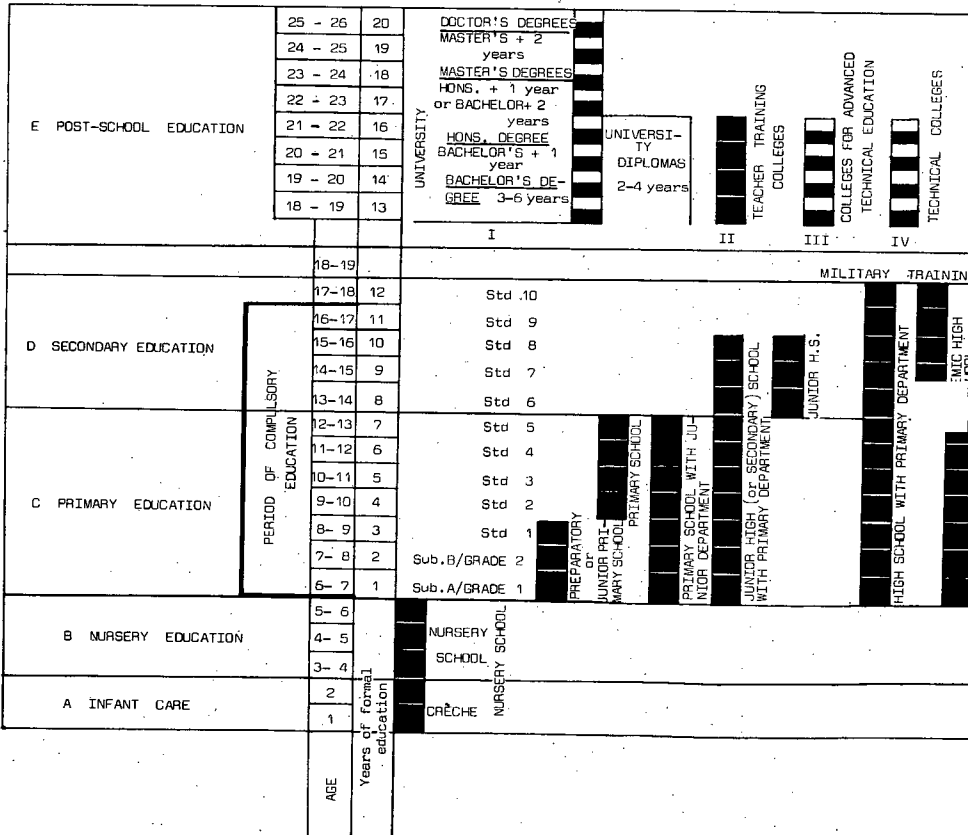
SCHOOLS OF FASHION etc.

TRAINING

IONAL SYSTEM

LEGEND:

-  FULL-TIME STUDY
-  FULL-TIME OR PART-TIME
-  PART-TIME STUDY +



with at least two out of five or three out of four approved subjects on the Advanced Level;

- The M-level Examination of the British Associated Examining Board;
- The certificates of a number of university and other English, Scottish and Irish examining bodies;
- Certain Dutch, Swiss, Italian, Portuguese, Greek, Israeli, German, French and other European certificates;
- A certificate of a first class pass in the Intermediate Examination in Arts or science of an Indian university;
- Any other certificate approved by the JMB.

TECHNICAL, COMMERCIAL AND OTHER HIGH SCHOOLS

After the Union of South Africa had been established in 1910, the Union Department of Education (now called the Department of National Education), directly under the Union Government, took charge of "vocational education" and in the course of time founded a number of schools to serve this purpose. It also became an independent examining body conducting the National Junior Certificate and National Senior Certificate examinations, both external, as they are to the present day. It even had, and still has, external examinations for Stds. 6, 7 and 9 at the schools under its control.

Since 1968, in terms of new legislation, the provinces have taken over the commercial and technical high schools as well as the home economics high schools within their boundaries. They also took over control of the examinations of the latter, but technical and commercial schools still take the external National Junior, Standard 9 and Senior Certificate examinations of the Department of National Education, while the provincial department controls the Stds. 6 and 7 internal examinations in technical high schools.

The courses for these certificates have, in the nature of

1. The University of the Orange Free State, P.O. Box 339, Bloemfontein, Orange Free State.
2. Potchefstroom University for Christian Higher Education, Potchefstroom, Transvaal.
3. The University of Pretoria, Hillcrest, Pretoria, Transvaal.
4. The Rand Afrikaans University, P.O. Box 524, Johannesburg, Transvaal.
5. The University of Stellenbosch, Stellenbosch, Cape Province.

Dual Medium

1. The University of Port Elizabeth, P.O. Box 1600, Port Elizabeth, Cape Province.

FACULTIES AND DEGREES

All the universities offer Bachelor's Degrees in a large number of study fields within faculties. The minimum admission qualification is a Matriculation or Matriculation Exemption Certificate as explained in Chapter 6.

Study courses for Bachelor's degrees last from three to six or more years after Matriculation, depending on the field of study, and in some cases on the university.

Generally speaking, the duration of courses for a Bachelor's Degree is as follows:

Three years (B.A., B.Sc., B.Comm, B.Econ., etc.)

Administration, African Studies, Commerce, Dietetics, Drama, Economics, Metallurgy, Military Science, Music, Physical Education, Political Science, Social Science and the majority of pure sciences (Physics, Chemistry, Mathematics, etc.)

Four years (B.Sc. Agric., B.Sc. Eng., B.A. etc.)

Agriculture, Building, Building Management, Domestic Science, Engineering (at some universities five years), Fine Art,

Forestry, Land Surveying, Librarianship, Logopedics, Mining Geology, Music, Nursing, Physiotherapy, Public Administration, Social Science, Town and Regional Planning.

Five years (B.Ed., B. Arch., B.Dent., B.A. LL.B., etc.)

Building, Dentistry (5½ years), Education, Engineering, Law, Quantity Surveying, Regional Planning, Veterinary Science, Architecture (at some universities six years).

Six years and longer (M.B. Ch.B., B.Th., B.D.)

Medicine, Theology.

FACULTIES COMMON TO ALL UNIVERSITIES

The following faculties are represented at all universities: (Some universities have more departments within faculties than others.)

1. Arts, including Social Science or with Social Science as a separate faculty.
2. Pure Science.
3. Commerce or Economic Science, with Public Administration generally included.
4. Education (with the exception of the University of the Witwatersrand).
5. Law.

FACULTIES OR DEPARTMENTS FOUND ONLY AT SOME UNIVERSITIES

1. Engineering: Cape Town, Natal, Witwatersrand, Pretoria, Stellenbosch.
2. Medicine: Cape Town, Natal, Witwatersrand, Pretoria, Stellenbosch, Orange Free State.
3. Pharmacy: Rhodes, Potchefstroom.
4. Music: Cape Town, Rhodes, Pretoria, Stellenbosch, Potchefstroom, South Africa, Witwatersrand, Orange Free State.

5. Architecture and Land Surveying: Cape Town, Natal, Witwatersrand, Pretoria, Orange Free State, Port Elizabeth.
6. Fine Art: Cape Town, Rhodes, Natal.
7. Divinity: Rhodes, South Africa, Witwatersrand.
Theology: Stellenbosch, Pretoria, Potchefstroom.
8. Agriculture: Stellenbosch, Natal, Pretoria, Orange Free State.
9. Forestry: Stellenbosch.
10. Dentistry: Stellenbosch, Witwatersrand, Pretoria.
11. Veterinary Science: Pretoria.
12. Military Science: Stellenbosch.
13. Mining Engineering, Metallurgy and Metallurgical Engineering: Pretoria, Witwatersrand.
14. Mining Geology: Witwatersrand.

POST-GRADUATE STUDIES

All the universities offer advanced degrees, viz Honours, Master's and Doctor's degrees, the study for which involves much independent study and research. An Honours degree normally takes one year after a Bachelor's and a Master's degree at least two. Another two years of full-time study and research may lead to a Doctor's degree, but many Doctor's degree students take longer to complete their theses, and some do it on a part-time basis while they occupy a position in the world of the professions, commerce and industry.

FULL-TIME AND PART-TIME STUDY

According to the diagram on the centre pages, university study is either full-time or part-time. Generally speaking, undergraduate study is full-time, but universities offer facilities for persons in employment to attend lectures after working hours with a view to acquiring degrees. The following are examples of such facilities provided by various universities:

The University of Cape Town

Part-time degree courses are available in the Faculties of Arts, Commerce and Law as also professional courses for articled clerks registered with the Public Accountants' and Auditors' Board. The School of Architecture provides a part-time diploma course in Quantity Surveying and also a combined full-time and part-time degree course in Quantity Surveying or in Building.

University of Natal

For part-time students, degree courses are available in Durban in Arts (restricted degree), Commerce and Public Administration, Law, Quantity Surveying, Science (limited options) and Social Science (restricted degree). In addition professional courses in Accountancy, Architecture, Law and Quantity Surveying are also provided on a part-time basis.

In Pietermaritzburg, special classes in certain subjects for the B.A. degree, Law (Natal Law Certificate, Natal Public Service Law Certificate, etc.) and the professional Accountancy courses are also given at hours convenient for part-time students.

University of the Orange Free State

Part-time lectures leading to the B.A., B.Admin, B.Com., and LL.B. degrees are given. Assistance is also given to candidates for the Examinations of the Chartered Accountants (S.A.), for the Diploma Juris and for the Diploma in Law for Civil Servants.

University of Port Elizabeth

Facilities are available for obtaining the B.Com. degree and the Certificate in the Theory of Accountancy on a part-time basis.

Potchefstroom University for Christian Higher Education

Facilities for obtaining the following degrees and diplomas on a part-time basis are available at the extra-mural branch of the University at Vanderbijlpark in the Vaal Triangle: B.Com.,

B.Com.Hons., Business Administration (H.B.A.), M.B.A., Diploma in the Theory of Accounting, University Diploma in Business Administration.

Study facilities leading to various degrees are also offered after office hours at the University in the Faculties of Economic Sciences, Arts and Law.

University of Pretoria

A special feature of the University is its extra-mural teaching facilities. In the business centre of Pretoria lectures are given after office hours for the benefit of civil servants, professional and business men and teachers. Degrees in Arts, Commerce, Social Science, Law and Public Administration are offered. Professional courses in Accountancy, Commerce, Architecture, Quantity Surveying and Law are also given.

There are also extra-mural facilities for the completion of the Admission Degree for Theology.

In addition, intra-mural facilities are available to students in employment to enable them to obtain the B.Sc. or B.Sc. (Metallurgy) degrees and to follow the first two years for the B.Sc. (Eng.) degree after hours.

Rand Afrikaans University

Tuition in the following courses is given extra-murally only in the Faculty of Economics and Management (B.Com. and C.T.A.);
in the Faculty of Law for B. Iuris, LL.B., B.Com. (Law) and partly for B.A. (Law);
in the courses for B.A. (Bantu studies) and the diploma in Bantu Studies.

University of Stellenbosch

Facilities for obtaining the degrees: Hons. - B.(B. and A.) M. (B. and A.), M.P.A.B. Com., B. Admin., B.A. with Commer-

cial subjects, the Diploma in Business Management and Administration and the Diploma in Public Administration, are available at Bellville, a commercial centre about 19 miles from Stellenbosch.

University of the Witwatersrand

Facilities for obtaining the B.Com. degree, the B.A. (Public Administration) degree, the Certificate in the Theory of Accountancy, the Diploma in Law, the Diploma in Law (Public Service) and the Certificate in Law (Public Service) on a part-time basis are available at the University.

TUITION FEES

Tuition fees vary according to the course, year of study and university.

For B.A. and B.Com. the fees vary from R120 per annum at one university to R250 p.a. at another and for B.Sc. from R140 to R336.

It is an interesting fact that student fees on the whole amount to less than 30% of any university's annual budget apart from the cost of boarding facilities. The rest is contributed by the State (about two thirds) and private enterprise.

BOARDING FACILITIES

The residential universities offer boarding facilities for full-time students at university hostels. These are often not sufficient and many students board privately or, if they live near enough, travel back and forth.

Boarding fees vary from R266 per annum at some universities to R462 at others.

SCHOLARSHIPS, BURSARIES AND LOANS

Scholarships and Bursaries

Scholarships are awarded for outstanding merit as indicated by the results of the Matriculation or Senior Certificate Examination and principals' reports. This means, in effect, that the

examination should be passed in the first class, preferably with distinction in one or more subjects. While the award of bursaries also calls for academic merit, perhaps not to the same extent as with scholarships, the financial need of the candidate is also taken into account. The monetary value of scholarships and bursaries varies considerably.

Bursary-loans and Loans

The current shortage of manpower has induced many employers to offer financial assistance for university study. Government, provincial, municipal and commercial bodies offer generous bursary-loans or loans in many fields of study. A bursary-loan, as a rule, need not be repaid if the conditions of the award are strictly observed, whereas a loan must be repaid.

Central Government

The Central Government grants bursary-loans to suitably qualified candidates for the purpose of full-time study at South African universities in specific fields and on specific conditions. The bursary-loans are made available with a view to appointment in the professional division of the Public Service and in schools and institutions under the control of the Department of National Education.

The value of bursary-loans for undergraduate study ranges up to R800 per annum. The bursary-loans need not be repaid if the bursars, on the successful completion of their courses, serve the Government for a period which varies with the amount of the bursary-loans.

Particulars regarding Government bursary-loans available may be obtained annually from the Public Service Commission, Pretoria.

Bursary-loans for part-time study are awarded only to employees in the Public Service. Applicants who do not qualify for bursary-loans, may, for the purposes of full-time and part-time

study, be offered loans.

Provincial Governments

The provincial administrations make scholarships (which are in fact bursary-loans) available to medical students to complete their studies and to nurses for study at universities and other centres. In addition provision is generally made for scholarships for the training of occupational therapists, physiotherapists and radiographers and speech therapists. These scholarships usually cover tuition fees at a university or other training institution and provision is also made for a monthly allowance.

Municipalities

The following are a few of the municipalities which offer financial assistance to matriculants to acquire specified degrees at universities:

Cape Town, East London, Kimberley, Uitenhage, Colenso, Ladysmith, Pietermaritzburg.

Sasolburg.

Benoni, Boksburg, Brakpan, Germiston, Pretoria, Johannesburg, Krugersdorp, Nigel, Randfontein, Roodepoort, Springs, Vanderbijlpark, Vereeniging.

Universities

Universities have scholarships, bursaries and loans at their disposal to award to deserving candidates.

Commercial

Certain commercial and industrial firms offer bursary-loans in fields of study approved by them.

FURTHER INFORMATION

Detailed information about scholarships, bursaries and loans as well as other information can be obtained from the university calendars, the Registrars of the various universities (see list included in Chapter 7) as well as from the HSRC publications

regarding awards available for undergraduate and post-graduate university study.

Diploma Courses

A number of diploma courses, often akin to similar courses for degrees, are offered at various universities, e.g. in primary teaching, domestic science, social work, commerce, physiotherapy, physical training and some other fields.

The minimum admission qualification for such diploma courses is generally a Senior Certificate.

THE UNIVERSITY OF SOUTH AFRICA

Special mention must be made of the University of South Africa, with headquarters in Pretoria. It has a full-time resident staff of professors and lecturers and about twice as many students as the largest residential university, teaches through correspondence and caters for all the population groups. Its present enrolment is approximately 17 000 Whites, 2000 Bantu, 1000 Indians and 500 Coloureds.

Undergraduate students receive lectures by mail from the academic staff and do regular exercises which are marked and returned with the necessary comments and answers to queries. A very extensive library of text and reference books is maintained and students have access to books by mail. Vacation courses are held to enable students to make personal contact with academic staff and with one another.

Post-graduate students receive no regular lectures but are fully guided as to text and reference books, subjects and fields of study. Tasks regularly set are completed, corrected and returned.

The university conducts examinations at about 700 centres across the Republic and even abroad.

NUMBER OF STUDENTS AT UNIVERSITIES

In the past two or three decades the number of students enrolled at South African universities has increased almost phenomenally. This is in line with what has been happening across the civilized world.

The numbers at South African universities were as follows in 1969:

University of South Africa	:	20175
University of Cape Town	:	7659
University of Natal	:	6067
Rhodes University	:	1835
University of the Witwatersrand	:	8847
University of the OFS	:	3858
Potchefstroom University for CHE	:	3701
University of Pretoria	:	11945
Rand Afrikaans University	:	1004
University of Stellenbosch	:	7416
University of Port Elizabeth	:	909
Total	:	<u>73 416</u>

Of this total 68 553 were Whites, 2312 Bantu, 1734 Indians and 817 Coloureds. Apart from the non-Whites enrolled at their own universities and at the University of South Africa, 339 Coloureds, 738 Indians and 168 Bantu studied in varying numbers at the Universities of Natal, Rhodes, Cape Town and Witwatersrand in fields not offered at their own universities, especially medicine.

AUTONOMY OF UNIVERSITIES

Universities in South Africa are heavily subsidized by the Central Government (to the tune of about two thirds of their budget) and receive generous contributions from commerce, industry, private persons and organizations. For the rest they rely on student fees and their own efforts to obtain the necessary funds for main-

taining and expanding their facilities, which are on the whole of a very high standard. Student fees contribute less than 30% of the annual expenditure by universities on education, research and training, apart from the provision and maintenance of boarding facilities.

In spite of the high subsidy they receive, universities are autonomous institutions with complete academic freedom to pursue academic study, teaching and research as they see fit within the framework of the needs of their students and their country. They are, of course, like everyone else, subject to the law of the land, which decrees, among other things, that there shall be separate educational facilities for the various population groups. These laws, however, do not in the least affect academic freedom within the institutions themselves.

South African students enjoy full democratic rights, including the right to form their own organizations, the right of protest and of negotiation with the authorities, but not the right to subvert, disrupt, destroy or prescribe.

UNIVERSITIES FOR NON-WHITE GROUPS

There are five universities for non-White groups. Up to 1969 all of them were university colleges under the auspices of the University of South Africa. Now, however, they are autonomous institutions doing work of recognized high quality. They are:

1. The University of the Western Cape, Private Bag, Kasselsvlei, Cape Province, for Coloureds.
2. The University Durban-Westville, Private Bag 4001, Durban, Natal, for Indians.
3. The University of Fort Hare, P.O. Fort Hare, Cape Province, for Bantu.
4. The University of Zululand, Private Bag, P.O. Kwa-Dlangezwa, via Empangeni, Natal, for Bantu.

5. The University of the North, Turfloop, P.O. Sovenga,
Pietersburg, Transvaal, for Bantu.
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CHAPTER 8

TECHNICAL AND OTHER VOCATIONAL TRAINING

Apart from universities and teacher training colleges, the diagram on the centre pages shows no fewer than 16 types of training institutions for those who wish to qualify themselves vocationally after leaving school.

The HSRC publication Training after Std. Ten excluding University Training gives details on training given at all these institutions as well as at teacher training colleges, and should prove a useful vocational guide.

COLLEGES FOR ADVANCED TECHNICAL EDUCATION

Six former technical colleges, viz those at Cape Town, Pretoria, Witwatersrand, Durban, Port Elizabeth and the Vaal Triangle at Vanderbylpark have become Colleges for Advanced Technical Education in terms of legislation enacted in 1967, training technicians and technologists up to about second year university level, but with the emphasis on the practical side of the training. They also offer a wide variety of commercial and other courses on a full-time and part-time basis.

These colleges offer courses for the following diplomas, certificates and examinations:

1 The National Diploma for Technicians - NDT

This is usually a sandwich course, the arrangement being that the candidate enrolls with some organization as a student technician and for a period of four years attends classes at the college for one semester (18 weeks) each year and writes an examination at the end of the period. The rest of his time is devoted to practical training in the service of his employer.

2 The National Diploma in Commerce and Management

This diploma is generally obtained after three years of part-time study in such fields as cost accountancy, organization and method, State accounts and auditing, administration, marketing, management, electronic data processing and system management, building etc.

3 Professional examinations

Courses are also offered to prepare candidates for the examinations set by professional bodies such as the Chartered Institute of Secretaries, building societies, banks, the Certified Bookkeepers, the South African Institute of Management, the Institute of Municipal Treasurers, real estate agents, the Corporation of Secretaries and others.

4 Miscellaneous courses

The colleges also provide courses, leading to diplomas and certificates for, among others, medical technologists, pharmacists, health inspectors, private secretaries, medical receptionists, shorthand typists and teachers of domestic science, art, music and commercial and technical subjects.

5 Non-examination courses

Many ad hoc courses, not necessarily for examinations, are offered in, for example, English, Afrikaans and foreign languages, physical culture, music, art, photography, law, domestic science, oratory etc.

6 The National Technical Certificate - NTC

The courses for the National Technical Certificate provide theoretical training meant in the first place for apprentices who, during their normal five years of apprenticeship, must attend compulsory part-time classes for at least two years. The NTC I is more or less on the Junior Certificate (school) standard, the NTC II on Std. 9 standard and the NTC III on Senior Certificate standard in technical subjects. Advanced courses for artisans after NTC III lead to NTC IV and NTC V and eventually to the National Tech-

nical Diploma, NTD.

TECHNICAL COLLEGES

A number of technical colleges in centres across the country offer the same kinds of technical, commercial and other courses as the Colleges for Advanced Technical Education, with the exception, mainly, of the National Diploma for Technicians.

TECHNICAL INSTITUTES

In areas not justifying fully fledged technical colleges, provision has been made for continuation classes for technical and commercial certificates. These classes have expanded so that they have developed into Technical Institutes, which in their turn may develop into full technical colleges. They prepare candidates for National Commercial and Technical Certificates, which may be obtained by persons in employment on an accumulative basis, and also help to train apprentices.

TRAINING OF APPRENTICES

Apprentices enrolled with private business and industrial firms, large organizations such as the South African Railways, the Department of Posts and Telegraphs, the Atomic Energy Board, Iscor, the Council for Scientific and Industrial Research, the Electricity Supply Commission, and the Army, Navy and Air Force branches of the Defence Force, generally serve an apprenticeship of five years, for two of which they attend compulsory technical courses at colleges for advanced technical education, technical colleges and technical institutes. After five years, or sooner if their qualifications and abilities justify it, and after passing prescribed practical workshop tests, they become qualified artisans.

Most of the employer organizations make use of the facilities for theoretical training offered by the colleges and institutes, but some have their own training schools.

TRAINING OF PUBLIC SERVANTS

Throughout their careers employees in the Public Service receive planned in-service training by means of regular ad hoc courses provided in the various Departments themselves as well as in collaboration with universities, colleges for advanced technical education and technical colleges. The Public Service Commission grants bursary-loans for part-time study at South African universities for B.A., B.Adm. and B.Comm. courses, with subjects as prescribed; to civil servants in its employ as well as for full-time study to deserving Matriculation candidates to acquire degrees or diplomas in prescribed fields with a view to entering the Civil Service.(See Chapter 7).

Government departments such as the Departments of Agricultural Technical Services, Defence, Public Works, and semi-state organizations such as the Department of Posts and Telegraphs, the South African Railways, Airways and others all have their training schemes, mostly in collaboration with colleges for advanced technical training, technical colleges and even universities.

COLLEGES OF ART

Apart from instruction provided in departments of art attached to universities and specialization courses offered by provincial teacher training colleges, the Department of National Education provides art education at seven technical colleges and colleges for advanced technical education, as well as the Johannesburg College of Art.

The National Senior Certificate is offered at the latter institutions on a part-time basis, while the National Diploma in Art and Design and a four-year course leading to the National Teacher's Diploma (Art) are provided on a full-time basis. The courses for the National Diploma in Art and Design with specialization in graphic design, ceramics, textile design, dress design, and fine art extend over a period of three years while the course with specializa-

tion in industrial design covers a period of four years.

The College of Art in Johannesburg is also authorized to conduct courses in ballet. This institution offers a part-time course leading to the National Senior Certificate in ballet and a full-time three-year teacher's course. A certain amount of elementary tuition is also arranged on a part-time basis for boys and girls of school-going age.

AGRICULTURAL COLLEGES

Every province in the Republic of South Africa has at least one Agricultural College under the Control of the Department of Agricultural Technical Services. They serve the areas around them and offer one-year and two-year practical and theoretical courses in various aspects of farming to prospective farmers, farm managers, wool experts, assistants to the field officers of the Department of Agricultural Technical Services and such.

POLICE COLLEGE

The Police Department has its own training school at Pretoria, where police recruits undergo an intensive training course lasting from six months to a year, depending on the age and school qualifications of recruits. After they have entered the police service, the candidates receive continued in-service training and the passing of advanced examinations, apart from practical ability, is a prerequisite for promotion.

Apart from its College, the Police Department also has the following training centres:

1. The South African Criminal Bureau at Pretoria for the training of ballistic, fingerprint, handwriting and other experts.
2. The South African Police Mechanical School at Benoni where police drivers are trained in driving and maintaining police vehicles.

3. The South African Police Dog Depot at Pretoria for the training of police dogs and dogmasters.

TRAINING OF NURSES

A number of provincial hospitals throughout the country are also official nurses' training centres with training colleges attached. A nurse receives a basic theoretical and practical training for three and a half years after Std X in general nursing and midwifery. Candidates with a Junior Certificate receive two years' training as nursing assistants, after which they may be accepted for training as qualified nurses for a further four years.

Facilities are also offered at some universities for the acquisition of a degree in nursing.

TRAINING OF ASSISTANT MEDICAL STAFF

Extensive facilities are offered at colleges for advanced technical education, technical colleges and a large number of provincial institutions for the training of assistant medical staff as radiographers, laboratory assistants and medical technologists.

THE S.A. MERCHANT NAVY ACADEMY

At Granger Bay near Cape Town the S.A. Merchant Navy Academy General Botha provides theoretical and practical training for prospective officers of the merchant navy. A one year full time basic course is followed by three and a half years of theoretical and practical in service training at sea and on land before the candidate can become a qualified marine officer.

RAILWAY TRAINING COLLEGE

At Esselen Park, near Johannesburg, the South African Railways has a modern and very well equipped training centre for railway employees, with branches in various centres. Personnel of numerous technical and administrative branches of the railways service are periodically sent to the college or one of its branches

for three months or longer to receive intensive ad hoc training in their particular fields of service.

SCHOOLS OF MINING

Schools of mining are of two kinds. In the first place there are the Government Miners' Training Schools which train prospective mining employees as practical miners. Secondly the large mining concerns have their own training institutions for mine officials under the auspices of the Chamber of Mines. They collaborate especially with the Witwatersrand College for Advanced Technical Education and with the University of the Witwatersrand where promising candidates are enabled to work for full degrees in mining engineering, geology and metallurgy.

Capable candidates from the Government Miners' Training Schools may continue their studies at the appropriate institutions and become mine officials too.

TRAINING IN MUSIC

Some of the universities have full facilities for study in music up to the Doctor's Degree. In some cases independent colleges of music were taken over by universities. One of these that still exists is the Conservatoire of Music at Pretoria which provides facilities for the study of Music to a highly advanced stage. It caters for full-time and part-time students and conducts its own examinations which eventually lead to advanced diplomas. A three-year B-Diploma and a four-year A-Diploma course are generally accepted for purposes of teaching, while the six-year Higher Conservatoire Diploma is intended for performers.

Colleges for advanced technical education and some others also offer instruction in music.

CORRESPONDENCE AND OTHER PRIVATE COLLEGES

Numerous institutions of varying size and scope train can-

didates by mail for a large number of examinations, e.g. those for the National Junior and Senior Certificate and even Stds. 6 and 7; the National Technical Certificate (NTC); commercial, administration, management, law, secretarial and many other certificates. They even offer courses in, for example, journalism, short story writing, millinery, cake making, English, Afrikaans, Bantu languages, foreign languages and so on.

The correspondence colleges are required by law to register with a statutory body called the Correspondence College Council, of which some members are appointed by the Minister of National Education and others elected by the colleges. The function of this Council is to maintain the integrity of the colleges, watch over their standards of tuition and protect the interests of students even to the extent of imposing fines on colleges for improper conduct. A "Correspondence College Fidelity Guarantee Fund" provides for funds to reimburse persons who may suffer as a result of breach of contract by a registered college. So far no claims have been lodged.

The fact that more than 50 of these colleges are officially registered and apparently flourish, with a total enrolment of some 40,000 students, shows that they fulfil a need, especially in the case of those who leave school early or decide at adult age to make an attempt to improve their qualifications and are not in a position to attend regular technical or other colleges.

Apart from the correspondence colleges a number of licensed private colleges, mainly of the commercial and business type, cater for full-time and part-time students.

COLLEGE FOR FORESTERS

At Saasveld, near George in the Cape Province, there is a college of the Department of Forestry which trains foresters for South Africa's large and growing timber industry. Candidates are taken after obtaining the Senior Certificate, receive mainly practi-

cal training in forestry for one year, attend the college full-time for two years and then receive another year's in-service training before obtaining the official Diploma in Forestry as qualified foresters. Their service is in the nature of that of technicians in industry. For advanced study deserving candidates may be selected to attend the University of Stellenbosch and obtain degrees in forestry while in the service of the Department of Forestry and receiving a salary. Persons who wish to proceed to Stellenbosch for a degree in forestry immediately after receiving a Matriculation or Matriculation Exemption Certificate may, of course, do so, at their own expense.

SCHOOLS OF FASHION

Schools or academies of fashion are run by the private sector as well as by some colleges for advanced technical education and technical colleges and are situated in the larger centres of the Republic. Training facilities are provided on a full-time or part-time basis for students who wish to follow a professional career in the fashion and clothing industry. Some of these schools offer diploma courses which are recognized by the Department of National Education. The programmes generally include fashion designing, pattern drafting, grading and manipulation; designing, cutting out, making and trimming of ladies' garments for all occasions; handling and care of modern sewing machines; modelling or mannequin courses etc.

Two training colleges offer diploma and certificate courses for employees in the clothing industry. The courses are offered on a block-release basis and provide opportunities to qualify, among others, as designers, general managers, production managers, buyers, technicians and operators.

CHAPTER 9

TEACHER TRAINING

FACILITIES FOR TRAINING

Teachers are trained at provincial teacher training colleges, universities, colleges for advanced technical education and certain institutions under the control of the Department of National Education.

PROVINCIAL TEACHER TRAINING COLLEGES

The fifteen provincial teacher training colleges offer a wide variety of training courses for primary school teachers as well as teachers who wish to specialize in certain subjects or in certain sections of the primary and secondary schools.

In three provinces there is very close collaboration between the training colleges and the universities, which enables college students to follow full courses for the Bachelor's Degree at the neighbouring university and in their fourth year of study to complete their professional training at the training college.

In the Cape Province teacher training colleges mainly train prospective primary teachers, but after having obtained a Primary Teacher's Diploma, a candidate may proceed to a university and obtain a Bachelor's Degree in less time than normally required, thereby qualifying for primary as well as secondary work. Certain post-Primary Teacher's Diploma specialist courses, e.g. in art, handicraft, needlework, agriculture and physical education, also enable candidates to apply for posts in their specialist subjects at high schools.

TRAINING COURSES AND CERTIFICATES

The different education departments offer a variety of three-year and four-year courses for nursery, primary and secondary school teachers.

THE CAPE

The Department of the Cape of Good Hope offers a three-year course which leads to the Primary Teacher's Diploma with specialization in junior or senior primary school work. A one-year course which follows on the Primary Teacher's Diploma course is offered in different fields of specialization at specific teacher training colleges. It is thus possible for primary school teachers to follow a four-year training course.

NATAL

The Natal Education Department provides a three-year course leading to the Natal Teacher's Senior Diploma which may be taken either as a general course for primary school education or a specialist course in different primary school subjects as well as infant school teaching, or specialization in a number of high school subjects.

ORANGE FREE STATE

The Education Department of the Orange Free State offers a three-year course which leads to the Higher Primary Education Certificate in either junior primary work, senior primary work, education for deviate children or a high school orientated course with specialization in different high school subjects.

TRANSVAAL

The Transvaal Education Department offers a three-year course which leads to the Transvaal Education Diploma in junior primary or senior primary work. Student teachers who wish to acquire more extensive training in primary school work, may follow the four-year course which leads to the Transvaal Higher Education Diploma in junior work or senior work.

Students who have successfully completed a four-year course for nursery teachers, obtain the Transvaal Higher Education Diploma in junior work and nursery education.

The Department also provides two high school orientated courses which extend over a period of four years, viz the Transvaal Higher Education Diploma (Professional) course and in conjunction with a neighbouring university, the course for the Transvaal Higher Education Diploma (combined degree and diploma).

The Transvaal Higher Education Diploma with specialization for teachers of mentally retarded children is awarded after successful completion of a four-year course.

SPECIALIST COURSES

The following are some of the subjects in which specialist courses are offered by training colleges: Agricultural Science, Art, Commercial Subjects, Domestic Science, Industrial Arts, Needlework, Physical Education, School Librarianship, School Music, Speech and Drama, Woodwork and Metal-work.

Particulars as to which colleges offer which subjects may be obtained from the various education departments.

UNIVERSITIES

The universities have always played an important part in the training of teachers. This role was further established by legislation in 1969, in terms of which the training of white persons as teachers for secondary schools has been confined to universities. The Minister, however, may on special conditions grant permission for the training of teachers for secondary education to be provided also at a college maintained, managed and controlled or subsidized by the Department of National Education and, on the advice of the National Education Council, also at a college maintained, managed and controlled by a provincial administration.

Universities offer a one-year Secondary Teacher's Diploma course following upon the acquisition of a degree, and thereafter professional cum academic courses leading to the Bachelor's, Master's and Doctor's degrees in Education.

Ten universities with Faculties of Education provide both academic and professional teacher training.

Although in the past the universities catered more specifically for the training of secondary school teachers, the majority have, especially in the last decade, provided training also for primary school teachers and for specialist teachers of certain subjects in the primary and secondary school, such as Art, Ballet, Home Economics, Commerce, Music, Physical Education, Speech and Drama. In addition courses of a specialized nature on specific aspects of teaching, such as remedial education, special education for physically handicapped, mentally retarded and behaviourally handicapped children, etc. are offered. Such courses are intended primarily for practising teachers who wish to keep abreast of developments in the theory and practice of education, or who wish to undertake research work. These are non-initial courses and a person who wishes to be admitted to one of them must already have had some teacher training and be in possession of a professional qualification.

INSTITUTIONS UNDER THE CONTROL OF THE DEPARTMENT OF NATIONAL EDUCATION

Nine institutions, including colleges for advanced technical education, teacher training colleges and the College of Art in Johannesburg, offer teacher training courses which lead to Diplomas or Certificates in Art, Commerce, Home Economics, Technology, Workshop Instruction and Nursery School Education.

Teachers who are trained at these institutions usually enter the service of vocational high schools, institutions for special education, technical colleges, technical institutes or colleges for advanced technical education.

Courses offered

The following are Teacher's Diploma courses offered by institutions under the control of the Department of National Education:

The National Teacher's Diploma (Art)

The following courses are offered:

A four-year full-time course for students who hold the National Senior Certificate or a recognized equivalent certificate; a three-year full-time course for non-graduates holding a recognized teacher's certificate for which the full-time training is of not less than two years' duration; a one-year full-time course for holders of an approved B.A. (Fine Arts) degree; and a two-year part-time course for holders of the National Diploma in Art and Design. Part of the latter course may also be taken by correspondence at the Witwatersrand College for Advanced Technical Education.

The National Teacher's Diploma (Home Economics)

This course extends over a period of three years and is given on a full-time basis to candidates who have obtained a Standard X Certificate.

The National Teacher's Diploma (Commerce)

This course is provided on a full-time basis over three years for candidates who have obtained a Standard X Certificate. The course may also be taken on a part-time basis over a period of two years after obtaining either the National Diploma in Commerce, the B.Com. degree, the C.I.S., or any other recognized Diploma in Commerce or Accounting plus two years of business or teaching experience. The part-time course may also be taken by means of a correspondence course provided by the Witwatersrand College for Advanced Technical Education.

The National Teaching Diploma (Technology)

A one-year full-time or a two-year part-time course may be taken after obtaining the National Technical Certificate Part III, with both official languages on the Standard X level, an apprenticeship and two years' experience in industry.

The National Teacher's Diploma (Workshop Instruction)

A one-year full-time or a two-year part-time course is offered after the acquisition of the National Technical Certificate

Part III, with both official languages on the Standard X level, an apprenticeship and two years' experience in industry.

The National Teacher's Diploma (Technology) and the National Teacher's Diploma (Workshop Instruction) may also be taken on a part-time basis by means of a correspondence course provided by the Witwatersrand College for Advanced Technical Education.

ADMISSION REQUIREMENTS

Provincial education departments

The admission requirement for primary teacher training courses offered in the Cape and Orange Free State is normally a Standard X Certificate. In the case of Natal, a Senior Certificate (Advanced Grade) or an equivalent certificate is required while in the Cape certain subject and other requirements are set for Senior Certificates other than those of the Cape itself.

In the Transvaal, the Transvaal University Entrance Certificate or a Standard X Certificate with Matriculation Exemption is compulsory for secondary teacher's courses which consist of combined academic and professional training. In the case of other courses a Transvaal Secondary School Certificate or equivalent Standard X Certificate is required.

Universities

Students who wish to follow a course for the Secondary Teacher's Diploma are required to be in possession of a prescribed bachelor's degree, for which the entrance qualification is a full Matriculation Certificate or a Senior Certificate with Matriculation Exemption. The minimum admission requirement for primary teachers' courses is a Standard X Certificate. In addition there are specific admission requirements in the case of certain courses.

FINANCIAL AID

All the provincial education departments make large sums

of money available to assist student teachers to finance their training at provincial training colleges.

Study-loans to cover the cost of one or more items such as tuition fees, examination fees, books, apparatus and board are usually granted by the education department concerned. The renewal of loans from year to year is subject to the student's passing the previous year's examinations. Loans are in certain cases free of interest.

Students who make use of these facilities, enter into a contract with the department concerned to complete their course and to serve the department directly after completion of such a course wherever their services may be required for at least as long as it will take to redeem the financial assistance by means of service. This usually means the number of years of study for which the assistance was granted plus one year. Students who do not comply with their agreement must repay study-loans with interest.

Bursary-loans are also granted on the same conditions for degree cum diploma courses at universities and diploma courses at colleges for advanced technical education.

The Transvaal Education Department awards different scholarships for achievement in the Matriculation examination and for achievement in different year courses at college and university.

The Public Service Commission and the Department of National Education annually make a large number of bursary-loans available. These bursary-loans include financial aid to students who wish to follow teacher training courses at universities, colleges for advanced technical education and other institutions under the control of the Department of National Education. The field of study is usually prescribed and the bursar has to undertake to serve the State for a specified period or else to repay the bursary-loan in full.

Full particulars regarding loans and bursaries provided may at any time be obtained from the various departments. Each of them has its own specific regulations.

More detailed information on teacher training, at universities as well as other training institutions, will be found in the HSRC publication Training after Std. Ten.

CHAPTER 10

ADULT EDUCATION

The notion of "Education Permanente", viz that education does not stop at school leaving but goes on throughout the life of the individual, and that such education should continually be catered for outside the school, university and college context, has gained as much ground in South Africa as in the rest of the civilized world, and has received attention in the highest quarters.

For centuries cultural development outside the formal education context was the task of organizations created by society itself, and the task was carried out in an informal, sporadic manner, as it still is, by voluntary societies and organizations of many kinds. Government and education authorities did not see "adult education" as part of their responsibility.

During and immediately after the Second World War the matter received the attention of specially appointed Government Commissions, whose recommendations resulted in 1948 in the establishment of a Division for Adult Education as part of the Union Education Department of the time (now the Department of National Education). Afterwards the Division of Physical Education was added to Adult Education, but in 1966 Sport and Recreation became a separate Government Department, with its own Minister.

On 1st January, 1968 a new department, the Department of Cultural Affairs, came into being and matters pertaining to the conservation, care and development of the cultural heritage, including "adult education", were entrusted to it. In the same year the divisions for Land Service, Housecraft and Dietetics were added to Adult Education.

In terms of the Development of National Culture Act of March, 1969, a National Cultural Council was established to

advise the Minister of National Education on matters of cultural development. In his turn the Minister appointed eight committees of experts to advise the National Cultural Council on matters pertaining to their particular fields, viz Committees for the Development of

- (a) Family education and Home Building;
- (b) Youth affairs;
- (c) Land Service;
- (d) Music;
- (e) Visual Art;
- (f) Literary Art;
- (g) Human and Natural Sciences.

The aims of Adult Education may be stated as follows: to influence and encourage persons outside the formal education context to take part in activities that will enable them to develop their personalities more fully, give expression to and refine their creative talents, and to develop their abilities along lines that will ensure the best possible development of their physical, intellectual and emotional potential in their own interest and that of society.

Participation in this kind of informal education is voluntary and the aim is to provide facilities in organized group context for the useful employment of leisure by youth as well as adults.

The aims of the Division of Adult Education are realized in practice by co-operation with the Committee for National Development and the thousands of voluntary organizations to arrange camps, courses, youth leader projects, spring and summer schools, symposia, exhibitions and other similar group activities.

A special task of the Division of Adult Education is to arrange camps and other activities in which young immigrants and South Africans take part in equal numbers to become acquainted.

Programmes arranged by voluntary bodies under the auspi-

ces of Adult Education are subsidized on an ad hoc basis. Some organizations even receive an annual grant.

In order to facilitate co-operation with voluntary bodies all over the country, the Department of Cultural Affairs has created seven regional offices with trained personnel, one each at Durban, Kimberley, Pretoria, Port Elizabeth, Bloemfontein, Johannesburg and Cape Town.

An important subdivision of the Division of Adult Education is the Land Service Movement which has as its special task the promotion of country wide activities for the conservation of the soil and the appreciation and enjoyment of the many facets of natural beauty in South Africa. The movement incorporates school-children as well as youthful adults.

On 1st November 1970 the Department of Cultural Affairs ceased to exist and its activities were incorporated by the Department of National Education.

The colleges for advanced technical education and technical colleges make an important contribution to adult education by regularly offering short, informal courses in fields such as photography, motor car maintenance, practical welding, amateur woodwork, amateur radio, cookery, cake-making, dressmaking, upholstery, millinery, pattern-making, floral art, interior decoration, physical education and others, even public speaking.

APPENDIX A

ADDRESS LIST OF EDUCATION AUTHORITIES

1. The Secretary,
Department of National Education,
Private Bag 122,
Pretoria.
2. Transvaal
The Director,
Transvaal Education Department,
Private Bag 76,
Pretoria.
3. Cape of Good Hope
The Director,
Department of Education,
Cape of Good Hope,
P.O. Box 13,
Cape Town.
4. Natal
The Director,
Natal Education Department,
Private Bag 9044,
Pietermaritzburg.
5. Orange Free State
The Director,
O.F.S. Education Department,
P.O. Box 521,
Bloemfontein.
6. South-West Africa
The Director,
Department of Education,
Private Bag 13186,
Windhoek,
South-West Africa.

APPENDIX B

ADDRESS LIST OF POST-SCHOOL EDUCATIONAL INSTITUTIONS

1. COLLEGES FOR ADVANCED TECHNICAL EDUCATION

The Director,
Cape College for Advanced Technical Education,
P.O. Box 652,
Cape Town.

The Director,
College for Advanced Technical Education,
Private Bag 6011,
Port Elizabeth.

The Director,
Natal College for Advanced Technical Education,
P.O. Box 953,
Durban.

The Director,
Pretoria College for Advanced Technical Education,
Church Street East,
Pretoria.

The Director,
Vaal Triangle College for Advanced Technical Education,
Private Bag X021,
Vanderbijlpark,
Transvaal.

The Director,
Witwatersrand College for Advanced Technical Education,
P.O. Box 3293,
Johannesburg.

2. TECHNICAL COLLEGES

Technical College,
Private Bag 1004,
Benoni,
Transvaal.

Free State Technical College,
Private Bag X0542,
Bloemfontein, O.F.S.

Technical College,
Private Bag,
Boksburg North,
Transvaal.

Technical College,
Private Bag,
Brenthurst,
Brakpan,
Transvaal.

Technical College,
Private Bag,
Carltonville,
Transvaal.

Technical College,
Private Bag,
Congella,
Durban,
Natal.

East London Technical College,
Private Bag,
East London,
Cape Province.

Technical College,
Private Bag 1030,
Germiston,
Transvaal.

Technical College,
Private Bag 23,
Johannesburg,
Transvaal.

Northern Cape Technical College,
Private Bag 31,
Kimberley,
Cape Province.

Technical College,
Private Bag A13,
Klerksdorp,
Transvaal.

Technical College,
Private Bag 22,
Kroonstad,
O.F.S.

Technical College,
Private Bag 2004,
Krugersdorp,
Transvaal.

Pietermaritzburg Technical College,
Private Bag 9032,
Pietermaritzburg,
Natal.

Technical College,
Private Bag,
Howard Place,
Pinelands,
Cape Province.

Technical College,
Private Bag 6040,
Port Elizabeth,
Cape Province.

Technical College,
Private Bag,
Randfontein,
Transvaal.

Technical College,
Private Bag 2086,
Rustenburg,
Transvaal.

Technical College,
Private Bag X2009,
Sasolburg, O.F.S.

Technical College,
Private Bag 21,
Springs,
Transvaal.

Technical College,
Private Bag 5012,
Stellenbosch,
Cape Province.

Technical College,
Private Bag,
Uitenhage,
Cape Province.

Technical College,
Private Bag X05,
Vanderbijlpark,
Transvaal.

Technical College,
Private Bag,
Vereeniging,
Transvaal.

OFS Goldfields Technical College,
Private Bag X21,
Welkom, O.F.S.

Technical College,
Private Bag 1215,
Witbank,
Transvaal.

3. TEACHER TRAINING COLLEGES

Cape

The Rector,
Teachers' Training College,
P.O. Box 102,
Graaff-Reinet.

The Rector,
Teachers' Training College,
Highbury Road,
Mowbray,
Cape Town.

The Rector,
Teachers' Training College,
Grahamstown,
C.P.

The Rector,
Teachers' Training College,
West Bank,
Oudtshoorn.

The Rector,
Teachers' Training College,
Paarl, C.P.

The Rector,
Denneoord Training College,
De Waal Street,
Stellenbosch.

The Rector,
Teachers' Training College,
Wellington, C.P.

Natal

The Rector,
Natal Teachers' Training College,
Longmarket Street,
P.O. Box 566,
Pietermaritzburg.

The Rector,
Durban Teachers' Training College,
Queen Mary Avenue,
Durban.

The Rector,
Edgewood College of Education,
Pine Street,
Ashley,
Pinetown,
Natal.

Orange Free State

The Director,
Teachers' Training College,
Bloemfontein,
O.F.S.

Transvaal

The Rector,
College of Education,
Mears Street,
Sunnyside,
Pretoria.

The Rector,
College of Education,
President Street,
Potchefstroom.

The Rector,
College of Education,
P.O. Box 1013,
Johannesburg.

The Rector,
Goudstad College of Education,
Private Bag 2,
Johannesburg.

4. AGRICULTURAL COLLEGES

Department of Agricultural Technical Services,
Grootfontein College of Agriculture and Research Sta-
tion,
Middelburg, C.P.

The Rector,
The Stellenbosch-Elsenburg Agricultural College of the
University of Stellenbosch,
Winter Rainfall Region,
Department of Agricultural Technical Services,
Stellenbosch, C.P.

Department of Agricultural Technical Services,
College of Agriculture and Research Station,
Cedara,
Natal.

Department of Agricultural Technical Services,
Agricultural Research Institute and Agricultural College,
P.O. Glen, O.F.S.

Department of Agricultural Technical Services,
College of Agriculture and Research Institute,
Private Bag 804,
Potchefstroom, TVL.

5. The Rector,
College of Art,
c/o Claim and Bok Streets,
Johannesburg.
6. The Captain Superintendent,
South African Merchant Navy Academy,
P.O. Box 2880,
Cape Town.
7. The Secretary,
Chamber of Mines of South Africa,
P.O. Box 809,
Johannesburg.
8. The Rector,
Conservatoire of Music,
244 Jacob Maré Street,
Pretoria.
9. The Principal,
College for Foresters,
Saasveld,
George,
C.P.

APPENDIX C

EVALUATION OF QUALIFICATIONS

The Department of Information and Special Services of the Human Sciences Research Council has a division for the evaluation of South African and foreign educational qualifications. This is a very important service, especially for immigrants, and hundreds of queries regarding the value of certificates are answered every month, both orally and in writing. The Department also issues the publication "Evaluation of South African and foreign Educational Qualifications", which is regularly revised. The latest edition appeared in 1970.

Knowing the value of specific qualifications is essential for employers as well as persons seeking employment, since not only the nature of the employment but also the remuneration depends on what a particular certificate is worth in terms of South African standards.

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APPENDIX D

HSRC Publications containing information on Education
NUMBER

- IN - 3 GEGGUS, C. Awards available for undergraduate study at South African Universities 11 (UCT, UN, UPE, RU, UNISA, WITS and GENERAL). 1969.

- IN - 5 EVALUATION of South African and foreign educational qualifications. 1970.

- IN - 13 STIMIE, C.M. Education in the Republic of South Africa. 1970.

- Information Series No. 1 Awards available for post-graduate study in the Republic of South Africa. 1967.

- Information Series No. 2 Universities in South Africa. 1968.