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*the place of the parent community  
in the education system*

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PREFACE

The National Education Policy Act, No. 39 of 1967, makes provision for parents to share in the education of their children by means of representation, inter alia, on parent teacher associations, on school committees, control boards or school boards. To expand the content of this law and with a view to seeking clarification of the "place" of the parent, the National Education Council requested the Human Sciences Research Council to undertake research on this subject.

There are probably few educational matters of so contentious a nature as parents' right of say in the education of their children. On the one hand there are the undeniable grounds on which the parent claims an equal say, i.e. his primary formative educational responsibility and his Christian adherence to the baptismal vow. On the other hand, there is education's claim to autonomy and the non-intervention of parents in a purely professional matter.

To find a compromise between these two points of view is obviously no easy task. Nevertheless, attempts have been made to do so in the past, and most existing educational practices do, to a greater or lesser extent, make provision for parental say.

This study attempts to examine the matter and make some meaningful recommendations on the subject.

*A. L. Motjee*  
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## OPSOMMING

Die mede-aanspreeklikheid vir die onderwysende-opvoeding van sy kind waarop elke ouer aanspraak maak, is gegrond op die feit dat hy van meet af aan die primêre verantwoordelikheid vir hierdie opvoeding dra. Hierdie verantwoordelikheid is dus geen instelling van die mens nie, maar is so beskik. Vir die Christenouer hou hierdie verantwoordelikheid 'n veel dieper klank in, aangesien hy 'n plegtige doopgelofte afgelê het waarin hy verantwoordelikheid met betrekking tot die godsdienstige opvoeding van sy kind op hom neem. Dit is dus verantwoordbaar om te beweer dat elke ouer op medeseggenskap met betrekking tot die skoolse opvoeding van sy kind aanspraak kan maak.

'n Literatuurverkenning het getoon dat hierdie ouerseggenskap in die buiteland veral vergestaltung vind in die daarstelling van statutêre ouer- of ouer-onderwysersliggame. Hoewel die praktyk van die oueraandeel in verskillende lande verskil, is dit veelseggend dat al die lande wat in die ondersoek betrek is, in beginsel wel deeglik die plek van die ouer in die onderwysstelsel erken. Selfs in Oos-Duitsland as verteenwoordiger van die kommunistiese wêreld word ouerliggame aangetref. Dit wil dus lyk asof die belangrikheid van ouerseggenskap in die onderwysgebeure allerweë besef word. Wat betref meer intieme kontak tussen ouer en onderwyser, word daar veral in die VSA deur middel van die sogenaamde Parent Teacher Association (PTA) belangrike werk gedoen.

Van die vroegste jare af was die bestaan van skoolkomitees of -kommissies 'n redelik algemene verskynsel in die skoolwese in Suid-Afrika. Die doeltreffende funksionering van hierdie kommissies of komitees kan weliswaar bevraagteken word, maar die feit van die instelling daarvan weerspieël die opvatting dat aan die ouer seggenskap in die onderwys gegee moet word. Die sosio-ekonomiese, politieke en kulturele leefpatroon tydens die koloniale en republikeinse eras in die vroeë geskiedenis van Suid-Afrika was van so 'n aard dat aktiewe aandeel deur die ouers by dergelike liggame nie ten volle tot ontplooiing kon kom nie. Nietemin het die tradisie van die oueraandeel in die verlede in 'n groot mate gevestig geraak en het dit daartoe bygedra dat die wyse van ouer medeseggenskap vandag hier te lande 'n eie stempel dra wat onderskeibaar is van dié in ander lande.

Tans is die situasie so dat daar in al die verskillende provinsies van die RSA voorsiening gemaak word vir statutêre liggame waarin die ouers kan dien. Weens historiese verskille bestaan daar egter nie eenvormigheid met betrekking tot die beroering en funksionering van hierdie liggame in die verskillende provinsies nie. Dit is ook nie altyd duidelik wat die pligte en bevoegdhede van die verskillende oerliggame presies is nie.

In die lig van die feit dat die oueraandeel in die onderwys 'n onontkenbare demokratiese reg van die ouer is, word die volgende aanbevelings gemaak:

- (1) Die oueraandeel in die onderwys moet gehandhaaf word.
- (2) Die bestaande statutêre liggame wat vir oueraandeel in die onderwys voorsiening maak, moet gehandhaaf word, maar daar moet tot groter eenvormigheid met betrekking tot die bestaan en benaminge van die onderskeie statutêre liggame gekom word.
- (3) Die funksies van die statutêre liggame moet breedvoerig en duidelik uiteengesit word en eenvormigheid moet deur die verskillende onderwysdepartemente met die uitsondering van sekere skole van die Departement van Nasionale Opvoeding, gehandhaaf word.
- (4) Al die provinsies moet Keurrade aanstel om die oerliggame te lei in die aanbevelings wat hulle doen met die oog op die aanstelling van onderwysers.
- (5) Ouer-onderwysersverenigings moet gestig word waar daar 'n behoefte aan bestaan en hoofde van skole moet meer doen om belangstelling by ouers in sodanige liggame te wek sodat die ouers tot optimale medebetrokkenheid by onderwys aangemoedig word.

## SUMMARY

The co-responsibility for the formal and formative education of his child, to which every parent lays claim, is based on the fact that he is, from the outset, responsible for this education. This responsibility is consequently not an institution created by man but has been thus ordained. It is of much greater significance for the Christian parent who, in his baptismal vow, accepted the responsibility of caring for his child's religious education. It is thus justifiable to state that every parent has the right to have a say in the school education of his child.

An exploratory literature study revealed that, in overseas countries, the parent's participation in this regard is characterised by the establishment of statutory parent or parent-teacher bodies. Although the part played by the parent differs in practice in the various countries, it is significant that all the countries which were involved in the investigation accord great importance, in principle, to the place of the parent in the system of education. Even East Germany, which is representative of the Communist world, boasts parent bodies. It would thus appear that the importance of participation on the part of parents in education is generally realised. As regards more intimate contact between parent and teacher, important work is done, particularly in the USA, by the so-called Parent-Teacher Association (PTA).

From the earliest times, the existence of school committees or commissions was a fairly general phenomenon in the school system in South Africa. There is some doubt about the effective functioning of these commissions or committees but the fact that they were instituted is proof of the view that parents should have a say in education. The socio-economic, political and cultural pattern of life during the colonial and republican eras in the early history of South Africa was of such a nature that active participation by parents in such bodies could not reach full fruition. The tradition of parental participation in the past nevertheless became established to a large extent and has contributed towards giving parental co-participation in this country a character of its own, as opposed to that of other countries.

The situation is at present such that, in all the provinces of the RSA, provision is made for statutory bodies on which parents may serve. As a result of historical differences, however, there is no uniformity in respect of the appointment and functioning of these bodies in the various provinces. Furthermore, the duties and powers of the parent bodies are not always clearly defined.

In view of the fact that the part of the parent in education is his undeniable democratic right, the following recommendations are made:

- (1) Parental participation in education must be maintained.
- (2) The existing statutory bodies which provide for parental participation should be maintained but steps should be taken to ensure greater uniformity in respect of the existence and names given to the various statutory bodies.
- (3) The functions of the statutory bodies should be set out in detail and in a clear manner and the various education departments, with the exception of certain schools in the Department of National Education, should strive to maintain uniformity.
- (4) All the provinces should appoint selection boards to guide the parent bodies in the recommendations which they must make with a view to the appointment of teachers.
- (5) Parent-teacher associations must be established where such a need exists and principals of schools must do more to arouse interest in such bodies so that parents will be encouraged to become involved to the full in matters pertaining to education.



## CHAPTER 1

### INTRODUCTION AND STATEMENT OF PROBLEM

#### 1.1 INTRODUCTION

The National Education Council requested the Human Sciences Research Council to investigate the parents' share in education, using the National Educational Policy Act as the point of departure. In terms of Section 2(1)(h) of this Act, Act No. 39 of 1967, it is determined that - "the parent community be given a place in the education system through parent-teachers' associations, school committees, boards of control or school boards or in another manner".

This Act refers to the "place" of the parent community in the education system. "Place" is an undefined concept, which in the above-mentioned context, must be taken figuratively. It can provisionally be stated that the interpretation that will be given of the concept "place" in this investigation will be that the parent community must have a "share" or "say" in education. If "share" and "say" can be regarded as synonymous concepts for purposes of this investigation, the aim of the investigation can be regarded as endowing the given concepts with content and meaning, specifically for the situation in the RSA.

#### 1.2 STATEMENT OF PROBLEM

The obvious problem giving rise to research on the place of the parent community in education, is a practical one, i.e. the quest for the most meaningful way in which parents can be given a place, share, or say in the education of their children. To the scientific researcher, such manifest doubt about existing practice is not so much a valid point of departure for his examination of the problem, as an inducement to reflection. Before tackling the problem of the most meaningful way in which the parent community can be drawn into education, the grounds for this questioning must be sought and these are only to be found in the structures underlying parental say in education. The practical problem referred to above, is therefore reduced to a theoretical one, i.e. the sentient search for the answer to the question on which parental say in education is based. In order to approach this investigation scientifically it is necessary, in the first place, to seek the given grounds and to describe them before illuminating the practical problem in more detail.

If a pedagogically accountable decision is reached as regards the basis of parental say in education, it will be time enough to consider the practical problem. Obviously, an accountable basis for parental say in education should in itself illuminate this problem to a large extent, but a better understanding should be sought of the nature and scope of the parents' place in education. A preliminary study of the various tasks of the family, the school and the authorities as regards formative education can contribute greatly to shedding more light on the parents' share in the education of their children.

An investigation into the parents' share in education also brings one up against a problem of quite another nature, i.e. the question of whether the "parent community" should be studied collectively or whether the parent should be approached as an individual, interested party. This leads to an investigation of the significance and practical value of distinguishing between those forms of parental say accorded the parent community on the one hand and the individual parent on the other. When the emphasis is laid on the share of the parent community, there is a danger that the organizational aspects will constitute a stumbling-block. However, closer study of this matter leads one to think that the point at issue is the parent and the school, i.e. the specific parent-teacher relationship.

As regards the form or practical execution of the parents' share in education, a decision will have to be reached on the question of whether the parents' share should be limited to peripheral school matters such as fund-raising, school tours and so on, or whether it should extend from these functions to the basic functions of the formal education of the school. In this context, reference will have to be made to the boundaries of the parents' share, i.e. the boundaries that separate responsible, meaningful contributions by the parents and those contributions that will hinder rather than promote formal education. In this connection reference should also be made to the channels through which parents' share in education can be realized and the problems surrounding this.

To sum up, one might say that the questions to which answers must be supplied in the course of this study, are the following:



## 1.2 METODE VAN ONDERSOEK

Die metode van ondersoek wat gevolg is, kom neer op die bestudering van verbandhoudende literatuur en die ontleding van gegewens wat deur middel van vraelyste van opgeleide arbeidsterapeute en werkgewers ingewin is.

### 1.2.1 Vraelys

In samewerking met die hoof van die Vona du Toit-Opleidingskollege vir arbeidsterapeute, die hoof van die Departement Arbeidsterapie van die Witwatersrandse Universiteit en lede van die Uitvoerende Bestuur van die Nasionale Vereniging van Arbeidsterapeute is 'n vraelys opgestel (kyk bylae 1). Hierdie vraelys is hoofsaaklik daarop ingestel om inligting in te samel oor opleiding, beroepservaring, werktevredenheid, salaris en beroepsfunksies van arbeidsterapeute.

'n Tweede vraelys met die oog op die insameling van gegewens oor die huidige en moontlike toekomstige vraag na arbeidsterapeute, is aan privaatpraktiserende arbeidsterapeute en werkgewers van arbeidsterapeute gestuur.

### 1.2.2 Keuse van ondersoekgroep

#### (a) Arbeidsterapeute

Daar is gepoog om soveel as moontlik opgeleide arbeidsterapeute by die ondersoek te betrek. Navraag is by alle moontlike instansies oor adreslyste van arbeidsterapeute gedoen. Adreslyste is verkry van -

(i) die Suid-Afrikaanse Geneeskundige en Tandheelkundige Raad (ten opsigte van gekwalifiseerde arbeidsterapeute wat op 1 Maart 1977 geregistreer was);

(ii) die Universiteit van die Witwatersrand (ten opsigte van afgestudeerde arbeidsterapeute van daardie universiteit);

(iii) die Suid-Afrikaanse Vereniging vir Arbeidsterapeute (ten opsigte van die vereniging).

Die Wet op Geneeshere, Tandartse en Aanvullende Gesondheidsdienste (Artikel 34, wet nr. 56 van 1974, soos aangevul in Promulgasie 5349 in die Staatskoerant van 3 Desember 1976) verplig slegs praktiserende arbeidsterapeute om te registreer. Daar was op 31 Desember 1977, 506 geregistreerde arbeidsterapeute van wie sommige nie op daardie tydstip gepraktiseer het nie. Daar is vraelyste gestuur aan alle geregistreerde arbeidsterapeute met adresse in die RSA en aan alle nie-geregistreerde arbeidsterapeute van wie adresse beskikbaar was.

*Verf*  
*in 'n ...*  
*word gebruik*  
*Verf ...*

Van die 565 vraelyste wat uitgestuur is, is 58 (10,3%) onafgelewer teruggestuur. Van die oorblywende 507 is 279 (55%) voltooid, terugontvang. Omdat inligting oor die universum ontbreek, kan daar nie bewys word dat die ondergroep 'n verteenwoordigende steekproef van gekwalifiseerde arbeidsterapeute is nie. Die responsie was egter hoog (55%) en dit is onwaarskynlik dat nie-responsies die beeld só skeef kan trek dat die ondergroep nie as 'n verteenwoordigende steekproef van arbeidsterapeute beskou kan word nie, en daarom word dit as sodanig aanvaar.

(b) Werkgewers

Met behulp van verskeie Staatsdepartemente en Departemente van Hospitaaldienste van die vier Provinsies is adresse van werkgewers van arbeidsterapeute verkry. Van die 138 vraelyste (bylae 2) wat aan werkgewers gestuur is, is 106 (76,8%) terugontvang. Die oorgrote meerderheid groot werkgewers, soos hospitale en skole vir serebraalgestremdes, het die verlangde inligting verstrek. Die werkgewers wat nie die vraelys voltooi het nie, is meestal Sendinghospitale en privaatpraktisyns wat nie groot getalle arbeidsterapeute in diens neem nie.

Universiteite en opleidingskolleges is nie in die groep van werkgewers ingesluit nie.

## HOOFSTUK 2

### DIE ONDERSOEKSGROEP

#### 2.1 ALGEMEEN

Van die 279 arbeidsterapeute wat in die ondersoek ingesluit is, was 171 (61,3%) tydens die ondersoek praktiserend en 108 (38,7%) nie-praktiserend. Net minder as twee derdes verkies Engels (62,0%) en die ander Afrikaans as korrespondensietaal. Laasgenoemde verhouding is waarskynlik daaraan toe te skryf dat daar aanvanklik net opleiding deur medium van Engels beskikbaar was. Met die uitsondering van een ('n Asiër) is al die arbeidsterapeute in die ondersoeksgroep Blankes. Volgens die Vise-presidente van die Suid-Afrikaanse Vereniging vir Arbeidsterapeute sal die eerste Swartarbeidsterapeute waarskynlik aan die einde van 1978 kwalifiseer. Al die respondente is vroulik. Daar word tans manlike Nie-Blanke arbeidsterapeute opgelei.

Van die 168 praktiserendes wat die vraelys volledig beantwoord het, werk 123 voltyds (73,2%) en 45 deelyds (26,8%). (Drie persone het nie die vraelys volledig beantwoord nie).

#### 2.2 OUDERDOM EN KORRESPONDENSIETAAL

Alle ouderdomskategorieë tussen 20 en 80 jaar is in die ondersoeksgroep verteenwoordig. Tabel 2.1 gee 'n aanduiding van die ouderdomsverspreiding volgens korrespondensietaal van die respondente. Die gegewens word in figuur 2.1 geïllustreer.

Volgens tabel 2.1 was 87,7 persent van die Afrikaanssprekende respondente 34 jaar en jonger, terwyl minder as die helfte Engelssprekendes (49,1%) in hierdie ouderdomsgroep geval het. Die feit dat die mediaanouderdom van Afrikaanssprekendes heelwat laer as dié van Engelssprekendes is, is 'n aanduiding dat Afrikaanssprekendes eintlik eers gedurende die afgelope twintig jaar, toe opleiding deur medium van Afrikaans begin is, tot die beroep toegetree het.

In tabel 2.2 word 'n ontleding van die ouderdomsverspreiding van praktiserende en nie-praktiserende respondente gegee. Hierdie gegewens word in figuur 2.2 geïllustreer.

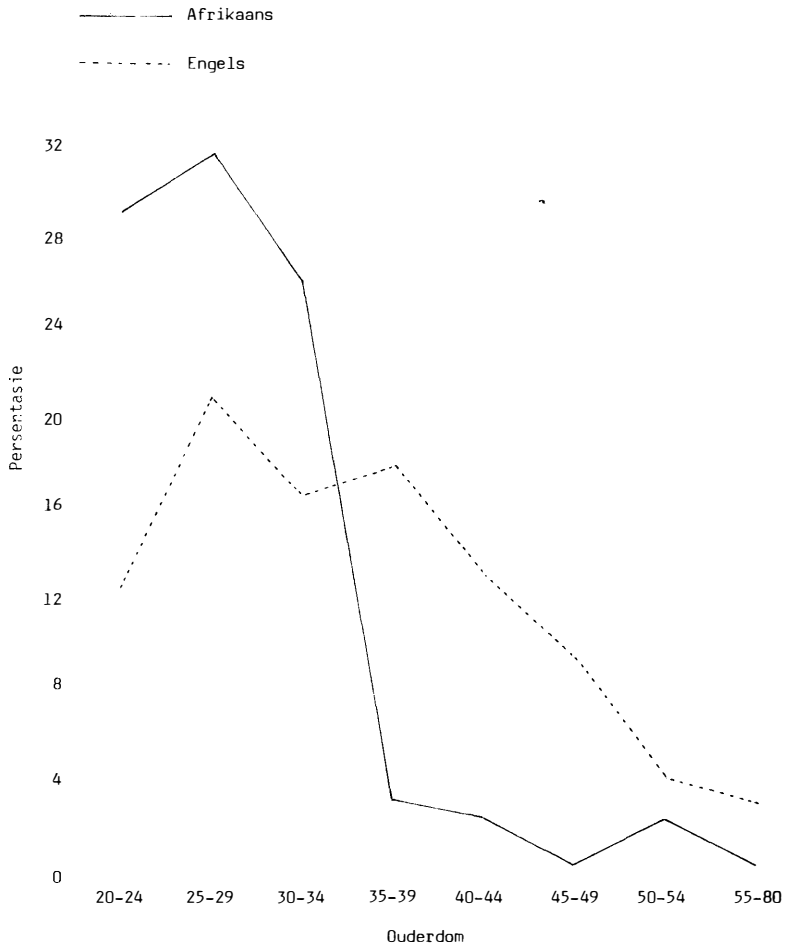
Die gegewens in tabel 2.2 dui daarop dat byna die helfte van die respondente wat as arbeidsterapeute werk 29 jaar en jonger is, terwyl daar in die ouderdomskategorieë tussen 25 en 49 jaar 'n groter persentasie nie-praktiserende as praktiserende respondente is. Laasgenoemde ouderdomsfase is normaalweg dié waarin

die vrou trou en 'n gesin versorg. In die ouderdomskategorieë 50 tot 54 en 55 tot 64 is daar weer 'n effense groter persentasie praktiserende as nie-praktiserende respondente, wat daarop dui dat arbeidsterapeute, net soos fisioterapeute, tussen die ouderdomme van 25 tot 49 jaar tydelik die arbeidsmark verlaat, maar weer later terugkeer (Cilliers, 1979: 6). Wanneer hierdie gegewens beoordeel word, moet daar steeds in aanmerking geneem word dat die nie-praktiserende arbeidsterapeute swak verteenwoordig is in die ondersoekgroep vanweë die probleem om adresse van nie-geregistreerde nie-praktiserende arbeidsterapeute te verkry.

TABEL 2.1  
 OUDERDOM, VOLGENS KORRESPONDENSIETAAL

Ouderdom op 30 Junie 1977	Afrikaans			Engels			Totaal		
	N	%	Kum. %	N	%	Kum. %	N	%	Kum. %
20-24 j.	31	29,2	29,3	22	12,7	12,7	53	19,0	19,0
25-29 j.	34	32,1	61,3	37	21,4	34,1	71	25,4	44,4
30-34 j.	28	26,4	87,7	26	15,0	49,1	54	19,4	63,8
35-39 j.	4	3,8	91,5	32	18,5	67,6	36	12,9	76,7
40-44 j.	3	2,8	94,3	23	13,3	80,9	26	9,3	86,0
45-49 j.	1	0,9	95,3	17	9,8	90,8	18	6,5	92,5
50-54 j.	3	2,8	98,1	8	4,6	95,4	11	3,9	96,4
55-64 j.				6	3,5	98,8	6	2,2	98,6
65-80 j.	1	0,9	99,1				1	0,4	98,9
Ouderdom nie ver= strek nie	1	0,9	100,0	2	1,2	100,0	3	1,1	100,0
TOTAAL	106	100		173	100		279	100	
Persenta= sie van totaal		38,0			62,0				
Q <sub>1</sub>		23,4			27,3			25,9	
Me		27,8			35,2			31,1	
Q <sub>3</sub>		32,0			42,2			40,7	

FIGUUR 2.1  
PERSENTASIE ARBEIDSTERAPEUTE IN ONDERSOEKGROEP, VOLGENS KORRESPONDENSIETAAL  
EN OUDERDOM



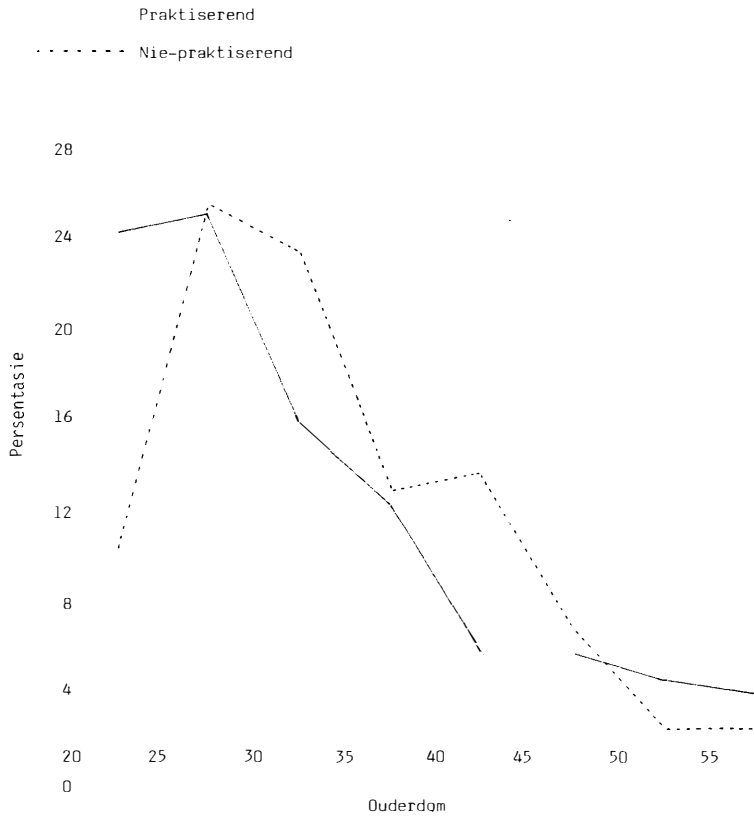
TABEL 2.2

OUDERDOM VAN PRAKTISERENDE EN NIE-PRAKTISERENDE RESPONDENTE OP  
30 JUNIE 1977

Ouderdom	Praktiserend			Nie-praktiserend			Totaal		
	N	%	Kum. %	N	%	Kum. %	N	%	Kum. %
20-24 j.	N 42	24,6	24,6	11	10,2	10,2	53	19,0	19,0
	%	79,2			20,8			100	
25-29 j.	N 43	25,1	49,7	28	25,9	36,1	71	25,5	44,4
	%	60,6			39,4			100	
30-34 j.	N 28	16,4	66,1	26	24,1	60,2	54	19,4	63,8
	%	51,9			48,1			100	
35-39 j.	N 22	12,9	78,9	14	13,0	73,1	36	12,9	76,7
	%	61,1			38,9			100	
40-44 j.	N 11	6,4	85,4	15	13,9	87,0	26	9,3	86,0
	%	42,3			57,7			100	
45-49 j.	N 10	5,8	91,2	8	7,4	94,4	18	6,5	92,5
	%	55,6			44,4			100	
50-54 j.	N 8	4,7	95,9	3	2,8	97,2	11	3,9	96,4
	%	72,7			27,3			100	
55-64 j.	N 4	2,3	98,2	2	1,9	99,1	6	2,2	98,6
	%	66,7			33,3			100	
65-80 j.	N			1	0,9	100,0	1	0,4	98,9
	%				100			100	
Ouderdom nie ver= strek nie	N 3	1,8	100,0				3	1,1	100,0
	%	100						100	
TOTAAL	N 171	100		108	100		279	100	
	%	61,3			38,7			100	
Q <sub>1</sub>		25,1			27,3			25,9	
Me		30,1			32,3			31,1	
Q <sub>3</sub>		37,7			40,5			38,5	

FIGUUR 2.2

PERSENTASIE PRAKTISERENDE EN NIE-PRAKTISERENDE ARBEIDSTERAPEUTE, VOLGENS OUDERDOM OP 30 JUNIE 1977



Tabel 2.3 toon die ouderdom waarop respondente tot die arbeidsmag toegetree het, volgens korrespondensietaal.

TABEL 2.3

OUDERDOM WAAROP RESPONDENTE TOT DIE ARBEIDSMAG TOEGETREE HET, VOLGENS KORRESPONDENSIETAAL

Ouderdom	Afrikaans		Engels		Totaal	
	N	%	N	%	N	%
20 j. en jonger	22	20,8	39	22,5	61	21,9
21 j.	40	37,7	72	41,6	112	40,1
22 j.	33	31,1	35	20,2	68	24,4
23 j.	4	3,8	10	5,8	14	5,0
24 j.	1	0,9	1	0,6	2	0,7
25 j.	3	2,8			3	1,1
26-30 j.	2	1,9	10	5,8	12	4,3
31-35 j.			2	1,2	2	0,7
Ouer as 35 j.			2	1,2	2	0,7
Vraag nie volledig beantwoord nie	1	0,9	2	1,2	3	1,1
TOTAAL	106	100	173	100	279	100
Q <sub>1</sub>		21,1		21,2		21,1
Me		21,8		21,6		21,7
Q <sub>3</sub>		22,4		22,5		22,5

Uit tabel 2.3 blyk dat daar nie 'n wesentliche verskil in die mediaanouderdomme van Engels-en Afrikaanssprekende respondente by toetreding tot die arbeidsmag was nie. Dit is egter interessant om daarop te let dat daar 14 Engelssprekende respondente was (8,2%) wat begin werk het toe hulle 26 jaar en ouer was, terwyl slegs twee Afrikaanssprekendes op hierdie ouderdom begin werk het. Van die hele ondersoekgroep het 86,4 persent begin praktiseer toe hulle 22 jaar of jonger was. Volgens tabel 2.2 was die mediaanouderdom van praktiserende respondente op 30 Junie 1977, 30,1 jaar. Die meeste van laasgenoemde respondente het dus nog nie die geleentheid gehad om baie jare beroepservaring op te doen nie.

## 2.3 OPLEIDING EN KWALIFIKASIES

### 2.3.1 Opleiding

Volgens syfers van die Mediese en Tandheelkundige Raad het 86,76 persent van die arbeidsterapeute wat op 31 Desember



1977 geregistreer was, hul opleiding in die RSA ontvang (kyk by= lae 4). In die RSA is die opleidingsvereistes vir arbeidstera= peute: Matrikulasievyrstelling met standaard- of hoërgraad Wis= kunde of Natuur- en Skeikunde of Biologie. Voorwaardelike toe= lating word vir die diplomakursus by die Mediese Universiteit van Suider-Afrika (Garankuwa) verleen, mits matrikulasievyrstel= ling voor die voltooiing van die kursus verkry word. 'n Vier= jarige graadkursus word by die Universiteite van Stellenbosch, Witwatersrand, Bloemfontein en Kaapstad, en 3½-jarige diploma= kursus by die Vona du Toit-Kollege op Pretoria, en die Mediese Universiteit van Suider-Afrika aangebied. Ongeveer 'n derde van die opleidingstyd word aan praktiese werk bestee. By die Vona du Toit-Kollege en die Mediese Universiteit van Suider-Afrika ontvang die studente 'n salaris tydens hul opleiding (2310 x 180 - 3210 + 5% by die Vona du Toit-Kollege, en R1374 x 96 - 1662 x 132 - 1926 + 5% by die Mediese Universiteit van Suider-Afrika) en ongeveer vyf weke vakansie per jaar. Beurse van die Departement van Gesondheid en die Provinsiale Administrasies is beskikbaar vir opleiding aan die genoemde universiteite.

Tabel 2.4 gee 'n ontleding van die inrigtings waar res= pondente opleiding ontvang het, volgens korrespondensietaal.

TABEL 2.4  
INRIGTING WAAR RESPONDENTE OPLEIDING ONTVANG HET, VOLGENS  
KORRESPONDENSIETAAL

Opleidingsinrigting	Afrikaans		Engels		Totaal	
	N	%	N	%	N	%
Universiteit van Kaapstad	1	0,9	4	2,3	5	1,8
Universiteit van Stellenbosch	43	40,6	11	6,4	54	19,4
Universiteit van Witwatersrand	3	2,8	64	37,0	67	24,0
Vona du Toit-Kollege, Pretoria	57	53,8	52	30,1	109	39,1
SUBTOTAAL RSA	104	98,1	131	75,8	235	84,3
Engeland			33	19,1	33	11,8
Europa	1	0,9	1	0,6	2	0,7
VSA			2	1,2	2	0,7
Ander buiteland			4	2,3	4	1,4
SUBTOTAAL BUITELAND	1	0,9	40	23,2	41	14,7
Inrigting nie genoem nie	1	0,9	2	1,2	3	1,1
TOTAAL	106	100	173	100	279	100

Volgens die gegewens van die Geneeskundige en Tandheelkundige Raad het die persentasie geregistreerde arbeidsterapeute wat in die RSA opgelei is van 1976 tot 1977 gestyg van 84,1 persent na 86,8 persent (kyk bylae 4). Hierdie styging dui daarop dat al meer arbeidsterapeute in die jongste tyd in die RSA opgelei word. Die oorgrote meerderheid Afrikaanssprekende respondente het hul opleiding aan inrigtings waar Afrikaans as voertaal gebruik word, ontvang, terwyl net meer as die helfte van die Engelssprekende respondente (59,6%) hul opleiding aan Engelstalige inrigtings ontvang het. Volgens tabel 2.4 het die grootste enkele persentasie respondente hul opleiding aan die Vona du Toit-Kollege ontvang ten spyte daarvan dat hier later as aan die Universiteit van Stellenbosch met opleiding begin is. 'n Baie klein persentasie Afrikaanssprekendes (0,9%) het opleiding in die buiteland ontvang, terwyl meer as 'n vyfde van die Engelssprekendes (23,2%) in die buiteland studeer het. Dit dien egter daarop gewys te word dat hierdie respondente nie noodwendig almal immigrante is nie, maar dat baie Suid-Afrikaanse burgers, voordat opleidingsfasiliteite vir arbeidsterapeute in die RSA so gereedelik beskikbaar was, in die buiteland gaan studeer het. Die grootste enkele persentasie Engelssprekendes (37,0%) het hul opleiding aan die Universiteit van die Witwatersrand ontvang.

Dat slegs vyf respondente aan die Universiteit van Kaapstad gestudeer het, kan deur een of albei van die volgende verklaar word

(a) dat opleidingsfasiliteite aan die Universiteit van Kaapstad eers sedert die sewentigerjare aangebied word;

(b) dat daar relatief minder respondente uit die Kaapprovinsie die vraelys voltooi het omdat daar nie direkte kontak met die streekgroep van die SAVAT van die Kaapprovinsie gemaak kon word nie, terwyl die lede van die streekgroepe van die noordelike provinsies deur hul beroepsvereniging, vanweë direkte kontak en belangstelling van die bestuurslede, spesiaal aangemoedig is om die vraelys te voltooi.

### 2.3.2 Kwalifikasies

Akademiese kwalifikasies wat deur arbeidsterapeute verworf kan word, is -

- (a) Doktorsgraad by die Universiteit van die Witwatersrand
- (b) Magistergraad by die Universiteit van die Witwatersrand
- (c) Baccalaureus Scientiae in Arbeidsterapie by die Universiteite van die Witwatersrand en Kaapstad

- (d) Baccalaureus in Arbeidsterapie by die Universiteite van Stellenbosch en Oranje-Vrystaat
- (e) Nasionale Diploma in Arbeidsterapie by die Vona du Toit-Kollege van Arbeidsterapie, Pretoria
- (f) Diploma by die Mediese Universiteit van Suider-Afrika.

Tabel 2.5 toon die kwalifikasies van respondente, volgens korrespondensietaal.

TABEL 2.5  
HOOGSTE KWALIFIKASIES VAN RESPONDENTE, VOLGENS KORRESPONDENSIE-TAAL

Hoogste kwalifikasie	Afrikaans		Engels		Totaal	
	N	%	N	%	N	%
Nasionale of ander diploma in Arbeidsterapie	49	46,2	109	63,0	158	56,6
Nasionale Diploma + Onderwys= diploma	10	9,4	10	5,8	20	7,2
Nasionale Diploma + D.B.O. <sup>1)</sup>	7	6,6	4	2,3	11	3,9
Ander verwante diploma			14	8,1	14	5,0
Ander verwante diploma + D.B.O			3	1,7	3	1,1
Spesiale sertifikaat in Arbeidsterapie	1	0,9			1	0,4
SUBTOTAAL: nie-gegradueerd	67	63,1	140	80,9	207	74,2
Baccalaureusgraad	38	35,8	30	17,3	68	24,4
Baccalaureusgraad + D.B.O.	1	0,9	1	0,6	2	0,7
Baccalaureusgraad + Spesiale sertifikaat			1	0,6	1	0,4
Magistergraad			1	0,6	1	0,4
SUBTOTAAL: gegradueerd	39	36,7	33	19,1	72	25,9
TOTAAL	106	100	173	100	279	100

<sup>1)</sup>D.B.O. = Diploma in Buitengewone Onderwys (UNISA)

Uit tabel 2.5 blyk dat daar byna drie keer meer nie-gegradueerde as gegradueerde respondente in die ondersoekgroep is. Die verskil is egter by Engelssprekendes baie groter as by Afrikaanssprekendes. Hierdie verskil kan moontlik daaraan toegeskrywe word dat die Universiteit van die Witwatersrand, waar baie Engelssprekende arbeidsterapeute hul opleiding ontvang het,

slegs sedert 1970 'n Baccalaureus Scientiae in Arbeidsterapie aanbied en 59,3 persent van die Engelssprekende respondente het hul opleiding voor 1970 ontvang (kyk tabel 2.6). Hierdie uni-versiteit het vir 'n beperkte tyd die geleentheid vir arbeids-terapeute met 'n Diploma in Arbeidsterapie gebied om die Diplo-ma in 'n B.Sc.-graad te omskep (volgens 'n kennisgewing in The South African Journal of Occupational Therapy, Vol. 2, No. 3, June 1969: 4).

Meer Afrikaans- as Engelssprekende respondente (16,9% teenoor 12,2%) het hul basiese opleiding aangevul met verdere studie. Dit is ook duidelik dat dit veral dié respondente met 'n Nasionale of ander Diploma is wat verdere diplomas of serti-fikate verwerf het. Die aantal respondente wat oor 'n onder-wysdiploma beskik, kom naastebly ooreen met die aantal praktise-rende respondente wat tydens die ondersoek by skole werksaam was (kyk tabel 3.5); 35 het onderwysdiplomas en 33 het by skole gewerk. Ten spyte van 'n dringende beroep van die Redakteur in die South African Journal of Occupational Therapy van Junie 1972 op arbeidsterapeute om vol te hou met studie en aanvullende kwalifikasies te verwerf: "We need more therapists with post basic qualifications" (Die Redakteur, Vol. 3, No. 1: 1), was daar in 1977 slegs 13,7 persent van die respondente met 'n na basiese kwalifikasie.

Tabel 2.6 toon die jaar waarin die respondente hulle hoogste kwalifikasie verwerf het, volgens korrespondensietaal.

TABEL 2.6

JAAR WAARIN HOOGSTE KWALIFIKASIE IN ARBEIDSTERAPIE BEHAAL IS, VOLGENS KORRESPONDENSIETAAL

Jaar	Afrikaans			Engels			Totaal		
	N	%	Kum. %	N	%	Kum. %	N	%	Kum. %
1930-1939				2	1,2	1,2	2	0,7	0,7
1940-1949	1	1,0	1,0	6	3,6	4,8	7	2,6	3,3
1950-1954				19	11,4	16,2	19	7,0	10,3
1955-1959	2	1,9	2,9	17	10,2	26,3	19	7,0	17,3
1960-1964	5	4,8	7,7	31	18,6	44,9	36	13,3	30,6
1965-1969	29	27,9	35,6	24	14,4	59,3	53	19,6	50,2
1970-1974	47	45,2	80,8	53	31,7	91,0	100	36,9	87,1
1975-1976	20	19,2	100,0	15	9,0	100,0	35	12,9	100,0
TOTAAL	104	100		167	100		271	100	

Agt respondente het nie die gevraagde inligting verstrek nie-

- (d) The appointment, promotion and discharge of teaching staff.

## CHAPTER 3

### THE PLACE ACCORDED TO THE PARENT COMMUNITY IN THE EDUCATION SYSTEMS IN CERTAIN OVERSEAS COUNTRIES

#### 3.1 INTRODUCTION

In this chapter an attempt will be made to present a picture of the way in which the parent community is given a place in the education system in various overseas countries. An investigation of this kind is important, since it can shed light on the situation here and offer possible points of contact for an accountable practice.

#### 3.2 THE UNITED STATES OF AMERICA

##### 3.2.1 Personal contact between parent(s) and teacher(s)

To write about the co-operation between family and school in the United States of America is virtually the same as describing the work and influence of the Parent-Teacher Association (PTA) (6, p. 193). This organization, officially known as the National Congress of Parents and Teachers, was founded as early as 1817, and functions at national, state and local level. Thus, whereas the PTA is subdivided according to states, each with its own executive, it is the subdivision into permanent commissions at a national level, which can also be called study or work groups, that is of particular importance (6, p. 193). These national work groups are responsible for such matters as audio-visual services, character-moulding, citizenship, co-operation with colleges, the exceptional child, disposition, secondary school services, international relations, the protection of youth, legislation, membership, mental health care, national PTA publications, the PTA monthly paper, pre-school services, recreation, traffic education and publicity (6, p. 193).

Through the PTA monthly paper and other smaller publications, the national work groups concerned see to it that both parents and teachers are regularly supplied with a variety of modern pedagogical literature. However, they do not stop at this. These publications not only contain articles on topical subjects, but also have a series of points of discussion drawn up by

experts, which can be thrashed out during parent-teacher evenings. In this way the individual parent is actively involved in the problems of educational upbringing (6, p. 193).

If it can be said that the PTA's "power" lies in what is attained at a national and state level by means of organization, then its "strength" lies in its individual members (the parents and teachers) who desire the best formal and formative education for their children (6, p. 195). The PTA thus not only makes provision for the parent community to have a say in education, but places this authority within the reach of each individual parent. Matters of national importance enjoy attention as such but each individual parent is involved so that a conscious educational orientation is created amongst the members of the community. The topical points of discussion already mentioned can serve as an example of this. These are made available to local associations for parent evenings 27 times a year.

The institution of an "American Education Week" serves as another example of how an attempt is made in the USA to expand the good relationship between parent and teacher. Through this the parent is made an associate in his child's education on the one hand, and on the other, the teachers, as is apparent from the fact that this week begins with a Teacher's Honor Day, are given the necessary recognition for their difficult task. During the open schooldays that follow, parents are given adequate opportunity to talk to the teachers about their children. Such discussions are conducted to a large extent, if not entirely, along lines given by the PTA to both parents and teachers.

In summing up, Freudenthal-Lutter maintains that the good relationship between the family and the school in the USA can be ascribed to the following factors:

- (1) Child-awareness in the sense that the child is seen as a unique personality.
- (2) Educational awareness on the part of many parents.
- (3) Expert guidance on pedagogical problems for parents and teachers.
- (4) Expert guidance on how to organize parent evenings at a high level and make them function.
- (5) A spontaneous association between teaching staff, parents and often pupils too, which allows room for the human desire for fun and relaxation (6, p. 193).

### 3.2.2 Parent representation on the school executive

In the United States of America, public education is a state function. (State authority here is not synonymous with federal authority.) It is the state's responsibility to build and maintain public schools. Nevertheless, it is considered essential for a large amount of local control to be exercised over the schools. Therefore, responsibility for the functioning of the schools is transferred to local school districts. Each district has a controlling body, the Board of Education, which is endowed with administrative powers by state legislation.

Since these bodies are established through state legislation and obtain their power from the same source, they can be regarded as representatives of the state but, at the same time, also as the instrument through which local control over the functioning of the schools is maintained.

In terms of the code of state laws and regulations the local school board is accountable to the parents or citizens of the school district for the functioning and control of schools in the district. By the express desire of the parents they are also largely responsible for the quality of the school programme presented (9, p. 1).

The local school board is established by means of a general election. Ninety-five per cent of the school boards in the USA are elected in this way. In some states, all the districts use this method, whereas in others only some districts do.

In most states, the members of the school board must also vote in the state if they are to qualify for election. In some states age (for example a minimum age of 24 or 30), period of residence in district or state (for example a minimum of 3 years), academic qualifications, character, the paying of taxes or parenthood are further qualifications (9, pp. 17, 18).

The most common method of nominating candidates is by petition, upon which the signatures of 3 to 10 (California) to 5 000 to 10 000 (Detroit, Michigan) voters must appear. In some cases the number of signatures is calculated on a percentage basis. Other methods of nomination are election at general or annual school meetings, or by a person announcing himself as a candidate (9, pp. 20, 21).



Although the number of members on a school board in the USA can vary from 1 to 19, a board of five members is the most common (9, pp. 3, 4).

Most of the members of the school board are elected for a term of from 3 to 6 years. Elections mostly take place annually or every alternate year (9, pp. 10, 11). For election purposes school districts are delimited and in some cases again subdivided into areas. In the latter case a member is elected from each area (9, p. 27).

### 3.3 EAST GERMANY

In the Communist view the school in capitalist countries is merely a means of oppressing the working class and therefore a weapon in the class struggle. The Communists believe that the ruling capitalist power group uses the school merely to keep the labourer in his place and to inculcate a subservient attitude in him. To the Communist then, the school is also one of the ways in which the remaining capitalist mentality in communist countries can be combated and the labourer's child receives the interest he deserves. A constant, uniform pedagogical co-operation between parents and teachers is, in the Communist view, only possible in Communist countries (16, p. 188). According to this view, it is also clear that in Communist countries equal pay is not so much seen as the natural right and first duty of the parent, but as a means of propagating Communist ideology.

The East Germans are apparently unequalled in perfecting the organization of the Communist system. A complicated network of organizations, bodies, commissions and associations has been created to mould the children into socialist beings by means of formative education. There is no contrast between parent and school as far as this is concerned. Unity between family and school is unremittingly propagated by means of mass communication media, meetings and demonstrations, amongst other things (16, p. 188).

It is typical of the totalitarian approach to involve as many representatives of other bodies and groups as possible in any new organizational body. This gives the appearance of being democratic, but in reality it means that a small group of persons hold the important posts in every organization. In this way the party keeps its hold on all the branches of society.

The institution and working methods of parent councils of general formative schools are set out in the regulation of 1960 (Elternbeiratsverordnung). In this it is mentioned that all population groups must be involved in the solution of political problems, in the field of the people's education and by means of the parent councils with their commissions and associations. The latter must help to establish close and comradely co-operation between teachers, pupils and parents and to draw other socialist organizations into the formative education of the youth (16, p. 188).

The task of the school is to prepare the youth for life and labour in the socialist society. The pupils must be brought up to be all-round polytechnically moulded people in a spirit of peace, to value solidarity and collective action, with a love of labour and the working man (16, p. 188).

The parent councils are elected by the parents of the children who go to a particular school. However, the candidates are nominated by a commission consisting of the following persons: the principal (chairman), a representative of the local executive and of the National Front, a delegate from the Freien Deutschen Jugend or the Ernst Thälman pioneer organization and a representative of the Demokratische Frauenbund Deutschlands. In this way the party is assured that its members are nominated as candidates. Members are elected for one year and the parent council consists of at least 5 and at most, 15 members. The different members of the parent council also act as guardians of the different classes.

In order to perform its task effectively, the parent council forms a number of permanent and temporary commissions which work in collaboration with the bodies mentioned. Moreover, interested citizens may also take a seat in these commissions. Commissions must be formed to investigate problems regarding inter alia, the following:

- (1) The task of teaching;
- (2) the daily care of the scholars;
- (3) pedagogical propaganda;
- (4) scholars' sporting activities;
- (5) the scholars' cultural activities, and
- (6) the material, economic and hygiene problems of the children.

In addition to the parent council with its commissions, "Klassenelternaktive" are also constituted. These are actually commissions made up of some of the parents of the children in a particular class. Under the leadership of a member of the parent council, this body attempts to attain a class objective and with a view to this, works in close liaison with the class teacher.

According to Langeveld, Heinz Arnold points out that the parent councils (Elternbeiräte) must strive especially to carry out the following tasks:

- (1) The attainment of good results in polytechnical education and the promotion of further development in this sphere.
- (2) The elevation of the pedagogical work of the schools to a higher level, to achieve the objectives of the learning plan in all classes and for all scholars, and to guarantee better formative education.
- (3) To ensure that there will be a fixed order, stern discipline and continual formative education in all schools (16, p. 189).

In particular, the parent councils must see to it that the children of labourers and farmers receive the same treatment as those of other social groups and an attempt must be made to prevent these children failing. The parent councils and the "Klassenelternaktive" should also carry socialist formative education into the family circle and advise parents on the rearing of their children, stressing the need for love, discipline and justness (16, p. 190).

Parent evenings, the Elternseminare are also organized with a view to giving parents guidance on the political objectives of the government with regard to schools. On these occasions the parents are informed as to the significance and methodology of socialist education (16, p. 190).

The school in East Germany is uniformly treated as a tool in the class struggle. Here children are uninterruptedly and systematically reared in the Marxist/Leninist tradition and the so-called scientific outlook on life stemming from this ideology. By involving parents as much as possible in the school, the Communists hope to gain the active participation of the parents in the achievement of the party objectives. The communication links between school, authorities, trade, women's organization and youth organization place pedagogical activities squarely in the centre of party-political activities (16, pp. 191, 192).

There is a great deal to be learned from the good organization underlying the East German system, if an educational system that accords the parent community a place is to be established in South Africa. However provision would have to be made for the individual parental right to decide on the child's education to be maintained by mutual, open discussion.

Another thing that can be learned from the Communist system, is the realization that parental co-operation is essential if ideological objectives are to be achieved. This accounts for the network of parent organizations the Communists have established.

### 3.4 THE NETHERLANDS

In the Netherlands there are organizations attached to public, Protestant-Christian and Roman Catholic education which, in their own fields, attempt to promote co-operation between parents and school. Separate discussion of each of these fields is essential.

#### 3.4.1 Public education

##### a. Parent commissions

It has been entrenched in law since 1920 that every public school must have a parent commission (32, p. 15).

The parent commission's task is the expansion of the public school by means of (cf. 15) -

- (1) promoting sound co-operation between the school and the parents or guardians by means of, inter alia, instituting parent evenings,
- (2) advising teaching staff on matters relating to the teaching in the school,
- (3) direct application to the mayor and aldermen and the parish council with regard to the furnishing of the school buildings, and
- (4) providing the parent council or school board with information on matters relating to public education.

The parent commissions usually consist of a few parents, the school principal and a teacher. The number of members, at least three and at most ten, is determined by the mayor and aldermen (7, p. 33).

The parent commission must organize a parents' meeting at least once a year. The agenda for this is compiled by the parent commission in consultation with the principal of the school. If differences exist, the mayor and the aldermen have the final say. The principal of the school leads the gathering unless the domestic regulations determine that this should be done by the chairman of the parent commission. The teaching staff must also attend the parents' evening and both they and the principal must be able to justify the school practices in existence (7, p. 32). Apart from the parents' evenings "viewing evenings" and "class evenings" and "consulting hours" are also arranged for parents (32, p. 15).

b. Parent councils

A parent council can be established in each district where there is more than one parent commission. The parent council is composed exclusively of members of the parent commissions in the district (7, p. 33). The membership is also determined in this case by the mayor and aldermen, on the understanding that there will be at least five and no more than twenty one members. Members are chosen by the parent commissions and each election is arranged by the mayor and aldermen. The members are elected for three years and each year approximately one-third retire, but can be re-elected. A chairman is elected from the ranks of the elected parent council (7, p. 33).

One of the tasks of the parent council is to apply to the mayor and aldermen or to the district council in matters relating to the common interests of the public schools in its area. In addition this council takes notice of the wishes and objections of the parent commissions as regards school matters and takes action if the common interests of the schools are affected. The parent council compiles its own domestic regulations and these are subject to the approval of the mayor (7, p. 34).

c. School board

Apart from the parent commissions and council which have both been operating in the Netherlands since 1920, there are also school boards, which were instituted in 1957. As is evident from the composition of the school board, this is a co-ordinating body, which sees to the interests of the commissions and councils mentioned (7, p. 35).

Each school board consists of at least seven elected members (parents) of the parent commissions, at least three members (teachers or principals of public schools) and at least three district managers or functionaries (members of city, town and district council) appointed by the mayor and aldermen. The number of members can vary from 13 to 21.

The school board's task is to promote public education in its area by -

- (1) Keeping contact with the local parent commissions, and
- (2) advising the mayor and aldermen in connection with the curriculum, class timetables, the appointment of heads of schools, the determination of a subsidy per pupil and the efficient organization of public primary education (7, p. 35).

Although not recognized by law, since 1923 there has been an active rural co-ordinating organization for the parent councils, namely the Nederlandse Ouderraad voor het Openbaar Lager Onderwijs (NOROLO) which concerns itself with protecting the interests of public primary education, the advancement, establishment and work of parent commissions and parent councils and supplying advice and guidance, inter alia, through the publication of Het Ouderblad.

3.4.2 Roman Catholic Education

Roman Catholic education is in many respects similar to public education as regards the aim and intent of parent organizations. However, a few differences will be pointed out in the following paragraphs.

a. Parent committees

In terms of episcopal regulations concerning the composition of parent committees (instead of parent commissions as in the case of public education), the parents of the pupils in each class or group of classes in large schools must nominate one representative.

Teachers and other members of the staff attached to the school may not be members of the parent committee. However, the principal and teachers are invited to all meetings and have the right to participate in discussions (7, p. 39).

The purpose of the parent committee is to promote co-operation between school and family by enabling the parents to exercise their rights and duties regarding schooling more satisfactorily.

The parent committee has an advisory task in respect of all matters directly involving the family, such as:

- (1) the arrangement of school terms and vacations;
- (2) the arrangement of homework;
- (3) the children's fête;
- (4) vocational guidance and guidance on vocational choice;
- (5) the work of the school health service;
- (6) the extramural activities;
- (7) the relationship with sporting associations and youth work;
- (8) the levying of contributions;
- (9) the introduction of drastic changes into the school;
- (10) the introduction of subjects of social or hygienic significance, and
- (11) school uniform (7, p. 39).

The parent committee is also responsible for improving parents' knowledge of and insight into family rearing. Finally the committee must also submit parents' complaints about the school to the principal or the school board, and must see to it that personal matters concerning the teachers or pupils are never discussed at the meetings of the parent committee.

b. Diocesan Parent Council

Apart from the parent committees there is also a Diocesan Parent Council, elected from representatives of these committees, charged with supervising Roman Catholic education in a diocese, in particular by co-operating in determining the need for different types of education in connection with social-geographic-economic conditions. In addition they are responsible for promoting choice of school and occupation, giving the lead in parent committees and in matters requiring regional organization (7, p. 40).

c. National Parent Council

All diocesan parent councils meet once a year to elect a Catholic National Parent Council. This council, elected by and from the members of the diocesan parent councils, provides parents with guidance concerning the formative education of their children. They also maintain contact with the educational organizations and other bodies concerned with education (7, p. 40).

3.4.3 Protestant-Christian education

As regards primary education, there is little willingness in Protestant-Christian circles to promote the establishment of parent commissions. The reason is that the school board is mostly made up of members of the school society, which in any case is largely comprised of parents. It is often decided that executive members should be chosen from amongst parents of school-going children. In general, the meeting of the executive is attended by the school principals, who are present in an advisory capacity. However, the central executive decides on matters such as the appointment of school principals and sometimes of teachers. Thus provision is made in Protestant-Christian education for parents to have a share (7, p. 16).

There are also parent committees or commissions for the high schools. Most committees are attached to the Federatie van Ouderverenigingen van Scholen voor VHMO (7, p. 17).



## 3.5 PARENTAL SAY IN EDUCATION IN BELGIUM

### 3.5.1 Introduction

In order to obtain a picture of the situation regarding parental say in education in Belgium, it is necessary to give a brief description of the Belgian education system. In this connection an explanation of the term "constituting power" is of particular importance. De Aguirre (3, p. 58) described this concept as follows: "Legally the constituting power is the natural or legal personae responsible for the educational institutions" (translated).

In 99,0 per cent of cases, the constituting power in the private ("vrije") schools is the Roman Catholic Church, whereas public schools are divided into state, provincial and regional ("gemeentelijke") schools, with the state, the province and a particular community as the constituting power in each case. For a meaningful discussion of parental share in education in Belgium it is therefore necessary to discuss Catholic and public education.

### 3.5.2 Roman Catholic Education

The General Regulation of 1926 for Catholic schools determines that in each community that has a Catholic school, a school committee must be appointed with the "pastoor" or priest acting as chairman. This regulation also lays down that should the management of the school be entrusted to non-Catholic persons, the established committee will have the same powers as the school committee of a public school has. As regards the composition of the school committee, the regulation determines that the appointment of members is subject to the approval of the ecclesiastical authority and there is thus nothing to prevent representation of parents on the committee. On the other hand, in recent times more and more parents and teachers are being included in the constituting power of the different Catholic schools.

As regards secondary Catholic education, a decision was taken in 1968 to establish a board of directors for every school. This board must be composed of representatives of the members of the school community, i.e. the executive (director of school and other executive staff), the teachers, the parents and the pupils. These four interested parties must each assume a share of the responsibility for the proper functioning of the school. Of necessity the effective functioning of the board of directors is linked with favourable co-operation amongst

the four interested groups. As regards the competence of the various groups of the board of directors, a distinction is drawn between the rights of teachers on the one hand and the rights of parents and pupils on the other. Thus, for example, the teachers have a right to participate in entertaining new staff, interpretation of the syllabus, the selection of textbooks, the purchase of aids and the composition of the budget. In contrast, parents are granted the right to participate in decisions on all problems directly relating to parents and pupils. These include matters such as moral and religious education in general, the pedagogical guidance of pupils, the moral and physical safeguarding of pupils en route to school, certain social services and certain semi-school activities.

### 3.5.3 State education

Of importance in regard to public education is the fact that the so-called constituting power, which may be the government, the provincial council or the regional council, is elected on a democratic basis and, as such, represents the national, provincial and local population. Nevertheless, it would appear that this form of democracy in respect of the share of parents and teachers in education cannot be regarded as sufficient; the parents concerned also wish to have direct and equal say in the management of the local school. Most schools have a parent association or committee which sometimes airs its views to the school board.

As regards secondary education, Section 10 of the Co-ordinated Laws lays down that a school board, composed as follows, should be appointed: Three members of the regional (city, town) council are appointed by the Minister of National Education at the suggestion of the aforementioned council; three members are chosen by the minister from the parents of pupils at the school concerned from alumnae and another three are chosen by the Minister from amongst those residents of the district who show an interest in education. The school board's term of office is four years and retiring members may again be nominated and chosen.

According to the Royal Resolution of 1 July 1952 (3, p. 64) the powers of the school board are described as follows:

- (1) The school board submits proposals to the Minister of National Education through which the development and expansion of the school may be advanced.
- (2) The school board also deliberates upon each subject submitted to it by the Minister.
- (3) Each year the school board nominates one of its members to act as chairman of the final examination commission.
- (4) The school board has the right to attend the annual prize-giving and other school functions.
- (5) All the classrooms and the hostel may be visited by members of the school board, but such visits must take place outside formal school hours.

As regards technical education, Section 15 of the Co-ordinated Laws on Technical Education determines that each technical school must set up an executive commission. In the government schools such commissions consist of at least 5 members nominated by the Minister of National Education. One of the tasks of this executive commission is to propose measures to increase the effective functioning and progress of the school.

It is interesting to note that during December 1969 associative steering committees were set up on an experimental basis in 26 government schools (primary, secondary and technical schools). The objective here is to involve persons and groups of persons interested in government education and concerned about promoting it, in the control of these schools. These persons and groups comprise the teachers, pupils, parents and interested bodies concerned. These associative steering committees are compiled as follows from the people mentioned:

(1) School principal or his representative .....	1
(2) School staff (teachers as well as paramedical and other staff) .....	3
(3) Pupils .....	3
(4) Parents .....	3
(5) Alumnae .....	3
	<u>13</u>
	TOTAL

The powers of these committees are concerned with -

- (1) school organization in so far as it has bearing on homework, discipline, absence of teachers, syllabus and classroom method, as well as the competence of teachers;
- (2) administration such as, for example, publicity, recruitment of pupils, safety and hygiene;
- (3) financial organization regarding government funds and hostel finance; and
- (4) the arrangement of school activities and the provision of information.

The delimitation of the powers of the various interest groups of the above-mentioned committee shows that the parents only have the final say as regards such matters as publicity, recruiting of pupils, safety, hygiene and school functions. In contrast, the pupils have a say in matters of general discipline, whereas the teachers' authority extends to such things as the distribution or abolition of homework and methodology in so far as the education regulations allow a measure of freedom. Parents, teachers and pupils can only act in an advisory capacity when it comes to disciplinary measures, the school timetable, problems in the daily school and hostel programme and the control of hostel and other funds. The principal has the final say regarding all these matters.

Whereas the preceding associative control was only introduced on an experimental basis, it was introduced into all primary, secondary and Technical government schools on 1 September 1971. This followed upon the remarkable enthusiasm that had arisen since it had been applied in Belgian schools for the first time in 1969.

### 3.6 SUMMARY

A summary of the data concerning the parental share in education in certain overseas countries should take place in the light of what has been said about the educational matters in which the parent might possibly request an equal say. As is apparent from the foregoing exposition, provision is indeed made for parents to have a share in some things, as is reflected by the following:

- (a) In all the countries studied, provision is made for statutory bodies on which parents may serve and through which they can exercise an influence on education.
- (b) Provision is made to a greater or lesser extent in all the countries studied for parental share in all the fields in which the parent can justifiably claim to have an equal say. However, the share accorded does not automatically give parents privileges with explicit possibilities of intervention, but it is true to say that a great deal of service is required of the parent.

## CHAPTER 4

### CERTAIN HISTORICAL MOMENTS TO ILLUSTRATE THE NATURE OF THE COURSE OF THE PARENTAL SHARE IN THE EDUCATION SYSTEMS IN SOUTH AFRICA

#### 4.1 INTRODUCTION

An indication was given in the previous chapter of the role played by the parent in education in certain overseas countries. Although the organization in some countries appears to be highly efficient, none of the systems can be implemented in the RSA without amendment. The major reason for this is that each nation according to its own nature and on the strength of its historicity, has acquired an identity of its own which makes it unique amongst the nations of the world. In every attempt at innovation, a nation remains indissolubly bound to its past which is a co-determinant of its future. A nation's past is still locked in the present and, at the same time, the present refers continually to what is coming. In order to establish an accountable system for the future, one must also look for what was acceptable in the past, how in the course of time events were again endowed with meaning and how they are considered today with a view to the future.

#### 4.2 THE WAY IN WHICH THE PARENTS WERE INVOLVED IN THE ESTABLISHMENT, CONTROL AND MAINTENANCE OF SCHOOLS IN THE EDUCATION SYSTEM OF THE CAPE 1652-1910

During the period of Dutch rule at the Cape, the initiative for establishing schools came originally from the Gereformeerde Kerk of the Netherlands, which brought a strong reformative tradition from Holland that played a role in the future identity of the Afrikaner.

The main objective of education was religious instruction, with the result that local control was in the hands of the church councils. They could choose teachers, visit schools, close them and recommend that the Governor discharge a teacher. However, the church was largely under state control and the ministers were appointed and remunerated by the government. British rule at the Cape, first in 1795 and then in 1806, heralded a new era in education.

During Cradock's term as governor, provision was made for local district school commissions for the church schools. However,

the duties of these commissions were properly laid down only in 1827. The regulations, compiled by the secretary of the Bible and School Commission, made provision for the following:

- (1) Supervision of public schools in the district was the preserve of the school commission.
- (2) Quarterly meetings had to be held to deliberate on education in the district.
- (3) Provision was made for the holding of extraordinary meetings.
- (4) Members of the school commissions and particularly the ministers, were expected to visit the schools in their district as often as possible during school hours.
- (5) The school commissions had to keep an eye on the children's progress, the presentation of school prizes, the determination of vacations, the moral conduct of teachers and pupils and on school buildings in general.
- (6) In important issues the school commissions had to get in touch with the Bible and School Commission in Cape Town (4, pp. 51-53).

It was decided in 1834, at the recommendation of the Bible and School Commission, that there should be a local school commission for every school, consisting of not less than three members. These local school commissions could make recommendations to the Bible and School Commission concerning vacancies to be filled.

These commissions were not chosen by the local residents however, but were appointed by the Cape government and usually consisted of civil commissioners, residential magistrates, ministers and elders of the church. This procedure gave the Governor sufficient power to make appointments at his own discretion and ensured that he had a hold over rural education.

As a result of the criticism of free education, the regulations of 1834 also made provision for the payment of school fees. The system of per capita subsidies was also introduced (4, p. 53). With the control of education centralized in the hands of the Governor, all local initiative and interest was extinguished and co-operation between government, school and home rendered impossible.

The appointment of a Superintendent-General of Education in 1839 led to the regulations of 1834 being abrogated in 1842 and it was determined that members of the school commission could still visit the schools, but that all internal affairs of the school, such as teaching and discipline, for example, would be placed directly under the control of the Superintendent-General. The activities of the school commissions were thus limited to the more material affairs of the school, such as the school buildings. In addition they had to keep a watchful eye over the general state of education in their districts.

In 1843 provision was made for the so-called third-class or farm schools to have elected school commissions which were to be responsible for the erection and maintenance of classrooms and teachers' residences and the provision of guarantees, namely that contributions, equal to government subsidies, would be paid to the teachers (4, pp. 76-85).

After a long struggle school boards were instituted in 1905 at the recommendation of various education commissions. The colony was divided into approximately one hundred school board districts. At the head of each district would be a school board consisting of 6 to 18 members, of whom two-thirds were to be elected by enfranchised voters and the rest nominated by the Governor. In addition, provision was also made for the continued existence of local school commissions consisting of 7 members, elected for 3 years by the parents. They were responsible for supervision of schools within their districts and for recommending the appointment of teachers.

The school boards were responsible for the establishment of new schools and the gradual introduction and application of compulsory schooling for all White children from the age of 7 to 14.

As regards finance, it was originally decided that the Cape Education Department and the school boards would carry half of all costs, but as the school boards could not fulfil their obligation, all financial responsibility was transferred to the provincial councils in 1910, with the result that centralization slowly but surely became an accomplished fact (4, pp. 158, 159).



#### 4.3 THE PARENTAL SHARE IN THE SCHOOLS IN THE TIME OF THE TRANSVAAL REPUBLIC (ZAR)

Owing to the confusion that existed with regard to the concept "gemeente" (congregation) the Volksraad originally put the church council in charge of schools (23, pp. 18, 19), but in 1853 a school commission was appointed to control educational affairs. The Volksraad determined that teachers were to be approved by the church council, but were employed by the state; the parents themselves had no direct say. In 1855 the government assumed full responsibility for education and local control was entrusted jointly to the government and the church. The constitution of 1858 laid down that the state would assume the leadership of and responsibility for education and local school commissions and a general school commission were appointed. Magistrates were to be ex officio members of the commissions. Ministers were still appointed as chairmen by the government. The parents' say was virtually done away with. They did indeed have to make financial contributions (fixed school fees and books), but buildings and equipment would be supplied by the state, while the selection of books and supervision of examination would be controlled by the local school commission. However, the Act of 1878 brought about a change: The foundation of education became state-subsidized schools; the citizens of the country would elect the school commissions, but magistrates and field-cornets would act as ex officio chairmen. Amongst other things these commissions could propose teachers for approval or recommend them for appointment. The years 1882 to 1892 were characterized by local control within a subsidized school system. The initiative for the building of schools, like the control of such schools, was left to local parents. The Act of 1882 laid down the principle of parental rights and obligations : local control passed into the hands of the community of school parents, while the church was to take the lead in the establishment of schools and the composition of commissions. The new school commissions were responsible for buildings, equipment, residences for teachers, school fees, determination of government subsidies to which the school was entitled, salaries, free education for some pupils, selection of teachers, domestic matters and general supervision of the school. However, the commissions had no say over the professional work of the teacher.

According to Roos (23, pp. 516-540) the system of local control in the ZAR should be assessed in the light of the socio-economic, political and ecclesiastical conditions of the time. There was insufficient local interest, a lack of harmonious co-operation and a lack of experience in control. The parents did not have the necessary sense of responsibility for the degree of local authority they were accorded. Causes of this must be sought in the rural life of the farmers, unfavourable economic conditions, divisions in the church and unstable political conditions, increasing impoverishment and disruption caused by the mining industry and urbanization. Thus the State simply had to intervene since parents, either through neglect or incapacity, were not seeing to it that their children were properly educated. The local control of government schools on the goldfields was also unsuccessful. The erection of government schools on the goldfields was approved in 1896 and control was assigned to school boards. These were appointed by the government from representatives of different national groups. These boards had powers of recommendation for the building of schools, medium of instruction, appointment of teachers and the determining of school fees. The State would appoint a local school commission for each government school at the recommendation of the school board. School commissions would be responsible for such matters as direct supervision of buildings and teachers, receipt of school fees and quarterly reports on their activities had to be submitted to the school board (17, p. 527).

Discord within the church and the fact that the churches wanted subsidized education and not government schools, the "uitlander" (foreigner) problem and the complaint of the school boards that they had too few rights, could be adduced as reasons why the system was not a success. Van Tonder also speaks of the apathy on the part of parents, which handicapped the principle of parental share in education (31, pp. 228-276).

#### 4.4 THE WAY IN WHICH PARENTS WERE INVOLVED IN EDUCATION IN NATAL

Until the English took over the government of Natal in 1845, there was little question of organized education in that area. Both the English settlers in Durban and the Voortrekkers left education mainly in the hands of parents. Whereas the latter did indeed make use of the so-called part-time teachers, they often saw to religious instruction themselves, since the teachers were not always of irreproachable character (24, p. 21).

Responsibility for education rested with the parents and the various governments did not deliberately concern themselves with it until 1845.

From 1846 to 1855 Natal was an administrative part of the Cape Colony, administered by a Lieutenant-Governor who was subordinate to the Cape Governor and the Legislative Council in all important matters. Government schools were established in Durban and Pietermaritzburg during this period, but in the rural areas the Boers still made use of the services of itinerant teachers. However, they also founded and maintained schools with government support (24, pp. 35-50).

However, it was the School Commission of 1849 and the Commission of Education of 1853-1855 which was to blaze the trail for the future parental share in Natal education. All the members of both commissions were appointed by the government and in fact, four of the five members of the School Commission were government officials. Small wonder that in the course of time parents were to register complaints about this undemocratic procedure (24, p. 52). Both commissions made recommendations concerning the establishment of school committees. According to the School Commission the management of the government schools should be entrusted to local school committees appointed by the Lieutenant-Governor. The duties and powers of these committees were to be the following:

- (1) The complete control of the finances of the school, subject to the approval of the Lieutenant-Governor.
- (2) The recommendation of senior teachers to the Lieutenant-Governor and the appointment of junior teachers.
- (3) School admission and the removal of children from school when necessary.
- (4) The investigation of complaints from parents or guardians about teachers.
- (5) The giving of annual tests under the leadership of the principal or a person appointed by the committee (24, pp. 56, 57).

The recommendation of the Commission of Education of 1853 was that schools should be controlled by local committees and that the interests of parents and children should be adequately catered for (24, p. 63). Although the recommended committees

were set up in the course of time, they were a failure and had a deleterious rather than beneficial effect on education, according to Steenkamp (24, p. 66).

From 1856 onwards, Natal, independently of the Cape Government, looked after its own affairs by means of a system of Representative Government (24, p. 68). It promised the people participation in national affairs, including education. The Governor (Scott) appointed a Select Committee in 1856 with a view to improving education. As regards the decreasing share of parents in education, the Select Committee recommended that all schools receiving subsidies from the State should be under the control of a local committee. These committees were to consist of not less than three and not more than 5 interested persons and would have the following powers and activities:

- (1) To provide and maintain a suitable building for the school under its control;
- (2) to purchase the necessary furniture, books and school requisites;
- (3) to appoint teachers;
- (4) to assume responsibility for the finances of the school;
- (5) to make regular visits to the school under its control and to report on the competence of teachers and the progress of pupils, and
- (6) to decide who should pay school fees and who should not (24, pp. 71, 72).

At first glance it would seem as if the parent was being given the prospect of a greater share in education. However, the Select Committee determined that only those persons who contributed to the maintenance of the school, could elect and be elected to the school committee. It was also not necessary for members of the school committee to be parents of children in the school concerned or even to live in the district or area concerned (24, p. 72). The fact that the institution of school committees was being advocated by a third body nevertheless indicates that a democratic feeling had begun to spread, particularly regarding public say in local matters (24, p. 72).

Although the Council of Education instituted in Natal in 1858 emphasized the necessity for school committees, this Council also felt that the members of the committees should be appointed. Moreover, the Council felt that only persons who could make a financial contribution could be elected as members of the school committees. However, a system like this often meant that many parents would have no say in the executive and other matters of the school which their children attended (24, p. 78).

Dr R.J. Mann was appointed the first Superintendent of Education in Natal in 1859. At that time there were 9 subsidized and 2 government schools in Natal. Although Dr. Mann's attitude towards the idea of school committees is not very clear and it would seem as if he advocated more centralization, school committees were nevertheless appointed during his term of office. He chose such committees from reliable people to support him in his attempts to place the schools on a sound footing (24, p. 86). However, these committees do not seem to have had any real significance as far as authentic parental sharing in education is concerned (24, p. 110). In the course of time these school committees disappeared. Thus, for example, the Education Act No. 15 of 1877 made no provision for the maintenance or institution of school committees (24, p. 140).

Although after the passing of this Act there was no official mouthpiece for the parents in Natal schools and many parents were guilty of apathy. With regard to the education of their children, there were still signs that where real matters of principle were at stake, parents, either individually or in groups, protected their own interests in the way in which their children were being educated. For instance, there was a revolt amongst parents in 1875, against integrated education in Durban, as a result of which separate schools for Coloureds were duly established (24, pp. 117, 118). Another example is the strenuous efforts of the Afrikaner population in the rural areas to have Dutch introduced into the schools. This led to the establishment, in 1904, of CNE schools in such places as Brakhoek and Newcastle (24, p. 192).

A review of education in Natal thus shows that at no stage was there any really authentic and democratic parental say in education. The channels for equal say never functioned properly at any time. Nevertheless, where necessary, parents did act to protect their interests in the education of their children.

#### 4.5 THE WAY IN WHICH PARENTS WERE INVOLVED IN THE EDUCATION SYSTEM OF THE ORANGE FREE STATE

Prior to 1848 Voortrekker parents in the area now known as the Orange Free State, taught their children themselves or made use of the services of an itinerant teacher. State schools were instituted when the Orange River Sovereignty came into being in 1848. These schools had to be visited by a school commission each week which had to see that the registers were in order. Each term examinations had to be supervised by members of the school commission (17, p. 26).

The Republic of the Orange Free State came into being in 1854. In 1855 the Volksraad decided that a school commission should be appointed for every district, consisting of the landdrost, the minister or a relieving clergyman, as well as one member elected by the residents of the town and two elected by the residents of the district. This commission was responsible for the control of government schools and the recommendation of teachers for appointment by the President. Teachers would receive a fixed state subsidy plus school fees (17, p. 39).

The commissions compiled annual reports which were studied by the President, whereupon he reviewed them at a session of the Volksraad (17, pp. 40, 41). However it seems that these school commissions did not function effectively and in 1861 the President mentioned their incompetence in the Volksraad.

A review of the history of education during the first year of the existence of the Republic of the Orange Free State shows that although the school commissions did not function efficiently, the parents did intervene when the continued existence of their educational ideals were threatened in the school. For example the parents refused to send their children to school if Dutch was not given the necessary attention, or if the teacher's religious convictions did not accord with their own (17, pp. 43-58).

New education regulations were compiled in 1864 which determined that school commissions would consist of five members elected by subscribers from their own ranks. Subscribers were those who applied in writing to a government school and guaranteed a financial contribution. The commission could recommend teachers to the President and discharge them, had to submit an annual report to the Government on the state of the school and had to meet once a month to see to the interests of the school and to listen to complaints against teachers. Any member of the

school commission had the right to ask questions in examinations (17, pp. 67, 68).

According to Ordinance No. 5 of 1872 which owed its existence to the Synod of the NG Kerk, which had pleaded for improved education, a school commission had to be set up in each district, consisting of the landdrost, the minister of the NG Kerk and three other members nominated by the Executive Council, but with due consideration for the choice of the residents (17, pp. 76, 77).

The duties of the school commission would be to -

- (1) supervise district, area and itinerant teachers;
- (2) hold half-yearly school examinations and report on these to the Inspector of Education;
- (3) expel pupils from school for misconduct;
- (4) provide the necessary school requisites as prescribed by the inspector;
- (5) appoint persons as members of the area school commission, and
- (6) approve the establishment of new government schools.

John Brebner was appointed first Inspector of Education in the Free State in 1874. In order to obtain a review of the educational conditions in the Free State he undertook an extensive tour of the area. In the course of this he found that no school commissions existed in most towns. After his tour of inspection, Ordinance No. 1 of 1874, which contained slight amendments to the ordinance of 1872, was promulgated. This new ordinance constituted the basis of education in the Orange Free State until the termination of Republican rule.

In terms of the new ordinance, the residents could elect three of the five members of the school commission. The other two would be the landdrost and the minister of the NG Kerk. In each ward in a district, a ward school committee was appointed, consisting of five members all elected by the residents of the ward. They supervised the ward school and the itinerant teachers. They also determined where ward schools should be established and where itinerant teachers should serve (18, pp. 6, 7).

In the Orange Free State, as in the other states of South Africa, the system of school commissions was not a success. Complaints were continually reaching the Inspector of Education to the effect that the members neglected their duties and were indifferent to education. They seldom visited the schools and did not hold the prescribed meetings (18, p. 45).

An important change was introduced in the composition of the district school commission in 1891, when it was decided that ministers would no longer be ex officio members of the school commissions (18, p. 147). However, it was also decided that the State President would appoint two of the five members of the district and ward school committees at the recommendation of the Superintendent of Education, whereas the other three would be elected (18, p. 148).

It would thus appear that right from the beginning of the Orange Free State's existence as an independent state, ward school commissions consisting of five members were instituted. Two members were initially nominated (landdrost and NG minister) and the other three (one from the town and two from the district) could be elected; thereafter these last three were nominated for a time by the Executive Council (with due consideration for the local inhabitants' wishes and they were eventually again elected, but now the first two members were no longer necessarily a minister and a landdrost.

#### 4.6 SUMMARY

The aim of this chapter was to present a review of the ways in which or channels through which attempts were made in the earlier history of South Africa to give parents an equal say in education. It is striking on the one hand that not everyone attempted to accord parents their rightful place in education with the same zeal and, on the other, that parents themselves were not always willing to be involved in education.

In the early years the formal and formative education of children in the Cape Colony was in the hands of their parents and was mainly concentrated on acquiring reading and writing skills with a view to independent study of the Bible. This practice was carried into the interior by the Voortrekkers.



After established governments had come into being in the various states and colonies and government and government-subsidized schools had become the general rule, educational authorities also made room for education committees and commissions in the different education systems. In almost all respects these committees and commissions failed to fulfil their function as mouthpieces for the parents. This failure can be ascribed partly to the fact that parents were not given seats on these committees in a democratic manner and partly to the fact that the members appointed, including landdrosts and ministers (compare the Transvaal Republic and the Republic of the Orange Free State) did not show the interest necessary to make a success of the venture. However, the assertion that parents were not on the whole interested in education does not alter the fact that when parents felt that teaching was going against their convictions, they made strenuous objections.

In conclusion, one might say that the way in which an attempt was made in the early history of South Africa to give parents a share in education, was not a success and that this was due to a variety of factors.

## CHAPTER 5

### EXISTING INSTITUTIONS WHICH OFFER THE PARENT COMMUNITY A SHARE IN THE EDUCATION SYSTEMS OF THE REPUBLIC OF SOUTH AFRICA

#### 5.1 INTRODUCTION

The justification for parental share in education has already been explained in the second chapter of this study. It has been shown that this share requires co-operation between parents and teachers, in which the parent must play an active role so that no conflicts will arise in the formative education of the child. The aim of this chapter is to institute an investigation into the forms of organized co-operation that exist to make provision for the parent community in education. Here we are therefore concerned with the organizational side which merely establishes the channels through which the parent can actualize his share but is not the realization of it. The intimate relationship between family and school, parent and child cannot be achieved by mere rules and regulations.

Educational policy in the Republic of South Africa is determined by the provincial councils of the various provinces and by Parliament. However, parliamentary legislation applies to all education. The schools are controlled by the various education departments of the different provinces, which themselves fall under the Department of National Education.

Parental share in the control of schools in the Republic differs from department to department. As a result the various education departments have different names and different tasks for the bodies on which parents can have representation. A concise description follows.

#### 5.2 TRANSVAAL

In Chapter 2 of the Education Ordinance of 1953 provision is made for elected and nominated bodies in the form of school boards, control boards, school committees and advisory councils. A brief description of the composition and task of the various local bodies is given in the following paragraphs (27, p. 4).

### 5.2.1 School board

In an information pamphlet, the Transvaal Education Department provides the following general information concerning school boards:

"A school board consists of 6, 9 or 12 members, depending on what the Administrator decides in each case. A quorum of a board consists of 4, 5 or 7 members depending on whether the board consists of 6, 9 or 12 members.

The election of members of school boards takes place simultaneously throughout the Transvaal and prior to each such general election, the prescribed area of each board is determined anew by the Administrator. Each prescribed area is subdivided into as many electoral divisions as there are members to be elected for each board. According to the enrolment at the school concerned, delegates of control boards, advisory boards and school committees of each electoral division meet on a predetermined date to elect a member of the board for the electoral units concerned. When a vacancy arises, the delegates for the electoral unit concerned meet again to elect a new member" (28, p. 5).

The election of school board members is done via electoral units which are composed of a school or group of schools depending on the number of pupils. An electoral unit is determined by dividing the total number of pupils in the school board district by the number of members elected. For example, if twelve school board members must be elected to represent 60 000 pupils, there will be 5 000 pupils in each electoral unit. A deviation of 15 per cent is allowed for this number.

The powers and duties of each board are described as follows in the information pamphlet mentioned:

- "(a) The board advises the Director in connection with the provision of buildings and grounds.
- (b) The board recommends to the Director the advisability of limiting the admission of pupils to any institution which exists or will be provided.
- (c) The board advises the Director about the institution and maintenance of transport schemes.

- (d) The board is responsible for the care and maintenance of buildings, furniture and equipment.
- (e) The board has the right to approve or refuse to allow the use of buildings or premises outside school hours for any other than school purposes.
- (f) The board considers all matters submitted to it by a school committee and can make recommendations concerning these to the Director, but the board has no authority over the appointment of teachers.
- (g) The board is responsible for the application of the provisions of the Ordinance with regard to compulsory school attendance" (28, p. 5).

On the strength of an interview that the Oggendblad held with Professor J.H. Jooste, Deputy Director of Education, in connection with school boards, an exposition of the amendments envisaged appeared in the Oggendblad of 19 November 1973, under the title "Skole se rade so gewysig" (School boards to be amended).

Ordinance No. 29 of 1953 empowers the Administrator to divide the Province, from time to time, into as many school districts as he deems necessary. At the same time it authorizes him to change the area of any such district, should this seem necessary. The old system has been radically changed in order to accommodate the new policy of differentiated education, although this has been done within the framework of the above-mentioned ordinance.

Under the old dispensation the Transvaal was divided into 21 school board districts and was represented by 201 school board members, whereas the new dispensation makes provision for 42 school board districts and 378 school board members, in order to implement differentiated education effectively. Each school board district is subdivided into 9 electoral units, each consisting of one or more schools. If an electoral unit consists of one school, they nominate a candidate for the school board, who is then elected unopposed. Where more than one candidate is nominated, an election must be held. However, where electoral units consist of more than one school, the number of pupils determines the number of enfranchised delegates to which a school is entitled at nomination meetings. Elections are held where more than one candidate is nominated.

These ramifications have led to the average enrolment per school board member being reduced from 2 218 to 1 177, which definitely gives parents better representation.

On occasion the Administrator, Mr S.G.J. van Niekerk, has also pointed out that each unit now has a school board of its own, which makes it self-supporting and gives parents better representation.

### 5.2.2 Control board

A control board consists of 6, 9 or 12 members and the following policy is in operation with regard to the number of members elected:

- (1) Secondary schools with an enrolment of less than 300 pupils: 6 members.
- (2) Secondary schools with an enrolment of 300 to 399 pupils: 9 members.
- (3) Secondary schools with an enrolment of 400 and more pupils: 12 members (28, p. 6).

A quorum of a control board consists of 4, 5 or 7 members depending on whether this board consists of 6, 9 or 12 members (28, p. 6).

"The election of members of control boards is arranged by the local school board secretary. In the case of an election of members of a control board, every father and mother residing in the Transvaal, with one or more children on the register of the school concerned at the time of such an election, is entitled to vote in the election. Where someone other than the father or mother has the guardianship of such a child or children, only this other person or his or her spouse or both, if they reside in the Transvaal, are entitled to vote in such an election. When a vacancy on the control board arises it is filled by the remaining members electing a suitably qualified person to fill the vacancy" (28, p. 6).

The following are regarded as the most important powers and duties of a control board:

- (1) Supervision of buildings and grounds.
- (2) The right to enter such an institution.
- (3) Investigation of inspection reports and the submission of recommendations to the Department.
- (4) The upkeep of buildings, furniture and equipment and the accompanying premises, as well as the right to approve or refuse the use of any such buildings or premises for any other than school purposes, outside of school hours.
- (5) To consider applications and make recommendations concerning the appointment of teachers in a permanent capacity.
- (6) To make recommendations concerning -
  - (a) the promotion of a teacher to a higher grade, approved post in such an institution;
  - (b) the appointment of a teacher to a vacant post in a permanent capacity without advertising, and
  - (c) the permanent transfer of a teacher appointed elsewhere in a permanent capacity.
- (7) To lay complaints against a teacher who prejudices his status and suitability as a teacher in the exercise of his political and civil rights.
- (8) To discharge a teacher against whom a complaint of misconduct has been submitted, in the circumstances described in the given article.
- (9) To take steps to influence a child's attendance at such an institution or to refuse him admission in the circumstances and manner envisaged in this section.

### 5.2.3 Advisory council

An advisory council can consist of 6, 9 or 12 members and the following policy is applicable with regard to the number of members to be elected or nominated:

- (1) Public special schools  
Enrolment up to 209 pupils - 6 members  
Enrolment of more than 209 pupils - 9 members
- (2) Agricultural high schools  
Enrolment up to 199 pupils - 6 members  
Enrolment of more than 199 pupils - 9 members
- (3) Trade schools  
Enrolment of fewer than 300 pupils - 6 members  
Enrolment of 300 to 399 pupils - 9 members  
Enrolment of 400 and more pupils - 12 members  
(28, p. 7).

A quorum of an advisory council consists of 4, 5 or 7 members depending on whether the advisory council consists of more than 6, 9 or 12 members (28, p. 7).

The election of an advisory council for an agricultural high school is identical to that of a control board.

The members of an advisory council for a public special school and a trade school are nominated by the Administrator at the request of the Director of Education. When a vacancy arises on an advisory council for public special schools or trade schools, the Director recommends a person to the Administrator to be appointed to fill the vacancy (28, p. 7).

The powers and duties of an advisory council are identical to those of a control board (28, p. 7).

#### 5.2.4 School committee

A school committee consists of 5, 6 or 7 members depending on the school board in whose area the school is situated. A quorum of a school committee consists of 3 members if the number of members on the committee is 5 and 4 members if the number of members on the committee is 6 or 7. The following statistics give an indication of the number of members who have to be elected (28, p. 8).

Enrolment up to 99 pupils - 5 members

Enrolment of 100 to 299 pupils - 6 members

Enrolment of 300 and more pupils - 7 members

The election of members of a school committee is held under the supervision and control of the school board concerned. In the case of an election of members of a school committee, the same persons are entitled to vote as in a control board (28, p. 8).

The powers and duties of the school committee include the following:

- (1) To bring to the attention of the school board any matter which, in the school committee's opinion, has bearing on the welfare or efficiency of its school;
- (2) in terms of the provisions of Section 42 (of the Education Ordinance of 1953) to take such steps as the school committee deems necessary to ensure that the buildings of its school and the premises belonging to it, including furnishings and equipment, are kept in good condition;
- (3) to participate in the appointment of teachers, and
- (4) to exercise and fulfil such powers and rights as the school board legally instructs the school committee to undertake (26, p. 6).

The school committee's duties and powers are otherwise the same as those of Control Boards (28, p. 8).

#### 5.2.5 Parent-Teacher Association

The Transvaal Education Department is of the opinion that where a need exists for a parent or parent-teacher association and the enthusiasm of the parents for this is spontaneous, the establishment of such bodies can be encouraged (23, p. 9).

According to the Transvaal Education Department, a study of the existing bodies, both abroad and in the Transvaal, has revealed that "these bodies will have many opportunities in the educational, cultural, social and charitable fields, of rendering very valuable service" (23, p. 9).



In a draft constitution for a parent or parent-teacher association, one of the issues mentioned by the Transvaal Education Department as being an important facet of the objectives of such an organization, is the fact that these associations should be the recognized, properly constituted and legal representatives of the parents in all negotiations with the Transvaal Education Department or the Transvaal Administration (22, p. 20). The functions of a parent-teacher association are also indicated, namely -

- "(a) To organize general meetings as often as possible so that parents will be given an opportunity of meeting each other and of establishing a friendly relationship with those who are responsible for the management of the school, specifically the principal and his staff, the school committee or the control board.
- (b) To organize speeches and discussions on topics of general interest, on the broader aspects of education, the psychological and civic foundations of character development and the preparation for life and work after school, et cetera.
- (c) To organize gatherings and fêtes in order to collect funds for the school.
- (d) To support the school where necessary in its extramural activities such as athletics meetings, umpiring of games, reception of visiting schools, et cetera.
- (e) To organize outings for children during vacations or to offer children an opportunity of participating in such outings.
- (f) To organize visits between English and Afrikaans-speaking children.
- (g) To assist in the establishment of social clubs or classes for hobbies etc. in so far as this is possible or desirable" (22, p. 22).

### 5.2.6 Selection boards

Although the Selection Board is not a parental body, it contributes towards a parental body's (Control Board or School Committee) share in that it sees to it that the appointment of teachers is not unwise. The selection board has the task of selecting teachers, in advance, who apply for a principal's or vice-principal's post, on the strength of their years of experience, qualifications and inspection reports and then submitting only the most suitable or capable teachers for consideration to the parent body concerned. This prevents teachers who do not qualify for a certain post being eliminated and ensures that the Department retains a measure of control over the appointment of teachers.

### 5.3 THE ORANGE FREE STATE

The Education Ordinance (Ordinance No. 16 of 1954) makes provision for the institution of school boards, school committees and controlling bodies. The composition and task of these bodies are reviewed in the paragraphs which follow.

#### 5.3.1 School Boards

As in the Transvaal, the Administrator of the Orange Free State divides the province into school districts so that a school board can be elected. In terms of Ordinance 16 of 1954, the members of a school board are elected at a meeting of delegates nominated by

- "(1) the commissions of public schools for Whites in the district concerned; or
- (2) in the case of any such school, excepting a school mentioned in the first appendix, which is under the direct supervision of a council or special commission, or in respect of which no commission was set up at the time of the election, at a meeting of parents of children of such a school, organized by the principal of such a school and held in the manner which may be prescribed" (22, pp. 9, 11).

A board consists of as many members as there are public schools in its district, on the understanding that a board must consist of at least five and, unless the Administrator has decided otherwise, not more than nine members (22, p. 9). Members of a board hold office for a period of three years unless otherwise determined by the Administrator (22, p. 13).

The following are some of the powers and duties of the school board:

- (1) The school board, under the control of the Department, exercises general supervision over all public schools and related institutions in its district, on the understanding that it will not interfere in the nomination of teachers by a school commission.
- (2) The board is charged with the supervision of all school buildings, furniture and equipment of such school buildings.
- (3) The board advises the Director of Education in connection with the schools or institutions under its supervision and the establishment or closing of schools.
- (4) A member of the board can enter the school buildings at any time provided that he does not interfere in the teachers' activities.
- (5) The board may require a staff member to attend a meeting to provide such information as the board may consider necessary (22, pp. 19, 21).

### 5.3.2 School Commissions

A school committee consisting of five to seven members is set up for every public school (excluding those schools for which a controlling body is designated). These commissions are elected by parents with one or more children at the school concerned (22, p. 21). The task of the school commission is -

- (1) to bring to the attention of the school board concerned any matter relating to the school under its control and to make recommendations;

- (2) to determine the school hours in consultation with the principal, with due consideration for the minimum duration of a school day;
- (3) to institute investigations into possible written complaints about the school or its teaching staff;
- (4) to recommend to the board that an investigation be instituted by the Director of Education, if the commission is of the opinion that a member of the teaching staff does not possess the qualifications necessary for the post, and
- (5) to appoint a visitor's committee to visit the school once a term, on the understanding that they will not interrupt the work being done by the teacher (22, pp. 25, 27).

### 5.3.3 Controlling bodies

These bodies are set up for domestic science, agricultural, commercial, technical and special schools, as specified in Appendix 1 of the Education Ordinance of 1954. Their powers are prescribed and the members are appointed by the Administrator, at the recommendation of the Director (22, pp. 27, 29 and 81).

### 5.4 THE CAPE OF GOOD HOPE

In terms of the Education Ordinance of 1956 the Department makes provision for school boards, school committees, advisory committees and advisory councils. In brief, the position as regards the role of the parent in the education system is that the large majority of this Department's schools fall under school boards and have school committees. Furthermore, there are eleven church primary schools with school managers, agricultural high schools and special intermediate schools with advisory committees and trade schools with advisory boards (10).

The members of the school boards and school committees are elected. In the case of the school boards it is not only parents of pupils who form the electorate, but also Whites registered on the current divisional council's voters' roll or parliamentary voters' roll. In the case of school committees only the parents of pupils attending the school may elect members (10).

#### 5.4.1 School board

A school board consisting of from 6 to 18 members is set up for each of the 114 school districts in the Cape Province. Two-thirds of the members of each school board are elected and the remaining third are nominated by the divisional council, the municipal council or the Administrator, depending on circumstances (12, Section 15). Where the boundaries of a school district coincide with those of a divisional council, the ward delimitation of the division is also used for the purposes of electing the school board members. Depending on the ratio of the pupils in a specific ward to the total number of pupils in a district, it can happen that more than one member must be elected for a particular ward.

In terms of the Cape Education Ordinance of 1956 (Section 42) each school board has the following obligations with regard to its district -

- "(a) to accept responsibility for the management of non-sectarian schools, subject to the provisions of this ordinance or any other law;
- (b) to submit to the Department, from time to time, its recommendations for the establishment of schools and the provision of other educational facilities and to advise the Department on matters concerning education in general ..... " (11, Section 42).

#### 5.4.2 School committees

A school committee is elected by the parents of the children in each school (and in some cases in two or more schools in a particular school district) excepting in farm schools. This committee may consist of three, five or seven members. In terms of the Cape Education Ordinance of 1956 (Section 54) each school committee -

- "(a) must exercise general supervision over the school concerned, on the understanding that the scope and manner of such supervision can be laid down from time to time by means of regulations drawn up by the Superintendent-General;
- (b) must advise the board on matters affecting the welfare of the school and report to the board on any such matter referred to it by the board; and
- (c) must deal with the representations of parents, subject to the provisions of this ordinance and of any other law" (11, Section 54).

#### 5.4.3 Advisory councils

Since trade schools do not fall under school boards, the Administrator can appoint advisory councils for these schools, as laid down in Section 57A of the Education Ordinance of 1956 (11, Article 57A).

#### 5.5 NATAL

The Natal Education Department makes provision for the establishment of advisory school committees and councils.

##### 5.5.1 Advisory school committees

An advisory school committee must be established in each government school, with the exception of trade schools and agricultural high schools, unless there is an existing body or such a body is established with the blessing of the Director of Education, on such conditions as he may prescribe, as an unofficial body which promotes the interests of the school (19). Members are elected at a founder's meeting of parents of pupils enrolled at the school concerned, under the leadership of the principal. The number of members on the committee is determined by the meeting, on the understanding that there must be at least three and not more than five members for schools with fewer than 100 pupils and at least five and not more than nine members for larger schools.

The functions of an advisory school committee can be summarized as follows:

- (1) The committee may make recommendations to the Director of Education with regard to the planning of school buildings and grounds or the provision or improvement of physical facilities at the school and boarding house or hostel.

For this purpose the committee is entitled to enter buildings and grounds and inspect them and the equipment at such times as are arranged in consultation with the principal of the school.

- (2) The committee may assist in providing funds for the school. These funds must be controlled and administered by the principal of the school. Funds collected for specific purposes must be controlled and administered by the school principal in consultation with the committee.
- (3) The committee may make recommendations to the Director of Education on other matters affecting the school, including the appointment of school principals, vice-principals and deputy principals.
- (4) Any recommendations affecting the administration and control of the school must be submitted to the Director of Education, but only after the school principal has been informed as to the nature of the recommendations. Should a situation arise where the committee considers it advisable to deviate from this procedure, the Director must take such steps as he deems necessary to acquaint the school principal with the nature of the recommendations submitted to him by the committee.
- (5) The committee may make recommendations on any matter put before it by the Director.

#### 5.5.2 Advisory councils for trade schools

An advisory council consisting of not more than eleven members must be established for each secondary trade school. A maximum of three members must be elected by parents of pupils attending the school, and a maximum of eight members must be appointed by the Administrator. One honorary member may be appointed by

the council.

The powers and duties of these advisory councils are the same as those of an advisory school committee. A board may establish committees to advise it in connection with any of its functions (19).

Reference is made to important decisions regarding nomination of committees contained in the Education Ordinance in the mouth= piece of the Suid-Afrikaanse Onderwysersunie of the Cape Die Unie of October 1973. The terms "adviserende komitee" and "adviesraad" are replaced by "advieskomitee" in so far as they apply to the controlling bodies of agricultural schools, trade schools, special intermediate schools and hostels.

## 5.6 SOUTH-WEST AFRICA

The Education Department of South-West Africa makes provision for the election of school committees for ordinary schools and the appointment by the Administrator of members of advisory boards for special and training schools. There are also hostel committees composed of members of school committees (26, p. 3) (16, p. 25).

### 5.6.1 School committees

With the exception of special schools, a school committee is appointed for every government school (26, p. 3). A school committee consists of 3,5 or 7 members as determined by the Director of Education. Each father and mother and guardian of a child attending the school is entitled to vote (26, p. 5).

The following may be regarded as the most important powers and duties of the school committee:

- (1) General supervision of the school concerned on the understanding that the scope and manner of such supervision can from time to time be laid down by the Director of Education.



- (2) The handling of representations of parents and the advising of the Director of Education in this connection.
- (3) The advising of the Director of Education with regard to matters affecting the welfare of the school concerned and the submission of reports on any matter referred to it by the Director.
- (4) If a school committee has reason to suspect that a teacher of the school concerned has been guilty of misconduct, the committee may institute an investigation into the alleged misconduct or may submit a complaint concerning alleged misconduct of a teacher to the Director of Education.
- (5) A school committee may suspend a teacher against whom an accusation of misconduct has been made, while a final decision is being awaited providing that the matter is dealt with in accordance with the prescribed procedures (subsections (1) and (2) of Section 48 of the Education Ordinance).
- (6) The applications of aspirants for a teaching post at a school who are considered suitable for the post by the Director, are sent to the school committee concerned for them to make a selection (26, pp. 11-16).

#### 5.6.2 Hostel committees

Hostel committees constituted of members of the school committee are established for hostels attached to schools. A hostel committee has no executive powers, but acts only in an advisory capacity and cannot therefore give instructions to a superintendent or principal (26, p. 18). The committee must deal with representations from parents and, where necessary, advise the Education Department (26, p. 17).

#### 5.7 PARENT OR PARENT-TEACHER ASSOCIATIONS IN THE RSA

It is important to note that parent or parent-teacher associations do indeed exist in the RSA.

### 5.7.1 Transvaal

In the Transvaal, however, there are no statutory authorities other than the local control board, advisory council or school committees. Therefore, all requests from these bodies must be addressed through an officially recognized body. Nevertheless it is necessary for each association of this nature to function in accordance with a proper, acceptable constitution. In the Transvaal such associations are established as a need for them arises (29, p. 11). According to the Transvaal Education Department, a study of existing bodies, both in the Transvaal and abroad, reveals that these "bodies have many opportunities to render valuable service in the educational, cultural, social and charitable fields (27, p. 18).

In a draft constitution for a parent or parent-teacher association, the Transvaal Education Department points out the following important facet of the objectives of such associations: That these associations must promote the interests and welfare of the children in the school concerned and must foster good relations with parents, pupils and the education authorities (27, p. 20). The draft constitution goes on to indicate the functions of a parent-teacher association, namely:

- "(a) To organize general meetings as often as possible so that parents are given an opportunity of meeting each other and establishing a friendly relationship with those responsible for the running of the school, in particular the principal and his staff, the school committee or the control board.
- (b) To organize lectures and discussions on topics of general interest, on the broader aspects of education, the psychological and civic foundations of character development and the preparation for life and work after school, et cetera.
- (c) To organize gatherings and fêtes etc. in order to collect funds for the school.
- (d) To assist the school, wherever necessary, in its extramural activities such as, for example, athletics meetings, umpiring of games, reception of visiting schools, et cetera.

- (e) To organize outings for children during vacations or to offer children the opportunity of participating in such outings.
- (f) To organize visits between English and Afrikaans-speaking children.
- (g) To assist in the establishment of social clubs or classes for hobbies etc., in so far as this is feasible or desirable" (27, p. 22).

#### 5.7.2 The Cape Province

In the Cape parent-teacher associations have also become an institution, particularly in the large English-medium schools in urban areas. Owing to the existence of church and cultural associations in the smaller towns, it is felt that the establishment of additional associations is not desirable (12).

The Cape Education Department is fully aware of the need for promoting co-operation between parents and teachers and of acquainting parents with teaching problems through the medium of a parent or parent-teachers' association. Therefore the Department encourages the establishment of such associations. This encouragement is given despite the dangers inherent in the institution of such bodies, for example, unauthorized interference in a school's internal arrangements, criticism of the school and interference in the activities of the local school committees (12). It is felt that with the strong professional leadership of the teachers and/or the school principal, the parent-teacher association can function successfully and the above-mentioned dangers can be eliminated (12).

#### 5.7.3 South-West Africa

As far as is known there are also parent-teacher associations in South-West Africa, but the decision to establish such a body rests entirely with the school (25).

#### 5.7.4 Natal

It is not known whether there are any parent or parent-teacher associations attached to schools in Natal.

## CHAPTER 6

### SUMMARY AND RECOMMENDATIONS

#### 6.1 SUMMARY

##### 6.1.1 Introduction and statement of problem

In order to reach a conclusion concerning the share the parent should be accorded in the education system in the Republic of South Africa with regard to the formal and formative education of his child, it seemed necessary to find answers to the following questions:

- (1) What are the grounds for the assertion that the parent should have a place in the educational system?
- (2) What is the nature and scope of the parents' "place" in the educational system?
- (3) What form should this role or place take in practice?  
An attempt to provide an answer to the first two questions was made in Chapter 2.

##### 6.1.2 The Accountability of parental say in educational practice

The task of the parent as regards the upbringing of his child was discussed with a view to justifying the accountability of parental say in educational practice. Amongst other things, it was pointed out that the family situation is the primary formative educational situation and that it is primarily the parent who must assume responsibility for the formal and formative education of his child. This primacy of parental formative educational responsibility applies to all peoples or cultures and to all times and therefore also to the parents of children in the RSA. However, to be a Christian means to be particularly aware of parental responsibility. By taking the Baptismal vow, the Christian parent, in that he makes his intentions explicit, binds himself to rearing his child in accordance with Christian precepts.

The scope of the teaching aspect of the parent's formative educational task has grown to such an extent, however, that schools had to be established to help the parent in this respect. Therefore, while school education in all its facets is an extension of what has and is being done at home, the task of the

school can be described as secondary with regard to formative education. Nevertheless, the school cannot stand alone, without the family and vice-versa. As regards the share the parent desires to have in the education of his child, the point is that the parent wishes to see to it that what happens in the school is in accordance with his own formative educational objectives. In this respect school and family are thus dependent upon each other to find a way to make their separate tasks correspond harmoniously.

However, a question that may justifiably be asked, is the nature of the fields and matters in education in which parents can claim a share. In this respect outlook on life, as it emerges in the educational (teaching) situation at school, is closely linked with the objectives the individual parent has in the rearing of his child. In the RSA, for example, it is the desire of the majority of White parents that the Christian National basis of education, as laid down in law (Act No. 39 of 1967, Sections 2(1)(a) and (b)) should be realized in the schools.

Subject matter is also connected with the above-mentioned, but more particularly with the world in which the child lives and to which he is progressing. For every parent who has his child's upbringing at heart, it is important to know that the subject matter is of such a nature that the child will eventually be able to pursue an occupation in a rapidly changing world.

In the light of the foregoing it is understandable that parents will also want to have a share in the means, at the disposal of the teaching staff, to acquaint and familiarize the child with the culture systems essential for living. It is also truly human for each community of parents, teachers and children to be proud of the institution in which the child receives instruction and therefore to want a share in the expansion and maintenance of that institution.

In view of the fact that it is the teaching staff who are responsible for imparting subject matter and the Christian outlook on life to the child, it is virtually self-evident that the parents will also want to have a share in the application of criteria relating to the competence and outlook on life of applicants for posts in the school concerned. In other words,

the parents will want to make recommendations with regard to the appointment of teachers.

6.1.3 The place accorded to the parent community in the educational systems in certain overseas countries

a. The United States of America (USA)

As in the other countries studied, provision is made in the USA for parents to have some share in local control over education. For this purpose, each school district has a controlling body, the Board of Education which is endowed with administrative powers granted through legislation and which must account to the community for the functioning and control of schools in the district.

It is particularly through the Parent-Teacher Association (PTA) that provision is made for the realization of the common ideals of parent and teacher with regard to the formative education of the child. More so than in any of the other countries studied, has the parent-teacher association in the USA been expanded into an efficiently functioning organization.

b. East Germany

Parents are also granted a share in education in East Germany. This is done by means of parent councils and "Klassenelternaktive", amongst other things. However, the way in which the members of these bodies are elected is not always democratic, since candidates are nominated by a commission consisting mainly of members of political organizations. In spite of this, the parent councils function very efficiently and the Communist ideology is expanded and propagated by their co-operation. However, there is little opportunity for the individual parent to air his views on what the educational objectives should be.

c. The Netherlands

When a review is presented of parental share in education in the Netherlands, a distinction must be drawn between Roman Catholic, Protestant and Public Education.

As regards Public Education, provision is made for parent commissions, parent councils and school boards. A parent commission is attached to every public school. It consists of

parents elected from the community in which the school is situated. The parent council consists of a number of parent commissions, whereas the school board also has teachers and educational officials in its ranks. All these organizations work to promote education in school and district. As regards Roman Catholic education, provision is made for parent committees consisting of parents of children in the school concerned. In addition, there are two more comprehensive bodies, viz the Diocesan Parent Council and the Catholic National Parent Council. These bodies strive to promote Catholic education.

As regards Protestant-Christian education there is little willingness to promote the establishment of parent commissions. The reason is that the school executive is mainly made up of members of the school association of which parents form the majority.

d. Belgium

A distinction is also drawn in Belgium between Roman Catholic and Public Education. Since 1926 the Catholic education system has made provision for the institution of school committees for every Catholic school. Although the local "pastoor" (priest) acts as the ex officio chairman and nomination of members is subject to the approval of the ecclesiastical authorities, parents, as well as teachers and other interested parties, also serve on these committees. Since 1968 a Board of Directors has been elected for every Catholic secondary school. The school executive, teachers, parents and pupils have representation on this board, and the rights and obligations of each group are laid down.

As regards government education, it seems that in recent times more and more claim is being made to direct equal say in the management of local schools. There is a parent association or committee for this purpose, attached to each school. In the case of the secondary schools, a school board exists in which parents also have representation.

Furthermore, it appears that every technical school has an executive commission, but the members of this are nominated. Finally, there are the Associative Control Committees of government schools, on which parents have representation. Matters in which parents may indeed have a say are publicity, recruiting of pupils, safety, hygiene and school functions, to mention some.

6.1.4 Certain historical elements to illustrate the nature and course of parents' share in the education systems in South Africa

- a. The way in which parents were involved in the establishment, control and maintenance of schools in the Cape: 1652-1910

In the Cape Colony educational matters were originally in the hands of local church councils, but during Cradock's term as Governor, provision was made for the establishment of district school committees. The duties of these commissions were laid down in 1827 and in 1834 it was recommended that a local school commission be appointed for each school. However, these school commissions brought about little parental share in education since the members were appointed by the Cape government.

Although provision was made for elected school commissions for the so-called third class or farm schools in 1843, the situation of central control contributed towards the apathy among parents as regards local control in the schools. However, after various education commissions had recommended that provision should be made for parents to have representation, a decision was made in 1905 to establish school boards, of which two-thirds of the members would be elected by enfranchised voters and the remainder nominated by the Governor. Local school commissions, now elected by the parents, would however continue to exist. The institution of the latter two bodies and the establishment of parent-teacher associations where necessary means that there was a greater parental share in education than had been the case hitherto.



b. The share of the parent in the time of the Transvaal Republic (ZAR)

As in the Cape Colony, control over education in the Transvaal Republic was initially in the hands of the local church councils. Although the parents were also represented on the church council, as a unit they had no direct say in education. The constitution of 1858 made provision for the establishment of local school commissions and a general school commission. Since magistrates and ministers were ex officio members of the local school commissions, there was little question of real parental say.

Legislation in 1878 brought about a change in the sense that the citizens of the country could elect members of the school commissions, which meant that the period between 1878 and 1892 was characterized by local control over education. Although the parents did not always make full use of the share in education granted them, this can be explained by the socio-economic, political and ecclesiastical conditions prevailing at the time.

c. The way in which parents were involved in education in Natal

The School Commission of 1849 and the Commission of Education from 1853 to 1855 paved the way for future parental sharing in education. Both commissions recommended the establishment of school committees, so that the interests of the parents in education would be better served. However, although the recommended committees did come into being, they were a failure.

The Select Committee of 1856 and the Board of Education of 1858 also emphasized the necessity for school committees: however, both were of the opinion that the members should be appointed and not elected. School committees were appointed during Dr R.J. Mann's term of office as Superintendent of Education in Natal, but these did not bring about any authentic parental share in education either. In consequence the school committees vanished from the scene in the course of time and after 1877 the parents had no official mouthpiece in the education system of Natal for many years.

d. The way in which parents were involved in the education system of the Orange Free State

When the Orange River Sovereignty came into being in 1848, government schools were established with a school commission for each school. This practice was continued by the Volksraad of the Republic in 1855. The school commission initially consisted of 5 members of whom 2 were appointed and the other 3 elected from amongst the parents. In the course of time the last three members also came to be appointed. Only after 1874 did parents again have the right to serve on school commissions.

Although these commissions did not always function effectively and the parents were often guilty of apathy with regard to the education of their children, it would nevertheless appear that where real matters of principle were involved, parents did say their piece.

6.1.5 Existing bodies which offer the parent community a share in the education systems of the Republic of South Africa

In brief, it appears that statutory bodies which make provision for a parental share in education exist in each of the provinces of the RSA. Although the nomenclature and some of the functions differ, broadly speaking these bodies strive for the same objectives. For example, each province makes provision for parental share in the maintenance and improvement of school facilities, the loan of them for purposes other than teaching, and the appointment and promotion of teachers.

In the Transvaal there are school boards, control boards, advisory councils and school committees of which the first is a co-ordinating body, but on which the parents of pupils in the province are represented. The other bodies are attached to a particular school, and apart from the advisory councils, consist of members elected from the ranks of parents of pupils attending the schools concerned.

As in the Transvaal, the Orange Free State is also divided into school districts, for each of which a school board is elected. Furthermore, a school commission is attached to every public school, excepting those schools for which a controlling body is designated (domestic science, agricultural, commercial and technical schools). The functions of these statutory bodies correspond to a large extent to those in the Transvaal.

### 6.3 BENUTTING VAN FORMELE OPLEIDING

Leerplanne vir die opleiding van arbeidsterapeute word voortdurend hersien en aangepas. Vakgebiede wat die meeste in die werk van die respondente benut word, is Terapeutiese media (Aktiwiteite), Sielkunde en Psigiatrie. Volgens die respondente is uitbreiding en aanpassing in veral die Sielkunde-kursus noodsaaklik ten einde meer toepaslik en van praktiese waarde vir hul werk te wees. Die gegewens uit die ondersoek verkry, dui daarop dat die respondente van mening is dat die opleiding in min van die vakgebiede doeltreffend is. Dit was vir hulle belangrik dat teorie en praktyk bymekaar gebring word.

### 6.4 VRAAG NA EN AANBOD VAN GEKWALIFISEERDE ARBEIDSTERAPEUTE

Daar was op 31 Augustus 1977 by die 106 werkgewers van wie ingevulde vraelyste ontvang is, 65 vakante voltijdse poste (18,1% van die beskikbare voltijdse poste). Die werkgewers verwag om in 1982 517 poste vir gekwalifiseerde arbeidsterapeute te hê. Die grootste persentuele vermeerdering in die aantal poste word ten opsigte van Nie-Blankes verwag. Wat werkgewers betref, word daar veral in psigiatriese hospitale en skole vir serebraalgestremdes 'n verhoogde vraag na arbeidsterapeute verwag. Ten tyde van die ondersoek was die vraag groter as die aanbod. Met inagneming van die Staat se beoogde uitbreiding van gemeenskapsgesondheidsdienste en die verwagte styging in die vraag, sal dit nodig wees om die opleiding van arbeidsterapeute uit te brei, veral ten opsigte van Nie-Blankes.

### 6.5 GEVOLGTREKKINGS

6.5.1 Arbeidsterapie is 'n beroep wat in die RSA hoofsaaklik deur Blanke vroue beoefen word. In hul rehabilitasieprogram word van hierdie vroue verwag om met albei geslagte en alle volksgroepe te werk. Die vraag ontstaan of dit nie wenslik is dat mans en ook ander volksgroepe as arbeidsterapeute opgelei word nie. Laasgenoemde kan moontlik baie kommunikasieprobleme uitkakel.

6.5.2 Die feit dat so 'n groot groep arbeidsterapeute 'n Diploma in Arbeidsterapie verwerf, versper die weg na nagraadse opleiding vir baie van hulle. In die huidige gespesialiseerde samelewing kan dit wenslik wees om vir meer arbeidsterapeute die geleentheid te bied om nagraadse spesialiseringkwalifikasies te verwerf.

6.5.3 Indien 'n register van alle afgestudeerde arbeidsterapeute gehou kon word, sou daar in 'n noodsituasie moontlik meer

gebruik van nie-praktiserende arbeidsterapeute gemaak kon word. Werwing onder laasgenoemde met die oog op deelydse hulp met gemeenskapsgesondheidsdienste sal ook vergemaklik word. Oor die algemeen kan meer gebruik gemaak word van deelydse dienste ten einde dié persone met gesinne in staat te stel om wel 'n bydrae te maak en só ook hul opleiding te benut.

6.5.4 Aangesien dit uit die ondersoek blyk dat daar 'n hoë mate van verandering van werkgewer onder arbeidsterapeute voorkom, kan 'n omvattende ondersoek na die redes hiervoor moontlik insiggewende feite aan die lig bring.

6.5.5 Meer opgeleide hulppersoneel, administratief sowel as tegniese - sal aan die arbeidsterapeut meer tyd en geleentheid gee om dit waarvoor sy eintlik opgelei is, te beoefen.

6.5.6 'n Heraanpassing van salarisstrukture van arbeidsterapeute blyk nodig te wees.

6.5.7 Kursusse in Sielkunde, Sosiologie, Interne medisyne, Fisika, ensovoorts, behoort aangepas te word om aan die behoeftes van die arbeidsterapeut te voldoen.

6.5.8 Met die oog op die toenemende vraag na arbeidsterapeute, veral by die Nie-Blanke volksgroepe, sal meer opleidingsfasiliteite beskikbaar gestel moet word.

6.5.9 Huidige beroepsbeoefenaars put werktevredenheid veral uit die uitdaging wat die werk bied, die geleentheid vir die manifestering van persoonlike vermoëns en die status van die beroep. Hierdie beeld van die beroep kan positief aangewend word om mense na die beroep te trek.

- (2) the appointment, promotion and discharge of teaching staff (and therefore also with regard to the outlook on life and subject matter that these teachers impart), and
- (3) the admission of pupils to various educational institutions.

It would therefore seem, on the strength of these data that at present adequate statutory channels have been created through which the general parental share in education, as discussed in the previous section, can be realized. However, it is worth noting that there is no uniformity among the various education departments as regards the nomenclature of statutory bodies and the functions of these bodies are not clearly described in all respects.

However, the question is whether these statutory bodies and the measure of equal say they offer the parent, are actually sufficient. Such statutory bodies unfortunately do not always create the intimate atmosphere necessary for proper parent-teacher co-operation and also do not offer the individual parent the opportunity of making a contribution towards the state of affairs in the school. It is felt that effectively organized and controlled parent or parent-teacher associations can play an important role in this context, despite the disadvantages inherent in such associations, as has been mentioned in the preceding chapters.

Apart from the above-mentioned statutory and non-statutory bodies by means of which parents can obtain a share in education, reference has also been made in this report to the management of so-called selection boards. Although these boards do not make provision for parent membership, they nevertheless perform such an important function with regard to the share that parents have in the appointment of teachers, that the institution of such selection boards in all the provinces is advocated. In this way it will be possible to ensure that irregular appointments, i.e. appointments of persons who are not competent or sufficiently well-qualified for the posts, will not be recommended by parents.

In the light of the foregoing it is therefore recommended that -

- (a) the existing statutory bodies which make provision for parental share in education should be maintained, after the necessary amendments have been made for the sake of uniformity;
- (b) that selection boards should be appointed in all the provinces so that recommendations made by the Representative Parent Bodies concerning the appointment of principals and vice-principals will be more meaningful, and
- (c) that parent-teacher organizations be established where a need for them exists, but that principals of schools should do a great deal more to arouse parents' interest in such bodies so as to encourage optimal involvement of the latter in education.

#### 6.2.3 Specific recommendations with regard to statutory bodies

##### a. Proposals that uniformity be maintained

In the light of the foregoing it is thus recommended that the existing statutory bodies that make provision for a parental share in education should be maintained on the understanding that -

- (1) greater uniformity be achieved with regard to the existence and nomenclature of the various statutory bodies on which parents have representation, so that obscurity and confusion may be eliminated, and
- (2) the functions of these statutory bodies should be expounded clearly and in detail and that there should be uniformity amongst the various education departments, with the exception of certain schools of the Department of National Education.

##### b. Proposals as to how uniformity can be achieved

The following proposals are put forward:

##### 1. With regard to nomenclature

The nomenclature of statutory bodies that make provision for representation of parents should be limited to school boards,

Parents' Representative Councils and advisory councils.

School boards will be those comprising representatives of other parent bodies within a specifically delineated school board district (or comprehensive unit), representing all the schools in its district.

Parents' Representative Councils will be those bodies attached to schools for pre-primary, primary and secondary education or combinations thereof and which are elected by and from the parent community of the school concerned. A prerequisite is that the parents of the children in the school concerned should live within the boundaries of a school board district.

Advisory councils will be those bodies representing the schools providing education for the children who come from the different school board districts and where it is difficult for the parents of these pupils to attend elections or meetings owing to the distances that must be travelled. The members of these councils should be appointed by the Director of Education, on the understanding that suitably qualified parents of pupils of the school concerned, who live in the vicinity, should be considered for nomination.

The name Parents' Representative Council is preferred to Control Board or Controlling Body, since the parent representatives will not really exercise control over all matters pertaining to the school. Another motivation for preferring the name "Parents' Representative Council" to the existing names is that the former will not cause any confusion as regards primary or secondary schools as could possibly arise if any of the existing names were to be retained. For instance, the existing names refer to primary or secondary schools in some provinces, whereas the proposed name will make provision for both types of schools as well as for combined schools. The name proposed is thus necessary if a uniform system is to be introduced for the Republic of South Africa and South-West Africa, since some schools accommodate both primary and secondary sections.

## 2. With regard to powers and duties

The following duties and powers are proposed as a common basis for all the parent bodies of the Provincial Education Departments in order to obtain uniformity.

- (a) As regards the school boards
  - (i) To advise the Director about the establishment and closing of schools.
  - (ii) To advise the Director about the provision of grounds and buildings.
  - (iii) To be responsible for the care and/or maintenance of buildings, furniture, equipment, premises and related matters.
  - (iv) The right to enter buildings with the consent of the school principal, but not to interfere in the teachers' activities.
  - (v) To advise the Director in connection with the institution and maintenance of transport schemes.
  - (vi) To commend to the Director the advisability of limiting the admission of pupils to any institution that exists or is going to be provided.
  - (vii) To be responsible for the implementation of the provisions of the Ordinance with regard to compulsory school attendance.
  - (viii) To consider all matters submitted to the board by a Parents' Representative Council or the Director and make recommendations accordingly.
  - (ix) There will be no powers concerning the appointment of teachers.
- (b) As regards the Parents' Representative Councils and Advisory Councils
  - (i) To consider requests and make recommendation to the Director concerning the permanent appointment of teachers.
  - (ii) To make recommendations concerning -



1. The promotion of a teacher to a higher grade, approved post in the school concerned.
  2. The transfer of a teacher from elsewhere to the specific school which falls under the jurisdiction of the Parents' Representative Council/Advisory Council.
  3. The applications concerning the transfer of a teacher from a specific school to another school.
- (iii) To investigate written complaints of misbehaviour on the part of teachers and make recommendations to the Director.
  - (iv) To recommend that the Director investigate a teacher's competence.
  - (v) To take steps to forbid a pupil's attendance at such an institute, either temporarily or permanently.
  - (vi) To refuse or allow the use of buildings or premises outside of school hours for any other than school purposes.
  - (vii) To make recommendations to the School Board with regard to the expansion and maintenance of educational facilities.
  - (viii) To have the right to enter buildings with the consent of the school principal but not to interfere in the teachers' activities.
  - (ix) To decide, in consultation with the principal on the spending of funds possessed by the school concerned.
  - (x) To investigate all complaints or petitions submitted to it in writing and to make recommendations in this connection or to make decisions in the case of matters of a less serious nature.
  - (xi) To investigate any matter referred to it by the Director.
  - (xii) To submit an annual report to a parents' meeting called for this purpose.
  - (xiii) To nominate a representative to the electoral college with a view to the election of a School Board.

### 6.3 CONCLUDING REMARKS

An attempt has been made in this report to shed light on what lies at the root of the parents' share in education on the one hand, and to give a description of possible channels through which such parental share can be accomplished in practice, on the other. In addition, an explanation has been given of what parental share in education really means and what the implications of it are for the parent and for education as such. It is hoped that this study will effectively illuminate the necessary co-responsibility of parents in education.

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