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*the education of whites
in the republic of south africa*

001.3072068 HSRG
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human sciences research council

Klasnr./Class No.	Registrernr./No.
001.3072068 HSRC IN24	26582/9

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Report No. **IN-24**

001.3072068 HSRC IN 24



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F O R E W O R D

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

This book is a revised version of Education in the Republic of South Africa, which was published in 1970. Apart from the fact that the 1970 edition has been out of print for some time, revision has become necessary because the general educational set-up in South Africa has undergone important changes since 1971.

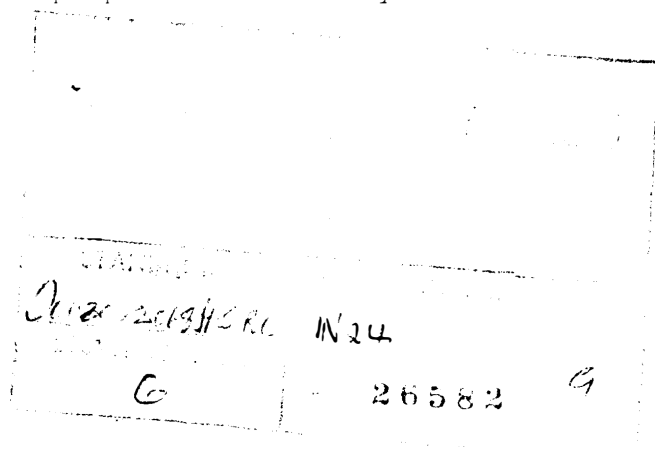
The purpose of this publication is to give, in easily digestible form, basic general information on the different aspects of the education of Whites in the Republic of South Africa for the benefit of

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

The author wishes to thank Mr C.J.S. Coetzee and Mrs C. Geggus of the Information Division of the HSRC for checking the manuscript, and Mr D.C.F. Ellis of the HSRC Institute for Psychometric Research for drawing the diagram on the centre pages.

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


Acting PRESIDENT



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CHAPTER 1

SOUTH AFRICA - LAND OF PROMISE

As a settled country South Africa is three and a quarter centuries old, but its peoples have crowded a moving history and the experience and background of milleniums into this rather brief period.

When Jan van Riebeeck and his band of Dutch East India Company officials arrived at the foot of Table Mountain on 6 April 1652 to start a refreshment station at the halfway point between Europe and the East Indies, they found a gloriously vast and open land inhabited by small wandering tribes of Hottentots and Bushmen and countless herds of wild animals. The great tide of Black men from the north was two thousand kilometres away, and the Europeans who slowly and peacefully penetrated inland in all directions would only meet it more than a century later on the Eastern Cape frontier. The Republic of South Africa as it exists today, was by no means a Black man's land when the Europeans started to settle it from the south in the second half of the seventeenth century.

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

The Dutch East India Company flourished, and the new little nation grew, slowly spreading across the mountains and along the great open plains, northwards, northwestwards, eastwards and northeastwards, peacefully, settling land that belonged to nobody but the wild animals and the wandering tribes of Bushmen and Hottentots who were here today and gone tomorrow. Not only was a new nation born but a new language, Afrikaans, the youngest and in some ways the most virile of the great family of European Germanic languages. The birth of a new European language in Southern Africa, a language that holds its own among the great languages of Europe and has built up a literature that compares with the best, is perhaps the most remarkable event in the history of this part of the world.

The ranks of the new Afrikaner nation at the Cape, Dutch in origin, were swelled and enriched by new elements that came with time. In 1688 the French Huguenots came. A great number of German immigrants came, almost

unnoticed, in the second half of the 18th and in the 19th century, as did others in small numbers, and in 1820 the British settlers landed at Algoa Bay, where the flourishing industrial city of Port Elizabeth stands today.

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

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

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

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

A new, exciting, moving, crowded era dawned in Southern Africa. The scramble for gold and diamonds was on, accompanied by human drama and political intrigue. It is a stirring story which gains in the telling,

but we have no space for it. Strife between British and Boers resulted in, among others, the First War of Independence between Britain and the South African Republic (Transvaal) and the famous battle of Majuba in 1880, and the Second War of Independence, also called the Anglo-Boer War, between Britain and the combined forces of the South African Republic and the Republic of the Orange Free State in 1899 - 1902.

For three long years the ragged commandos of Boers, at their peak barely 60 000 men in all, held the armies of the British Empire at bay, until peace came on 31 May 1902, and another new era dawned in the history of South Africa. Two more colonies, the Free State and the Transvaal, were added to the British tally. Not long afterwards, however, these colonies were granted self-rule, as the Cape and Natal already had, and in 1910 the four colonies became the Union of South Africa, later a member of the British Commonwealth of Nations.

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

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

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

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

The country's rainfall is erratic and, except in a few isolated mountain areas, comparatively low. Moreover, the soil is on the whole not rich. In spite of these negative features, however, South Africa's farming activities are on a very high level and methods progressive and sophisti-

cated. For farming, however, and even more for the industrial expansion that is taking place at an increasing rate, the conservation of water and the creation of new water resources are imperative. The year 1970 was 'water year' in South Africa and a master plan for increasing water resources, drawn up by a committee of experts, was accepted by the Government. The problem will be solved.

The human problem is the greater one. According to the latest estimates of the Department of Statistics, South Africa has about 25 000 000 inhabitants, of whom just over 4 000 000 are Whites; 2 300 000 Coloureds; 700 000 Indians, and 17 745 000 Blacks. The Blacks are divided into ethnical groups, numbering as follows: Xhosa: 4 633 000; Zulu: 4 758 000; Southern Sotho: 1 606 000; Tswana: 1 989 000; Pedi: 1 901 000; Shangaan: 770 000; Swazi: 559 000; Venda: 425 000; Ndebele and miscellaneous: 582 000. In addition 522 000 foreign Blacks live and work in South Africa.

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

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

The first essential for the development of the homelands is the education of their peoples, and in this respect the most phenomenal progress has been made, especially in the past few decades. The percentage of literacy and general living standards among South Africa's Black peoples are far higher than anywhere else in Africa, and are rising almost by the week. Whatever the future outcome of 'separate development' is going to be, nobody who knows the facts and looks at them objectively can deny that remarkable progress has been and is being made. One final outcome that is planned is that all the homelands will eventually become independent, an outcome that is perfectly feasible. Most of

the homelands already have self-rule and the first one for which complete independence is officially envisaged is the Transkei, homeland of the Xhosa in the Eastern Cape.

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

That, in brief, is the Republic of South Africa, a land of snowy, rocky mountains and waving plains of grass and grain; of quiet little sleepy-hollow towns and cities bursting at the seams; of lush subtropical growth and limitless semi-desert Karoo land; of searing drought and raging thunder storms; the land of springbuck, koodoo, buffalo, bushbuck and giraffe; of leopard, lion and cheetah; the land of burning sunshine and lovely lowveld nights; a land that covers a million and a quarter square kilometres and can swallow Great Britain five times with somewhat to spare; the land of White man, Black man, Coloured man; the land of promise for those who know.

CHAPTER 2

GROWTH AND DEVELOPMENT OF AND GENERAL APPROACH TO EDUCATION IN SOUTH AFRICA

1. GENERAL GROWTH

Up to the first half of the 20th Century education in South Africa may be said to have developed at a more or less leisurely pace, though on a sound basis. During the past two or three decades, however, the development has been on a scale more spectacular than anywhere else in Africa or even the rest of the world. It may perhaps truly be stated that the solution to South Africa's present and future problems – political, economic, cultural, racial and human – lies in the first place in the proper education of all its peoples. If education can achieve wonders, wonders are being and will be achieved in the Republic of South Africa.

As regards the Whites, notable developments have taken place in recent years. An ever increasing percentage of pupils reach progressively higher scholastic standards. At present about 50 per cent of a given age group reach the Senior Certificate or Matriculation, the highest school standard. This percentage is the third highest in the world after the USA and Japan. The number of students enrolled at university is more than 2 per cent of the population, the highest in the world next to that of the USA. If, however, all those undergoing tertiary training outside universities are included, the proportion rises to over 4 per cent, which is higher than even that of the USA.

Under the new system of differentiated education introduced since 1972, which gives greater recognition than ever before to individual differences and attempts to make the most extensive provision possible for all types of pupils, the proportion reaching higher and higher levels of education and training is expected to grow significantly, and South Africa may well become a world leader in this respect.

At present about 22 per cent of the White population are at school, about 1,6 per cent study at residential universities, about 0,75 per cent are enrolled at the University of South Africa, which teaches by correspondence, about another 2 per cent study at tertiary institutions outside universities, and about 1 per cent attend institutions for pre-tertiary vocational training. This gives a total of over 27 per cent undergoing some form of education or training,

without including the many thousands enrolled at South Africa's numerous officially recognized correspondence and other private colleges. This figure is indeed one of the highest, if not the highest, in the world. The rapid general educational growth is symbolized by the increase in total university enrolment, which grew from about 20 000 in 1950 to altogether over ~~95 000~~ in 1974.

There are at present ten residential universities with an enrolment of almost 70 000, six colleges for advanced technical education, twenty-six technical colleges of larger and smaller size and in various stages of development, sixteen teacher training colleges, thirty-four technical institutes, and the non-residential University of South Africa, with a White enrolment of over 25 000.

2. THE CHRISTIAN AND NATIONAL CHARACTER OF EDUCATION IN THE RSA

When Jan van Riebeeck established the first White settlement at the Cape in 1652, he brought with him the Protestant religion and ever since that time educational practice in South Africa has had a religious background. As the White population of the Cape migrated inland in scattered groups during the 17th, 18th and 19th centuries, it was mainly the Dutch Reformed Church, to which most of the early Dutch inhabitants belonged, that not only maintained civilization through religion and the Bible, but also provided whatever formal elementary education there was.

When the British finally took over the Cape in 1806, they also brought with them a religious tradition which was mainly Protestant, and a number of famous schools, many of which still exist, were founded under the aegis of the English Church, especially after the coming of the British Settlers in 1820.

In the course of the 19th Century the Catholic Church also established itself in South Africa and founded schools in many parts, many of which also still exist.

The education of Non-Whites was mainly left to the churches and missionary societies until well into the 20th Century, and the State only assumed more or less full responsibility for the secular education of Non-Whites after 1950.

Lord Charles Somerset, governor at the Cape in the first half of the 19th Century, started the system of state-controlled secular education for Whites which has become general in the 20th Century, except that there are still private schools, mostly run by church

denominations and attended by about 5 per cent of White pupils.

Even though the State schools for Whites have been undenominational ever since they were started at the Cape in the first half of the 19th Century, they have throughout maintained a religious tradition, mainly Protestant, and during the 20th Century undenominational religious or Biblical instruction has become an integral part of the non-examination curriculum of State schools. Bible Studies can also be taken as a subject for Matriculation.

The National Education Policy Act, No. 39 of 1967, specifically lays down that education shall have a Christian and broadly national character. The term Christian in no way refers to a particular church denomination or specific denominations, but implies that education shall be of a general Christian character, and parents and children are completely free to belong to whatever church they wish, or to no church if they so wish. Moreover, any child whose parents have conscientious objections to religious instruction or ceremonies is absolved from having any part in them.

The term national implies that respect for and love of the country's history, different traditions and various forms of culture shall be more or less informally inculcated, since respect, love and patriotism cannot really be formally taught. The general atmosphere of the school, the attitudes of teaching staff, parents and local authorities, the observance of national days by means of appropriate programmes, flag ceremonies and related activities contribute to giving education a broadly national character and inculcating national pride and self-respect. There is no question of any attempts to influence pupils in favour of particular political affiliations.

3. MOTHER TONGUE INSTRUCTION

South Africa has two official languages: Afrikaans, used as home language by approximately 60 per cent of the White population, and English, home language of about 38 per cent. More or less 2 per cent of the White population are immigrants with other European languages than English as home languages. These gradually become either English or Afrikaans-speaking.

The South African education authorities believe that in general instruction through the medium of the mother tongue or home language is a basic educational and cultural principle, that a child, and a man, can become truly educated, independent and culturally related

only if the mother tongue forms the basis of his upbringing.

This principle has been generally accepted since the four provinces – the Cape of Good Hope, the Orange Free State, Transvaal and Natal – became the Union of South Africa in 1910, first for the primary school and in the course of time for higher standards. The National Education Policy Act, No. 39 of 1967, lays down that education shall be through the medium of the mother tongue, and in practice this principle applies on the whole throughout a pupil's school career. Most schools have either English or Afrikaans as general medium, but there are still some parallel medium schools in which English-speakers are taught through the medium of English and Afrikaans-speakers through the medium of Afrikaans.

Apart from instruction through the medium of the mother tongue, the two official languages are compulsory subjects in all schools, the mother tongue as the 'first language' and the other as the 'second language'. The second language is taught through the medium of that language. One of the aims of South African education is to make all pupils as bilingual as possible.

4. THE VOICE OF THE PARENTS

Although education in the RSA is state-controlled, it follows democratic lines and the parents are given a say in the formal education of their children by means of regional school boards, local councils and school committees, advisory boards, governing bodies and parent-teacher associations. The members of such bodies are mostly elected by the parents themselves, but in some cases some of them are nominated, especially with a view to the representation of particular sections of the community. These bodies act as liaison between the education authorities and the parent community on a great number of matters that concern the education of their children. (See Chapter 5.)

5. DIFFERENTIATED EDUCATION

Differentiated education means education in line with the particular mental abilities, aptitudes, interests and wishes of individual pupils (and their parents) with a view to their correct formative education, vocational training and placement in career fields, and ultimately with a view to their personal happiness, social integration and maximum effectual service to their communities and their country. The principle of individual differences and needs has always been recognized, but never as systematically and scientifically

as during the past decade.

The movement towards a properly organized national system of education began when the first National Advisory Education Council was set up in 1962. This Council did a great amount of educational research, mainly through the National Bureau of Educational and Social Research, now the Human Sciences Research Council, and largely as a result of its activities three major educational acts were promulgated in 1967: The National Education Policy Act (No. 39); the Advanced Technical Education Act (No. 40), and the Educational Services Act (No. 41). These acts brought about a revolution in the organization of education for Whites, more or less making an end to the dividing up of education between the central government and the provincial administrations which in many ways had been unsatisfactory and unpopular, and attempting to institute an integrated national system of education. (See Chapter 3.)

The movement towards a formal system of differentiated education as such gained momentum after 1964, with the setting up of the Committee for Differentiated Education and Guidance under the auspices of the National Advisory Education Council and the education authorities. This Committee undertook extensive research on differentiated education through the National Bureau of Educational and Social Research and brought out a series of reports on a national system of education with guidance as an integral part of such a system. Eventually an official announcement by the Minister of National Education appeared in the Government Gazette of 12 November 1971, setting out the new system, to be introduced in 1972. The relevant reports of the Committee for Differentiated Education and Guidance have since 1971 been issued by the Human Sciences Research Council, successor to the National Bureau of Educational and Social Research. (See Reading List.)

The system of differentiation makes provision for four school phases of three years each: a junior and senior primary phase, and a junior and senior secondary phase. In the primary phases there is differentiation in the methods of presenting subject matter to different ability groups, but no differentiated syllabuses. The junior secondary phase is broadly based, with most subjects compulsory and no differentiated syllabuses for normal pupils, but with a special practical vocationally directed course for those whose mental abilities fall between the lowest level of what is regarded as normal and the highest level of those regarded as mentally retarded, for whom special classes and schools are provided.

In the senior secondary phase pupils may choose from eight differentiated courses, namely: technical, commercial, agricultural, natural sciences, human sciences, art, housecraft and general, while the special vocationally directed course for those below normal mental ability is extended. Moreover, pupils may in the senior secondary phase now take subjects on a standard or a higher grade, with separate syllabuses for the two grades.

Throughout the pupil's school career, but especially in Standard Five, the first standard of the junior secondary course, at the end of which the pupil has to make a provisional choice as to his future course of study and possible career field, and during the rest of the junior secondary course, expert psychological, study and vocational guidance is essential, and all the education departments have been streamlining their psychological and guidance services with a view to this. The many types of intelligence, personality, aptitude and scholastic achievement tests and interest questionnaires supplied by the Human Sciences Research Council play a significant rôle in analysis, identification, guidance and placement of pupils of all the population groups. These tests and questionnaires are separately standardized for each of the seven recognized Bantu language groups and for Coloureds, Indians and Whites.

There is no doubt that a properly implemented system of differentiated education as outlined above makes it possible to distinguish children's abilities, aptitudes, interests and desires at an early stage and to direct them to educational courses, vocational and professional training and eventual careers suited to them. Relevant post-school training is provided at numerous institutions, such as universities, colleges for advanced technical education, technical colleges and a variety of others. (See Chapters 6, 7 and 8.)

CHAPTER 3

CONTROL AND ORGANIZATION OF EDUCATION

When on 31 May 1910 the four provinces of South Africa were united in the Union of South Africa, each of these provinces, the Cape Province, Orange Free State, Transvaal and Natal, retained control of all primary and secondary education within its boundaries, exercising this control through the Provincial Council, headed by an Administrator, and its Department of Education, headed by a Director. The Union Department of Education, headed by a Secretary, was established to take care of 'higher' education, which from time to time has meant a number of things.

At the time of Union university education was still in its infancy; vocational education at school level hardly existed, and what there was of technical education was mostly in the hands of private institutions. The provinces were mainly concerned with 'ordinary' primary and secondary education, and also trained their own teachers. Special education for the deviate and the handicapped still had to come. Technical as well as special education is more expensive than 'ordinary' education, and shortage of money was one reason why the provinces moved slowly in these fields.

From 1912 onwards the Union Department of Education (which later became the Department of Education, Arts and Science then the Department of Higher Education, and is now called the Department of National Education) gradually assumed control of more or less everything the provinces did not or could not handle, including all education at universities and technical colleges; vocational, technical and commercial schools; industrial and reform schools; housecraft schools, schools for the blind, deaf and otherwise physically handicapped; the training of secondary teachers at universities and technical colleges, and whatever other forms of education the government and the Minister of Education decided to take care of.

The Vocational Education Act of 1955 (No. 70 of 1955), eventually consolidated the position, giving the central government and the Department of Education, Arts and Science full control of all tertiary education, and educational institutions, as well as of most forms of special, vocational, commercial and technical education. The provinces retained 'ordinary' primary and secondary education, agricultural schools, the education of their mentally retarded children and one form of tertiary education, viz the training of teachers, mostly primary but also to some extent secondary teachers. Even today, under a new dispensation, the provinces still have their own institutions for training primary

teachers.

The 'divided control' of education caused much controversy among educationists and between the provinces and the central government, and movements towards an integrated 'national' system of education gradually grew stronger. The first major legislative step in this direction came in 1962, with the National Advisory Education Council Act (No. 86 of 1962), in terms of which this council was set up to advise the government on all aspects of education and proposed educational reform. The Council did a great amount of research both through a number of specially appointed committees and the National Bureau of Educational and Social Research, now the Human Sciences Research Council (HSRC), on aspects of school and other education and teacher training. Largely as a result of this research three major Acts were promulgated in 1967: The National Education Policy Act (No. 39); the Advanced Technical Education Act (No. 40); and the Educational Services Act (No. 41).

Act No. 39 of 1967 repeals No. 86 of 1962 and provides for the establishment of a new National Advisory Education Council, henceforth called the council. The Act also lays down that the Minister may, after consultation with the Administrators and the council, determine policy within the following framework of principles: education in the RSA shall have a Christian and a broad national character; instruction shall be through the mother tongue; requirements as to school attendance shall be uniform; education (including books and stationery) shall be free; education shall be provided in accordance with the ability, aptitude and interest of individual pupils and the needs of the country, and in this respect guidance shall be furnished to pupils; syllabuses, courses, examination standards and educational research and planning shall be co-ordinated on a national basis, with due regard to the advisability of diversity; the parents shall be given a place in the system through parent-teacher associations, school committees, school boards and boards of control; consideration shall be given to suggestions and recommendations of recognized teachers' associations on educational planning; conditions of service and salary scales of teachers shall be uniform; the Administrators of the provinces shall be bound to implement the policy determined by the Minister and shall amend their ordinances and regulations accordingly; no educational legislation (except in relation to university establishments) shall be introduced without prior consultation between the Minister, other Ministers concerned and the executive of the council; and no draft ordinance on conditions of service of teaching staff shall be introduced in a provincial council except after consultation with all the Administrators.

The Act also provides for the setting up of the Committee of Educational Heads, consisting of the educational heads (directors of education) of the provinces and the Secretary for National Education as chairman. The committee submits recommendations to the Minister and the Administrators on the manner in which the national education policy can be implemented on a co-ordinated basis, and also advises the Minister or an Administrator on any other matter which the Minister or Administrator may refer to it, or which the committee may desire to bring to the notice of the Minister or Administrator.

Act No. 39 of 1967 was again amended by Act No. 73 of 1969 to provide legislation on the training of teachers, and to reconstitute the National Advisory Education Council as the National Education Council, with the following functions: to advise the Minister on general education policy, including teacher training, in so far as professional aspects and guiding principles of education are concerned; to advise the Minister or an Administrator or a university, through the Minister, on such matters regarding teacher training as may be referred to it, or on matters on which the council considers it necessary to advise the Minister or an Administrator or a university; to advise the Minister on educational research and planning, and, with approval, to use the services of those undertaking such research.

The executive of the council consists, *inter alia*, of one vice-chairman and two members mainly to manage matters relating to teacher training, and a second vice-chairman and two members to manage matters pertaining to school education. The council may, with the approval of the Minister, appoint special committees of experts to advise it on matters requiring special knowledge and experience.

Act No. 41 of 1967, the Educational Services Act, repeals Act No. 70 of 1955, the Vocational Education Act, as well as a number of other Acts and sections of Acts pertaining to special and vocational education.

In terms of the new Act the Department of National Education (DNE) retains responsibility for all 'higher' education which in section 44 of the Act is defined as education provided at a university, a college for advanced technical education and such schools of art, ballet, music, agriculture, mining, pharmacy and nautical training as the Minister, in consultation with the Minister of Finance, may declare schools of higher education; special education of the physically handicapped; full-time education of a standard which is higher than ordinarily required for Standard 10 (the final secondary school standard), and any other education which, with the consent of the Administrator concerned, the

Minister may, in consultation with the Minister of Finance, declare to be higher education.

In terms of the Act all forms of vocational education, including technical and commercial education, were from 1968 transferred to the Administrators and their departments of education, so that the provinces now have control of all primary and secondary education within their boundaries, including one form of special education which they had before, namely the education of the mentally handicapped. The DNE* remains responsible for industrial and reform schools for those committed to State care under the Children's Act (No. 33 of 1960), and for the special education of the physically handicapped, defined by the Act as the deaf, hard of hearing, blind, partially sighted, epileptic, cerebral palsied, physically handicapped, as well as those designated by the Minister in consultation with the Administrators as handicapped children for whom provision should be made under this Act.

*Department of National Education

CHAPTER 4

THE SOUTH AFRICAN EDUCATIONAL SYSTEM

DIAGRAM

The diagram on the centre pages of this publication sets out the general educational system for Whites. It should be read from the bottom, starting with Section A. An exposition of the system follows.

A. INFANT CARE

In densely populated areas, where mothers are often employed in commerce, industry and the professions, voluntary organizations provide crèches or infant care centres under the supervision of the Department of Social Welfare and Pensions. These centres are mainly concerned with the physical well-being of pre-school children except in isolated cases where a crèche is combined with a nursery school.

B. NURSERY EDUCATION

Nursery schools, sometimes directly linked with crèches or infant care centres, are being provided on an increasing scale.

The old approach

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

The new approach

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

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

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

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

and all nursery schools, including non-subsidized nursery schools, shall be subject to inspection.

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

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

Most of the existing nursery schools are still private institutions but all those that apply for it and satisfy the departmental requirements, are registered and may receive financial support from the provincial education authorities.

In addition Transvaal has started its own departmental nursery schools, while the Cape Province provides for the establishment of departmental nursery schools as well as for pre-primary divisions at primary schools. The DNE has nursery departments attached to its special schools for the physically handicapped.

Organization

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

Nature of nursery education

Nursery school programmes are presented in the mother tongue. No formal teaching is offered. The programmes contain components for developing the religious, aesthetic, ethical, social, mental and

physical potential of young children. Education is directed at social development, habit formation, creativity, development of language, exercising of mental ability and aesthetical and physical development. These ends are attained through directed group activities which include games, singing, music, use of percussion band instruments, nursery rhymes, puppet-play, dramatizing of stories, manipulation of plasticine and paint, and physical exercises devised for this stage of development.

C. PRIMARY EDUCATION

Schools

About 95 per cent of the children of primary school age in South Africa attend primary schools which are controlled by the provincial education departments. The others attend private schools of which some are State-aided and most of which are run by religious organizations, principally Roman Catholic, Anglican, Methodist and Jewish. Private schools for German immigrants are found in every large centre. These schools are subject to registration with the education departments concerned and to regular inspection by officers of the departments. They follow the syllabuses prescribed by the provincial education authorities.

Free education and school funds

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

School age and compulsory education

According to the education ordinances of all four provinces, beginners may enter school at the age of five and a half years, while attendance from the beginning of the year in which the child reaches the age of seven is compulsory. In the diagram the period of compulsory education is indicated more or less. Officially every child must attend school from the beginning of the year in which he reaches the age of seven until the end of the year in which he becomes 16, or until he reaches Standard Ten, the final school standard, whichever comes first.

Medium of instruction

The medium of instruction is the mother tongue, either Afrikaans or English, and most primary schools are either fully Afrikaans-medium or fully English-medium. In smaller centres, where the number of children is not large enough to justify two primary schools, parallel medium schools are found, with an Afrikaans-medium section and an English-medium section. A number of private German schools in the Republic teach through the medium of German to a limited extent, i.e. up to certain standards, and for the rest through English or Afrikaans medium, while in South-West Africa some State schools have German as medium throughout, with Afrikaans and English as compulsory subjects.

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

The two official languages, Afrikaans and English, are taught as subjects in all the schools in the country.

School day, week and year

In South Africa the general practice in primary schools is to have a five-day school week, comprising twenty-two and a half hours of actual teaching, and a school year of about 200 days, divided into four quarters of slightly varying length, the first from January to March, the second from April to June, the third from July to September and the fourth from October to December. In March-April there is a short holiday of a week or a little more, and also in September-October. A longer holiday of 3 weeks or slightly longer is given in June-July and a summer holiday of 4-5 weeks in December-January.

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

The province of Transvaal has become an exception as regards the above, having decided to have a three-term school year from the beginning of 1975. The terms for 1975 are as follows:

- First term: 8 January to 18 April;
- Second term: 13 May to 8 August;
- Third term: 3 September to 3 December.

Whether the other provinces and the Department of National Educa-

tion will follow Transvaal's example remains to be seen.

Approach to primary education

Under the new system of differentiated education the primary school covers two phases, as is indicated in the diagram: the junior primary phase, comprising the two substandards or grades (A and B) and Standard 1, and the senior primary phase, comprising Standards 2 to 4. Under the previous dispensation the primary school also comprised Standard 5, but this has now become the first standard of the junior secondary phase (see D. SECONDARY EDUCATION), although this standard is still accommodated in the primary school.

The teaching programmes in the grades (A and B) are characterized by a slightly more formal approach than in the nursery school and include subject matter suited to the stage of development of this age group. As the pupil progresses to higher standards, the programme becomes more formal and greater emphasis is placed on scholastic attainment, especially in the two official languages, Afrikaans and English, and arithmetic or elementary mathematics. At present increased attention is being paid to elementary science.

Examination and promotion

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

Primary school curriculum

Primary education includes the following subjects: The two official languages, Afrikaans and English; Arithmetic; Social Studies (or History and Geography); Elementary Science; Hygiene or Health Education; Handwriting; Religious Instruction; Physical Education; Class Music and Singing, and Arts and Handicrafts. The mother tongue is taught as a subject from the outset, but from the second half of the first school year or from the second or even third year a beginning is made with the teaching of the second language, which the pupil then studies throughout his school career.

Keeping abreast of the times

The technological revolution which followed the second world war has had a noticeable impact on primary school teaching, especially with regard to the teaching of mathematics and elementary science. Re-

fresher courses and conferences for teachers are regularly arranged in order to introduce new developments and methods into schools. Syllabuses on the so-called 'new mathematics' have been introduced into South African primary schools, and determined steps are taken to put the study of elementary science on a firm footing, in keeping with modern trends and demands.

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

Differentiation

Junior primary phase

Basically the system of teaching in the junior primary phase is a class system, every class being in the charge of a particular teacher, specially trained to handle classes at that particular stage. At these early stages children associate teaching with a particular teacher and not with particular subjects, and any form of subject teaching involving a variety of teachers is apt to upset and confuse them. As they mature, subject teaching becomes more feasible for them, though in general subject teaching is not advisable until the child has at least reached the age of puberty.

There is no formal differentiated education in the primary phases, but subject matter is presented on a differentiated basis to different ability groups. As regards ability grouping, a teacher may divide a particular class in an informal way into ability groups within the class or, if the number of pupils in a particular standard is large enough, different ability groups may be assigned to different teachers.

Steps are taken at an early stage, sometimes even before the child enters school, to identify those who cannot cope with the normal teaching programme, and special classes are provided for them. Special provision is likewise made for the physically handicapped and if need be they are committed to special schools run by the Department of National Education (DNE). Moreover, the psychological and guidance services of the different education departments provide psychological, therapeutic, remedial and school-visiting

services, while comprehensive visiting medical services are a feature of the system under all education departments.

Senior primary phase

In the senior primary phase the work of the junior phase is carried on at a more advanced level. The basic skills taught in the junior phase are further refined; much attention is given to arithmetic (elementary mathematics); the teaching of history, including some civics, geography and elementary science becomes somewhat more formal, as does language teaching, particularly of the mother tongue; formal examinations play an increasingly important rôle, and the non-examination subjects such as art, class music, religious instruction and physical education are continued. For some of the so-called basic subjects such as languages and elementary mathematics, subject teaching is introduced in many schools, especially in the final primary standard, Standard 4, with a view to preparing the child for the system of subject teaching as opposed to class teaching which is in vogue in the secondary school.

Syllabuses for all primary standards are continually revised and brought up to date. Particular attention is being given to the Standard 4 syllabuses with a view to facilitating the transition to Standard 5, which has now become the first standard of the junior secondary phase.

Types of primary schools

A study of the diagram on the centre pages of this book will indicate the types of primary schools available to White children. From left to right they are the following:

- Preparatory schools, catering only for the junior primary phase
- Primary schools, catering for the senior primary phase and the first year of the junior secondary phase
- Primary schools catering for both the primary phases and the first year of the junior secondary phase
- Junior high or secondary schools catering for the two primary phases and the junior secondary phase
- High schools catering for all the school phases.

Types of schools depend on such factors as the nature of particular areas, the composition, needs and wishes of particular communities

and the educational policy of particular authorities.

Mentally retarded pupils

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

Physically handicapped pupils

The Department of National Education controls all education of physically handicapped pupils who cannot attend ordinary schools. Schools for these exist in a number of centres across the country. There are schools for such children as the deaf, the blind, deaf-blind, hard of hearing, partially sighted, epileptic and cerebral palsied. Most of them are either fully run or generously supported by the Department of National Education, and the work done in these schools to educate the handicapped both generally and vocationally to take their place in society as useful and happy citizens, is of a very high quality.

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

Types of schools for the handicapped

Types of schools for the handicapped are indicated in the diagram. Special classes are provided in some provincial primary schools for the mentally retarded, and there are also special secondary schools for them with a three-year course, as well as special secondary schools with a seven-year primary and a three-year secondary course. In the schools for the physically handicapped run by the DNE, pupils are often taken in right from the nursery stage and up to Standard 10.

Special educational services

The different education departments make provision for special edu-

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

Medical care

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

Extra-mural activities

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

School colours

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

School age and years at primary school

As is indicated in the diagram on the centre pages, children attending nursery schools are normally between the ages of 3 and 5-6. They may enter the first grade of the primary school at the age of not less than five-and-a-half years, and normally pass Std 1 at the age of 8+, Std 2 at the age of 9+, Std 3 at 10+ and Std 4, the final standard of the primary school at 11+. By that time they have normally received six years of formal education. According to the latest statistics the median ages of pupils in the different standards of the primary school are approximately as follows:

PRIMARY STANDARD	MEDIAN AGE	
	<u>BOYS</u>	<u>GIRLS</u>
Substandards A and B	6,94	6,90
Standard 1	8,51	8,46
Standard 2	9,52	9,49
Standard 3	10,50	10,44
Standard 4	11,50	11,43

The slight age difference between boys and girls throughout is interesting but not significant.

D. SECONDARY EDUCATION

Section D of the diagram on the centre pages indicates the two secondary phases, the junior secondary phase, comprising Standards 5 to 7, and the senior secondary phase, comprising Standards 8 to 10.

The Junior Secondary Phase

General policy

The general official policy with regard to education in the junior secondary phase is that it shall be broadly based; that most of the subjects shall be compulsory; that no differentiated syllabuses shall be offered to 'normal' pupils, but that the subject matter shall be presented on differentiated lines, according to the educational needs of specific groups of pupils. This implies the same kind of 'ability grouping' as is advocated for the primary school: informal ability grouping within the same class for the different subjects or, where it is feasible, the division of a standard population in the school into groups of more or less 'homogeneous' mental ability.

Identification and grouping

As regards identification and grouping, the general official policy is that, with due regard to the wishes of parents and pupils, identification and grouping shall take place by the application of criteria including progress at school; scholastic achievement; standardized scholastic tests; biographical particulars; medical reports; personality, aptitude and intelligence tests, and age.

Syllabuses

As regards syllabuses for the subjects to be taught in the junior

and senior secondary phases, new core syllabuses were drawn up by joint committees of all the education departments, whereupon each department drew up its own syllabuses around these cores. Each department has furthermore evolved its own system of practical implementation of differentiated education. The general approach to differentiated education and the syllabuses may therefore differ in some details from province to province, but all of them have the same basis, and transfer from one province to another should occur with less disruption for pupils than in the past.

Standard 5

Although Standard 5, the first standard of the junior secondary phase, is still accommodated in the primary school, the approach to teaching in that standard is secondary, not primary, and measures are taken to orientate teachers responsible for Standard 5 to this approach. They do subject teaching instead of class teaching, according to syllabuses designed to link up with Standard 4 on the one hand, and with Standards 6 and 7 on the other.

The subjects taught in Standard 5 are the two official languages, Afrikaans and English; mathematics; general science; history-geography ('social studies'), and 'basic techniques' which mainly comprises art and handicraft and is an examination subject in some provinces and a non-examination subject in others. Other non-examination subjects include Scripture, physical education and class music, to which approximately four of the 25 to 27½ school hours per week are devoted.

Guidance

Standard 5 has now become a very critical year for the pupil, since at the end of that year he has to make a 'provisional' choice as to the study course he eventually wishes to follow in the senior secondary phase. This 'provisional' choice determines the type of high school he will attend after Standard 5, viz an 'ordinary' (or 'academic') high school or a commercial, technical, agricultural, art and ballet or housecraft high school (see diagram on centre pages).

In order to be able to make a sensible choice at this critical stage, the pupil has to receive expert guidance. Official policy lays down that within the national system of education pupils must be given guidance in co-operation with the school staff, and with due regard to the wishes of the pupil and his parents, concerning per-

sonal matters, educational choice and choice of career, and that this guidance must embrace psychological, therapeutic, remedial and school-visiting services. The education departments and the school realize their responsibility in this regard, and the psychological and guidance services of each department make it their aim to construct a full profile of every child from the day he enters school, and even before that, so that appropriate guidance and assistance can be given to him at every stage in his school career, but particularly at the end of Standard 5, as to where he should proceed for Standards 6 and 7; at the end of the junior secondary phase (Std 7) as to what course he should finally choose for the senior secondary phase, and at the end of the senior secondary phase (Std 10) as to what vocation he should follow or to what institution he should proceed for tertiary training with a view to a career.

The Human Sciences Research Council (HSRC) plays a key rôle in this matter of guidance by, among other things, providing objective measuring devices such as intelligence tests, aptitude tests, proficiency tests, personality inventories, surveys of study habits and attitudes, scholastic achievement tests and interest questionnaires, specially designed to assist in guidance at various stages in the pupil's life and school career. The HSRC also provides a practical Guidance Series for schools concerning, among other things, all forms of tertiary, and also pre-tertiary, training and the related career opportunities (see Reading List).

As regards the practical implementation of guidance services the position in the various provinces is more or less as follows:

The Transvaal (with approximately 52 per cent of all White pupils) has been divided into 24 areas, each with a clinic manned by a clinical psychologist, a guidance psychologist, an orthodidactic psychologist, an assistant psychologist and two speech therapists. The Cape Province (with about 28 per cent of the White pupils) has, apart from a number of psychological guidance clinics, 36 inspectors of psychological services, each one responsible for a particular area. Natal has a head of psychological and guidance services, two assistant heads, eleven school psychologists, eight speech therapists, 35 remedial teachers and various guidance clinics. The OFS has three inspector-psychologists, five guidance clinics staffed by, *inter alia*, psychometrists, speech therapists and clinical psychologists. Natal has about 11 per cent of the White pupils and the OFS nine.

Apart from guidance officers operating from headquarters or from

offices in particular areas, the Cape has posts for guidance teachers attached to secondary schools. The system of allocation is one post for every 300 pupils, or one for two neighbouring schools with a combined enrolment of 400. These guidance teachers are responsible for psychometric work and for psychological and vocational guidance in their schools, under the supervision of the inspector of psychological services in the area. In the OFS there is at least one such post at every school, and large schools have more than one. In Natal such posts are also allocated to schools on the basis of one per 300 pupils. The basic qualification for all these posts is at least a degree with psychology or guidance psychology as a major.

Standards 6 and 7

In Standard 6 the pupils enter a real secondary or high school for the first time, at the average age of approximately 13. (The median age for boys passing through Standard 5 is 12,41 and for girls 12,34.)

Subjects

The subjects studied in Standards Six and Seven are the two official languages, mathematics, general science, history-geography, and technical orientation (forms of handicraft and housecraft). In addition, depending on the type of school a pupil attends and the course he has provisionally chosen to follow in the senior secondary phase, he may take two or at most three extra subjects, chosen from the subjects that each school is able to offer. In the commercial, technical, agricultural and housecraft high schools these extra subjects are either limited or compulsory, and in accordance with the course of study concerned, while in ordinary high schools the choice is somewhat wider, including such subjects as accountancy, a third language (foreign or Bantu), art, music, general agriculture and typing. In some provinces the pupils in ordinary high schools have a freer choice of additional subjects than in others, where the subjects are strictly specified according to the study courses pupils intend to follow in the senior secondary phase.

Non-examination subjects for Standards 6 and 7 are Scripture, physical education, class music and youth preparedness, to which 3-4 hours of the school week are devoted.

The Senior Secondary Phase

Having throughout the junior secondary phase been systematically prepared for his specific course in the senior secondary phase, according to his particular mental abilities, aptitudes, interests

and desires, the pupil enters the senior secondary phase, knowing, it is hoped, what he wants and where he wants to go. If his purpose and aims are clear, or at least comparatively clear to him, he can tackle the final stage of his school career with assurance and a true sense of purpose, follow up his school education with appropriate tertiary training and eventually enter upon a satisfying and useful career, in which he will serve not only his own interests and personal welfare but also the interests and welfare of his community and his country.

Subjects

The examination subjects for the senior secondary phase are divided into six groups, as follows:

- A. The official languages, English and Afrikaans, or German for those for whom it is the home language
- B. Mathematics
- C. The natural sciences
- D. Third languages, classical, modern European and Bantu
- E. The human (social) sciences
- F. Additional subjects, comprising a long list covering commercial, technical, agricultural, housecraft, art, ballet, drama and music subjects.

For the Senior Certificate (Standard 10) examination the candidate must offer both official languages and four or at most five other subjects, chosen from the groups A to F above, according to course of study, type of school and whether or not he wishes to qualify for university entrance.

Compulsory non-examination subjects are Scripture, physical education, youth preparedness and, in some provinces, class music.

Study courses

A candidate follows one of eight study courses:

1. A technical course
2. A commercial course
3. An agricultural course
4. A course in natural sciences
5. A course in the humanities or social sciences
6. A domestic science (housecraft) course
7. A course in arts, including fine art, music, drama and ballet
8. A general course.

The candidate qualifies for a particular course if he takes, apart from the two official languages, at least two, and in the case of the commercial course at least three subjects directly connected with the particular course. For the general course the candidate may more or less mix his subjects.

The choices candidates can make are subject to what particular departments prescribe, and to what schools are able to offer. The Transvaal and Natal provide lists of subject groupings from which candidates must choose for particular fields of study. Specific lists of fields of study and subject groupings are assigned to each school. In the other provinces more general regulations apply as to what may be chosen, but there are also certain specified limits.

Higher and standard grade

Under the new system subjects may be taken on the higher or standard grade, and separate syllabuses have been drawn up for the two grades. For any Standard 10 certificate the home language, English or Afrikaans or German (for German-speaking candidates domiciled in South-West Africa) must be taken on the higher grade, as well as a second official language on the standard or the higher grade. The other four (or five) subjects may be taken on the standard or higher grade. The Joint Matriculation Board prescribes that at least three subjects must be passed on the higher grade for admission to university. For most of the examination subjects there are both higher and standard grade syllabuses, but in a few cases only higher grade or only standard grade. Most of the 'additional' subjects have only standard grade syllabuses.

Admission to university : The Joint Matriculation Board

The first Senior Certificate (Standard 10) examinations under the system of differentiated education are scheduled for the end of 1976. Every education department has its own system of external Senior Certificate examinations (all the other school examinations are internal), but admission to university is controlled by the Joint Matriculation Board (JMB), a statutory body representing the universities and consisting of university professors and representatives of the education departments and teachers' organizations.

The JMB conducts its own Matriculation examination for admission to university, but recognizes departmental Senior Certificates for what is called Matriculation exemption if they conform to certain requirements, and the holders of such certificates are then granted

permission to enter a university.

Under the present so-called interim regulations of the JMB, valid until 1975, a candidate, in order to obtain a Matriculation or Matriculation Exemption Certificate, must

- offer a minimum of six and a maximum of seven subjects;
- pass in at least five subjects at the same examination;
- obtain an aggregate mark of at least 45 per cent;
- offer the following subjects: an official language, or German or a Bantu language (if the latter are the home languages) on the higher grade; another language, official, foreign or Bantu, on the higher or lower grade; a third language or a science or mathematics; a fourth language or mathematics or Biblical studies or history or geography;
- obtain a pass mark of at least 40 per cent in each of these subjects;
- offer two more subjects from the groups above or from a fifth group which includes commercial, housecraft, agricultural and music subjects, provided that not more than four languages in all, and not more than two Bantu languages are offered.

According to the matriculation exemption requirements from 1976 onwards, a candidate must in general

- offer at least six, and not more than seven, subjects chosen from the six groups (A to F) specified above;
- pass in at least five subjects at one examination;
- obtain an aggregate mark of at least 45 per cent;
- pass on the higher grade in at least three subjects chosen from the first five groups (A to E), with at least 40 per cent in each;
- pass in both official languages, at least one on the higher grade;
- offer at least one subject from each of four of the groups, provided that not more than four languages are offered.

To which degree course a candidate who has satisfied the above requirements will be admitted, will depend further on which subjects he has passed on the higher grade as well as on the specific differentiated requirements individual universities set for particular degree courses.

Candidates with a Standard 10 certificate, with or without matriculation exemption, will, as at present, be admitted to diploma courses at universities and to diploma and certificate courses at colleges for advanced technical education, technical colleges, technical in-

stitutes, primary teachers' training colleges and other institutions for tertiary education. There will, of course, also be specific requirements for admission to particular courses.

Recognition of foreign certificates by the JMB

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

- The British General Certificate of Education (GCE), with at least two out of five or three out of four approved subjects on the Advanced Level;
- The M-level Examination of the British Associated Examining Board;
- The certificates of a number of university and other English, Scottish and Irish examining bodies;
- Certain Dutch, Swiss, Italian, Portuguese, Greek, Israeli, German, French and other European certificates;
- A certificate of a first class pass in the Intermediate Examination in Arts or Science of an Indian university;
- Any other certificate approved by the JMB.

The Practical Vocationally directed course

Under the new system of differentiated education courses are provided for those pupils – approximately 15-18 per cent of any standard school population – who fall between 'normal' and 'mentally retarded'. No special schools are as yet intended for this group, but arrangements are made for them at the ordinary and specialist schools. They are identified in the Standard 5 year, on the basis of their school progress and achievement, the results of standardized intelligence, scholastic and other psychometric tests, biographical data, medical reports, age and the wishes of parents and pupils.

The practical course covers, to begin with, three years, and comprises standards 6, 7 and 8, but provision has been made to extend it for a further two years, up to standard 10.

The non-examination subjects Scripture, physical education, class music and youth preparedness are compulsory, and also the general examination subjects English, Afrikaans, practical mathematics, general science and history-geography, all with simpler syllabuses than for 'normal' pupils. Furthermore, there are the following

five differentiated practical courses for them to choose from: commercial, technical, housecraft, agriculture and general.

Provision is made for pupils to switch from the practical to an ordinary course, and vice versa, if circumstances warrant it. It will even be possible for a pupil who has obtained a special practical junior (Standard 8) certificate, to switch to a course of study provided for normal pupils in the senior secondary phase, if he proves capable enough.

Since this practical course is vocationally directed, and since it entails fully fledged courses with fully fledged certificates, it will not be difficult for the candidates concerned to find careers in commercial, administrative and service occupations as, for example, artisans, clerks, typists, production and other routine workers, salesmen and saleswomen, assistant hairdressers and hairdressers, ad hoc trained workers in building and other industries, and workers in a variety of other fields in industrial undertakings, road transport services, the South African Railways and Harbours, the Defence Force, Post Office, Mining industry, and so forth.

The mentally and physically handicapped

The provision made for the mentally and physically handicapped is indicated under C. PRIMARY EDUCATION above.

Types of secondary schools

The diagram on the centre pages shows the various types of secondary or high schools.

The junior high or secondary schools, of which a number still exist, mainly in the Cape Province with its huge and sparsely populated hinterland, take pupils from the junior primary to the junior secondary stage. For the senior secondary stage the pupils go to neighbouring or other high schools and usually reside in school hostels.

The full high schools are of various types. There are still some of them that take pupils from the junior primary right up to the senior secondary phase, but most of them are ad hoc high schools, taking pupils from the second year of the junior secondary to the end of the senior secondary phase. The great majority of high schools, about 75 per cent, are of this type, the so-called 'ordinary' high schools, largely 'academically' orientated, each offering at least the natural science, humanities and general courses but also one or more of the others, according to needs and circumstances. Many of them also offer the practical course.

The commercial, technical, agricultural, housecraft and music, art and ballet high schools are specialized schools, situated in areas where the need for them is greatest and the necessary facilities can be made available. Each of them offers its specialized course, but also one or two of the other courses, as well as the practical course, so that, like the 'ordinary' high schools, they are to some extent 'comprehensive' schools, and pupils may graduate from any of them to university or other institutions for tertiary training. In number the specialist schools are less than 20 per cent of the total number of high schools.

Industrial and Reform schools (See diagram)

Industrial and reform schools are run by the DNE for those committed to state care under the Children's Act, No. 33 of 1960. There are seventeen industrial schools scattered over the country and their total enrolment in 1974 was 2238. They offer courses similar to those for 'normal' pupils, write the Senior Certificate examination of the DNE and may qualify for tertiary training like other pupils.

The DNE has two reform schools, one for boys and one for girls. The reform school for boys had 140 pupils in 1974, and the school for girls had 21. They offer the same kind of education as the industrial schools.

Private schools

Private schools, run by church denominations or private enterprise, are a feature of the education system of South Africa. They are attended by approximately five per cent of the total school population and range from the beginning of the junior primary to the end of the senior secondary phase. Most of them are of the 'academic' type. In terms of the Educational Services Act, No. 41 of 1967, private schools must be registered with the education authorities concerned, must comply with conditions and regulations imposed by the Minister of National Education or an Administrator and are, like all other schools, subject to inspection by the authorities. They write the Standard 10 examinations of an education department or the JMB. Some of them are subsidized by the State and others not. Those subsidized are called State-aided private schools.

Tuition and boarding fees at private schools are on the whole high, and the schools are well equipped with educational and sport facilities.

Examinations

The DNE has external examinations for Standards 6, 7, 8, 9 and 10 for most of the schools under its control, but the schools of the other departments have internal examinations up to Standard 9. For Standard 10 or Senior Certificate each department conducts its own external examinations, one for an ordinary Senior Certificate and one for a Senior Certificate with a view to Matriculation exemption. The JMB conducts an external Matriculation examination and an examination for a so-called School-leaving Certificate, which is the same as an ordinary Senior (Standard 10) Certificate. The Matriculation and Matriculation Exemption examinations are of a higher standard than the examinations for ordinary Standard 10 certificates, and under all the departments candidates who try for Matriculation or Matriculation exemption and fail to satisfy all the requirements may qualify for ordinary Standard 10 or school-leaving certificates.

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

In order to ensure a more or less equal standard for Matriculation exemption examinations, the JMB appoints moderators, generally university professors, for papers set by the examining bodies.

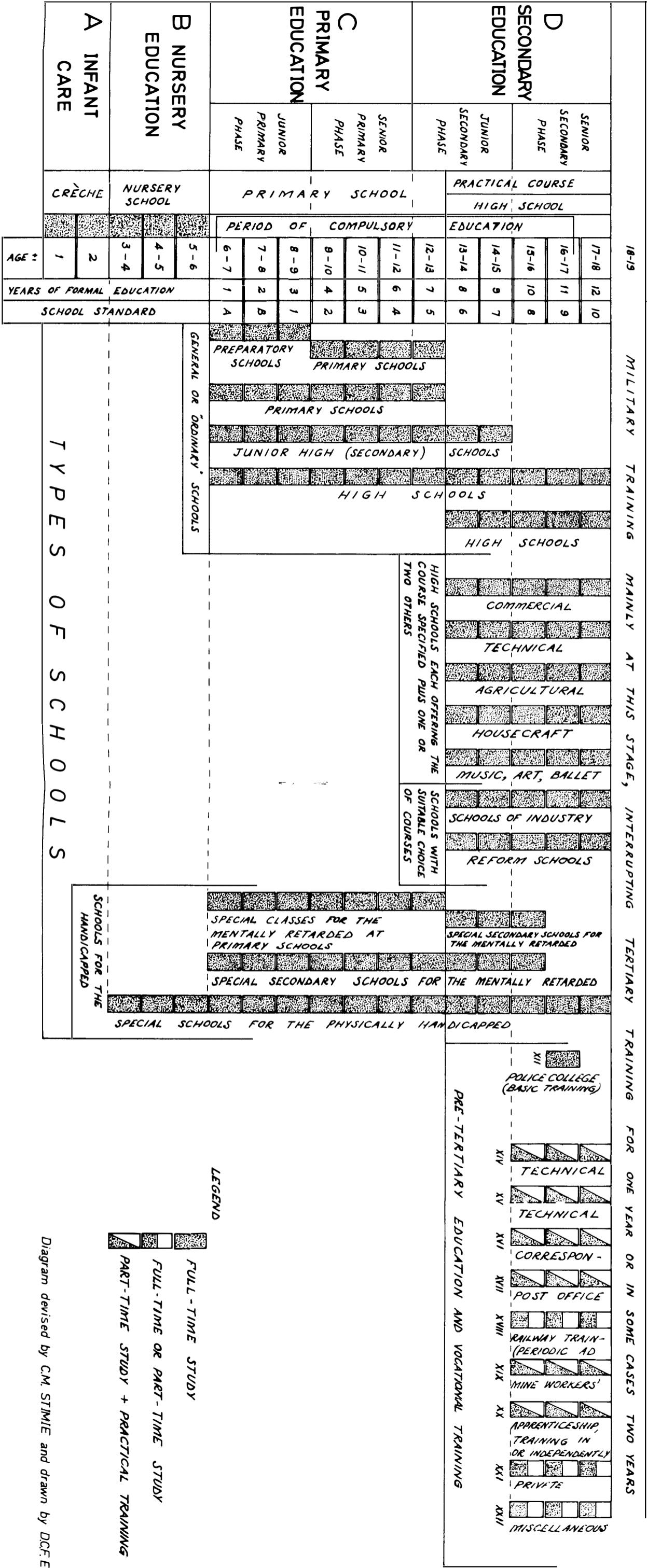
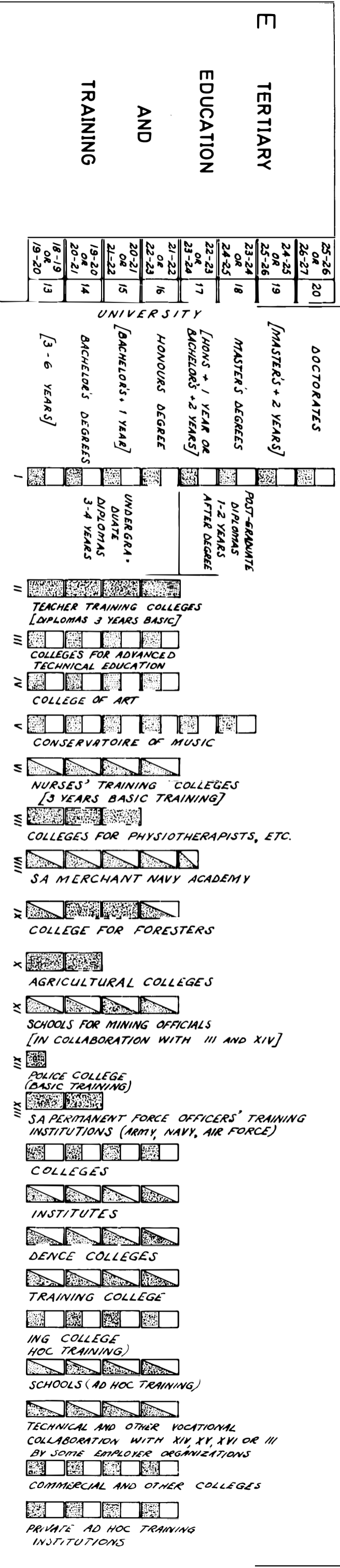
Extra-curricular activities

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

Societies of various kinds are found at schools: debating societies, choral societies, dramatic societies, Students' Christian Association branches, 'cultural' societies, photographic societies, even chess clubs. There are Boy Scout and Girl Guide troops all over the country, chiefly among the English-speaking, while the Afrikaans-speaking have

THE SOUTH AFRICAN EDUCATIONAL SYSTEM

TERTIARY TRAINING INSTITUTIONS



LEGEND

- Full-time study
- Part-time or part-time study
- Part-time study + practical training

Diagram devised by C.M. STIMIE and drawn by DCF. ELLIS

their Voortrekkers. The Land Service Movement, dedicated to the preservation and enjoyment of nature and the soil, caters for all.

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

School colours

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

Boarding and bus services

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

Zoning

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

Ages and number of years spent in secondary school

According to the latest statistics, the median ages of students in the various standards of the secondary school are approximately as follows:

STANDARD	MEDIAN AGES	
	<u>BOYS</u>	<u>GIRLS</u>
Standard 6	13,49	13,41
Standard 7	14,54	14,42
Standard 8	15,51	15,38
Standard 9	16,46	16,28
Standard 10	17,43	17,25

As in the case of the primary standards, the girls are slightly but not significantly younger than the boys.

By the time a student has passed through Standard 10, his age is normally somewhere between 17+ and 18+, and he has spent twelve years at school, seven years in the primary school and five years in the secondary school.

Military training

All normally healthy White boys become eligible for compulsory military training at the age of sixteen. However, the military authorities allow them to finish school before they are called up, so that those who proceed up to Standard 10 usually do their military service after having passed through this standard. Many others, who leave school before Standard 10, may be called up by the military authorities when it suits them. University and other students sometimes even do military service after having obtained a degree or diploma, but all have to do it some time. The position with military training therefore being what it is, the diagram on the centre pages can only indicate it more or less. The point is that education and vocational training is at some stage or other interrupted for a year or two years by military training. In many cases the military trainees are also subject to being called up intermittently for short periods for years after having undergone their first basic training.

E. TERTIARY EDUCATION

All forms of tertiary education, as well as pre-tertiary vocational training, are treated in Chapters 6 and 7.

CHAPTER 5

LOCAL SCHOOL ADMINISTRATION AND SUPPLEMENTARY EDUCATIONAL SERVICES

LOCAL SCHOOL ADMINISTRATION

Act No. 39 of 1967, the National Education Policy Act, provides the key to the whole policy concerning and general approach to the education of White children in South Africa. Among other things, it lays down specifically that parents shall be given a say in the education of their children through parent-teacher associations, school committees, school boards and boards of control. The policy implied by these stipulations has characterized education in South Africa since the earliest times. The approach to education has always been democratic, and local control and administration is a feature of the system.

The Cape Province

The Cape Province has a system of school boards, one for each of the school districts into which the province is divided. Members of the boards are partly elected by voters and partly appointed by the Administrator, municipal councils and divisional councils. The boards are responsible for the management of schools in their districts, subject to provisions of the education ordinance No. 20 of 1956, as amended. A board submits to the department recommendations on the establishment of schools and the provision of facilities, and advises it on matters relating to education. It keeps prescribed registers and statistics; furnishes the department with certain reports and returns, and performs such duties in the establishment and maintenance of schools and educational facilities as are assigned to them by the provincial administration from time to time. Boards have no taxation powers nor do they have any funds to expend directly, even though they are bodies corporate.

Apart from school boards, there is a school committee for every ordinary school in the Cape Province, elected by the parents of school-going children. In consultation with the school principal, the school committee reports to the school board, or directly to the department if the school does not fall under a school board, on matters relating to school buildings, grounds, furniture and other school property; makes recommendations on improvements, alterations, extensions to and use of school property; assists the principal in the internal management of the school and disciplinary matters; nominates persons to fill teaching posts, for the approval of the school board and the department; and generally furthers the interests of the school and acts as link between

the school and the parents, the school board and the department.

In the case of senior school posts at larger schools – those of principal, deputy principal and vice-principal – applications are sent direct to the department, whence a list of selected candidates is sent to the school committee to choose from.

Teacher training colleges are administered by specially appointed college councils, and certain schools by advisory committees who make recommendations directly to the department.

The Orange Free State

The Orange Free State is divided into school districts, for each of which a school board is elected by delegates of the school committees of the schools in the district. The school board is entrusted with the general supervision of the schools in its district, but it plays no part in the appointment of teachers. It also performs certain duties imposed by the Administrator in connection with schools and their buildings; it advises the Director of Education on the establishment or closure of schools and the general provision of facilities; keeps records and renders returns as prescribed; accepts, invests and uses donations for educational purposes; and performs such other duties as may legally be imposed upon it.

A school committee is elected by the parents for each school in a district, except when the Administrator puts a school under the direct control of a school board. The committees are concerned with the general administration of the school. They also recommend to the director candidates for teaching posts – in consultation with the principal, and in some cases in collaboration with the inspector of education for the area. The director has the final say on appointments, and he may refer particular appointments to the Administrator for a decision. In the case of the senior teaching posts, a procedure similar to that in the Cape Province is followed.

Vocational and certain other specified schools are under the direct control of the department, through governing bodies appointed for them by the Administrator.

Natal

In Natal an advisory school committee must be elected by the parents for every school, excepting a vocational or agricultural high school. In co-operation with the principal the committee makes recommendations to the department on school buildings and other facilities, as well as on

other matters affecting the school, including the appointment of principals, deputy principals and vice-principals. It can also assist in providing funds for the school, which are administered by the principal in co-operation with the committee.

For vocational schools there are advisory councils with more or less the same functions. Most of the members of such an advisory council are appointed by the Administrator, some by virtue of their knowledge of, or interest in, vocational education, and others to represent public or other bodies and organizations in the area served by the school.

Natal, it will be noticed, has no system of school boards. Direct control by the Department and the Director of Education is more pronounced in this province than in the others.

Transvaal

The Transvaal also has a system of school boards, one for each district comprising a number of schools, defined by the Administrator. The members of school boards are elected by delegates from the governing body, advisory body or school committee of each school. The number of delegates depends on the enrolment of the school. The school boards exercise supervision over non-educational matters submitted to them by a governing body, advisory board or school committee, and make recommendations to the Director of Education; advise the director on the admission of pupils, the maintenance and use of school property and transport schemes, and apply the provisions of the ordinance on compulsory school attendance. School boards have no say in the appointment of teachers.

A governing body, not falling under a school board, can be elected for each secondary school. This governing body supervises school property, and makes recommendations on the provision of facilities and the appointment of teachers, with the principal acting in an advisory capacity.

For vocational, agricultural, special and art and ballet schools advisory bodies can also be elected. They perform the same functions as the governing bodies, but make their recommendations on facilities to the school board.

For primary schools, all new secondary and certain other schools, school committees can be elected, until such time as the school is exempted from the supervision of a school board and a governing body is elected. School committees are supervised by school boards and their functions are to bring matters of importance to the notice of the school board, to see to the maintenance of school property, to recommend candidates for

teaching posts and to perform such other duties as may be assigned to them.

Applications for vacant posts of principal, deputy and vice-principal are sent to a selection board appointed by the Administrator, which dispatches the applications to the managing body with its recommendations. The managing body then makes its recommendations to the Director of Education. Applications for other posts are received by the managing body, which makes its recommendations to the director.

The Department of National Education (DNE)

In terms of Act 41 of 1967 the Minister may establish government schools and appoint councils for them. Schools declared by the Minister to be subsidized schools in terms of the Act are run by their own governing bodies established by the constitutions of the organizations responsible for them. For schools of industries and reform schools under the Children's Act (No. 33 of 1960) boards of management are established.

It should be kept in mind that the schools run by the DNE are special institutions serving pupils from all over the country and often they do not have pupils from the communities, especially the rural communities, in whose area they are situated, yet the DNE gives local persons and organizations some say in the management of these schools.

SUPPLEMENTARY EDUCATIONAL SERVICES

School Library Services

The Orange Free State

In the OFS the school library service is rendered by the Provincial Library Service. Between 1969 and 1972 approximately 300 000 books were supplied to school libraries. In 1972 alone more than 760 000 issues of books were made to 65 000 pupils.

The OFS has 9 per cent of the school-going children.

The Cape Province

The Cape Province has an extensive school library service, and allocates special library teacher assistants to schools on the basis of one to each high school with an enrolment of more than 600. Schools regularly receive grants to buy library books from lists approved by the department. This province also maintains an education library for its teachers and officials.

The Cape Province has 28 per cent of the school-going children in the Republic.

Natal

Natal has book centres at Pietermaritzburg, Durban and Dundee which are regularly visited by pupils and teachers, and from which pupils may borrow material for school tasks. Library assistant teachers are allocated to schools on the basis of two each for high schools with an enrolment of 600 and over, and one each for schools with an enrolment of between 250 and 600. Natal also maintains an extensive educational library for teachers and other personnel.

Natal has 11 per cent of the school-going children in the Republic.

Transvaal

The Transvaal Education Department handles its own school library service, and school libraries already have more than 3 500 000 books. This province also maintains a library advisory service, the members of which regularly visit schools. The province also has an education library comprising about 132 000 volumes for the benefit of officials and teaching staff.

Transvaal has 52 per cent of the school-going children in the Republic.

Audio-visual Education

Audio-visual apparatus is selected and approved by the departments and basic apparatus is supplied to schools or bought from funds allocated for the purpose. Departmental committees keep abreast of developments and advise schools accordingly. In some cases experiments are being made with closed-circuit television.

A general television service is to be introduced in South Africa in 1976 and will no doubt find a place in school education. What that place will be precisely cannot at the moment be determined. The Human Sciences Research Council is at present engaged in a series of investigations on the effects of television on the community in general and on school-going children in particular.

The Division for Audio-visual Education of the DNE in Pretoria, with a branch office in Cape Town, circulates 16-mm films, film strips and records to schools, colleges, universities and other institutions. The division has about 5 000 registered members, to whom audio-visual aids are made available on a loan basis. The aids cover a wide field, *inter*

alia, history, geography, fine arts, science, psychology, physiology, social welfare, business management, religion and agronomy. The language laboratory section programmes courses in English and Afrikaans for immigrants, as well as courses in French, German, Portuguese, Italian and Spanish for public servants.

Physical education, sport and recreation

Physical education is a compulsory non-examination subject in all schools. Formal physical training is compulsory for all except the medically unfit. The necessary facilities, outdoor as well as indoor, are supplied or subsidized by the departments of education.

Extensive facilities are also provided for sport and recreation. In certain cases, facilities are fully financed and constructed by the departments. Mostly, however, they are generously subsidized, the remainder of the funds being provided by parent organizations. Thus most, if not all, pupils have at their disposal adequate sport and recreational facilities - tennis and netball courts, hockey, cricket and rugby fields, swimming pools, and even gymnasiums for sports such as gymnastics, badminton, judo and wrestling.

Youth movements, such as the Boy Scouts, the Girl Guides and their Afrikaans equivalent, the Voortrekkers, are encouraged though not directly managed by school authorities. The Division for Fostering of Culture of the DNE runs a Land Service Movement with nature conservation as the central theme. Members regularly attend land service camps.

Medical services

All the departments maintain medical and dental services. Natal and the Cape have medical services specifically for schools, while in the Transvaal and the OFS the service is rendered by the provincial hospitals. Regular visits are paid to schools by doctors and specially trained nurses. Pupils are examined, problems diagnosed, treatment recommended and follow-up examinations carried out. Some hundreds of thousands of pupils are involved annually in these examinations.

School buildings, equipment and facilities are also inspected by medical officers to ensure proper lighting, ventilation, sick-bays, sanitary and other facilities.

Boarding facilities

All the departments of education provide extensive boarding facilities, particularly in country towns for pupils living in the district. Hostels are also provided at special schools which are established only in cer-

tain centres, e.g. technical, agricultural, housecraft, art and ballet schools and schools for the mentally retarded, deaf, blind and otherwise handicapped. Many of the older, long established ordinary schools in cities and larger towns, which in the past drew pupils from far and near, still maintain their boarding facilities. Most hostels are at present financed and run by the departments themselves or in conjunction with local governing bodies, but there are still many run by local organizations and subsidized by the departments. Schemes also exist for the financial support of those who have to reside in hostels but cannot afford the full fees. Most private schools have their own boarding facilities.

Transport services

All the provincial education departments maintain transport (school bus) services to convey pupils to and from school. The most extensive service is that of the Transvaal, where in 1972, 1 053 transport schemes daily conveyed more than 72 000 pupils to and from school at a cost for the year of over R3 000 000. The Cape Province maintain about 400 bus services conveying 17 000 pupils. Natal and the OFS have similar schemes. Schemes also exist for the financial support of needy pupils who have to use private or public transport.

CHAPTER 6

UNIVERSITY EDUCATION

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

Universities in South Africa

The Human Sciences Research Council publishes an information series which includes a volume University Education in the RSA. This may fruitfully be studied by anyone who desires fairly detailed information on South African university education, while full details on courses offered at any university may at any time be found in its current Yearbook, as well as in the HSRC publication University training and career possibilities.

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

The English-medium universities are the following:

1. The University of Cape Town, Private Bag, Rondebosch, Cape, 7700.

This university started in 1829 as the South African College, became a constituent college of the University of the Cape of Good Hope in 1874 and an autonomous university in 1918.

Faculties: Arts, Commerce, Education, Engineering, Fine Art and Architecture, Law, Medicine, Music, Science, Social Science.

Enrolment 1974: Whites 8 450; Bantu 5; Coloureds 404; Asians 113. Total 8 972.

2. Rhodes University, P.O. Box 94, Grahamstown, Eastern Cape, 6140.

Developed out of St. Andrew's College, founded in 1855; became a constituent college of the University of the Cape of Good Hope as Rhodes University College in 1904 and of the University of South Africa in 1918, and was granted full university status in 1951.

Faculties: Arts, Commerce, Divinity, Education, Law, Science (including Pharmacy), Social Science.

Enrolment 1974: .Whites 2 299; Asians 43. Total 2 342.

3. The University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, 2001.

Developed from the South African School of Mines, founded at Kimberley in 1896 and transferred to Johannesburg in 1904; became the Transvaal University College in 1906 and the South African School of Mines and Technology in 1910; joined the University of South Africa as a constituent college in 1918 and became the independent University of the Witwatersrand in 1922.

Faculties: Architecture, Arts, Commerce, Dentistry, Medicine, Education, Engineering, Law, Science.

Enrolment 1974: Whites 9 855; Bantu 42; Coloureds 28; Asians 374. Total 10 299.

4. The University of Natal, King George V Avenue, Durban, 4001, with a campus at Pietermaritzburg.

Developed from Maritzburg College and the Durban Technical Institute; Natal University College founded in 1909 and became the University of Natal in 1949.

Faculties: Agriculture, Arts, Commerce, Education, Engineering, Law, Medicine (for Non-White students only), Science, Social Science.

Enrolment 1974: Whites 7 197; Bantu 256; Coloureds 91; Asians 356. Total 7 900.

The Afrikaans-medium universities are the following:

1. The University of Stellenbosch, Stellenbosch, 7600.

Grew out of the Stellenbosch Gymnasium, founded in 1866; became a constituent college of the University of the Cape of Good Hope in 1874; named Stellenbosch College in 1881 and Victoria College in 1887, and became the University of Stellenbosch in 1918.

Faculties: Agriculture, Arts, Commerce and Administration, Dentistry, Education, Engineering, Law, Medicine, Science, Theology, Forestry, Military Science, the latter two being the only ones of their kind in the country. The Faculty of Military Science has its headquarters at Saldanha on the west coast. There is a subcampus at Bellville and a complete satellite campus is planned at Durbanville, about 20 miles from Stellenbosch.

Total enrolment 1974: Whites 9 284.

2. Potchefstroom University for Christian Higher Education, Potchef-

stroom, 2520.

Developed from the Theological School of the Reformed Church, founded at Burgersdorp in the North-eastern Cape in 1869 and transferred to Potchefstroom in 1905; became a constituent college of the University of South Africa in 1921 and an independent university in 1951.

Faculties: Arts, Economic Sciences, Education, Law, Science (including Pharmacy), Theology.

Total enrolment 1974: Whites 6 421.

3. The University of Pretoria, Hillcrest, Pretoria, 0002.

Started with classes of the Transvaal University College, then in Johannesburg, in 1907; became the Transvaal University College in 1910 and a constituent college of the University of South Africa in 1916, and the University of Pretoria in 1930.

Faculties: Agriculture, Arts, Dentistry, Economic and Political Sciences, Education, Engineering, Law, Mathematics and Science, Medicine, Theology, Veterinary Science, the latter the only one of its kind in the country.

Total enrolment 1974: Whites 14 313.

4. The University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300.

Developed from Grey College, founded in 1855; became a constituent college of the University of the Cape of Good Hope and later of the University of South Africa; named University College of the OFS in 1935 and became the University of the OFS in 1950.

Faculties: Agriculture, Arts, Economic and Administrative Sciences, Education, Law, Medicine, Science, Social Science.

Total enrolment 1974: Whites 6 685.

5. The Rand Afrikaans University*, P.O. Box 524, Johannesburg, 2000.

Established in 1966.

Faculties: Arts, Economic and Administrative Sciences, Education, Law, Science.

Total enrolment 1974: Whites 2 143.

*RAU

Dual medium university:

The University of Port Elizabeth, P.O. Box 1600, Port Elizabeth, 6000.

Established in 1964.

Faculties: Arts, Economic Sciences, Education, Law, Science.

Total enrolment 1974: Whites 1980.

Non-residential university

The University of South Africa, P.O. Box 392, Pretoria, 0001

Developed from the University of the Cape of Good Hope, founded 1873 as examining body for a number of then existing university colleges, and incorporating the Board of Public Examiners, founded 1858. Became the University of South Africa by legislation in 1916 and moved to Pretoria in 1918, incorporating: Rhodes University College, Grahamstown; Huguenot University College, Wellington, Western Cape; Grey University College, Bloemfontein; Natal University College, Pietermaritzburg; the South African School of Mines and Technology, Johannesburg, and the Transvaal University College, Pretoria.

The Victoria College, Stellenbosch and the South African College, Cape Town became independent universities in 1918, and between 1920 and 1951 all the university colleges mentioned above became independent universities except the Huguenot University College, which closed down in 1950.

From being merely an examining institution, the University of South Africa began to develop in a new direction after 1945, starting with university lectures by mail in 1946 and becoming a fully fledged correspondence university in 1951, an institution in many ways unique in the world. Enrolment grew from 5 000 in 1954 to 34 500 in 1974. It caters for all the population groups as well as for candidates from abroad.

Faculties: Arts, Commerce and Administration, Divinity, Education, Law, Science.

Total enrolment 1974:	Whites	:	27 252
	Blacks	:	4 018
	Asians	:	2 019
	Coloureds:		1 184
	TOTAL	:	<u>34 473</u>

Courses, degrees and diplomas offered at universities

All the universities offer Bachelor's degrees in a large number of study fields within faculties. The minimum admission qualification is a Matriculation or Matriculation Exemption Certificate as explained in Chapter 4, with each university setting its own additional requirements.

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

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

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

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

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

Agriculture, Building, Building Management, Domestic Science, Engineering (at some universities five years), Fine Art, Forestry, Land Surveying, Librarianship, Logopedics, Mining Geology, Music, Nursing, Physiotherapy, Public Administration, Social Science, Town and Regional Planning.

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

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

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

Medicine, Theology.

Diploma Courses

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

The minimum admission qualification for such diploma courses is generally a Standard Ten Certificate, with appropriate subjects. Many post-graduate diplomas in special fields are also offered.

FACULTIES COMMON TO ALL UNIVERSITIES

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

1. Arts, including Social Science or with Social Science as a separate faculty.
2. Pure Science.
3. Commerce or Economic Science, with Public Administration generally included.
4. Education.
5. Law.

FACULTIES OR DEPARTMENTS FOUND ONLY AT SOME UNIVERSITIES

1. Engineering: Cape Town, Natal, Witwatersrand, Pretoria, Stellenbosch.
2. Medicine: Cape Town, Natal, Witwatersrand, Pretoria, Stellenbosch, Orange Free State.
3. Pharmacy: Rhodes, Potchefstroom.
4. Music: Cape Town, Rhodes, Pretoria, Stellenbosch, Potchefstroom, South Africa, Witwatersrand, Orange Free State, Natal, Port Elizabeth.
5. Architecture and Building: Cape Town, Natal, Witwatersrand, Pretoria, Orange Free State, Port Elizabeth.
6. Fine Art: Cape Town, Rhodes, Natal, Orange Free State, Pretoria, Potchefstroom, Stellenbosch, South Africa, Witwatersrand.
7. Divinity: Rhodes, South Africa, Natal.
Theology: Stellenbosch, Pretoria, Potchefstroom.
8. Agriculture: Stellenbosch, Natal, Pretoria, Orange Free State.
9. Forestry: Stellenbosch.
10. Dentistry: Stellenbosch, Witwatersrand, Pretoria.
11. Veterinary Science: Pretoria.
12. Military Science: Stellenbosch.
13. Mining Engineering, Metallurgy and Metallurgical Engineering: Pretoria, Witwatersrand.
14. Mining Geology: Witwatersrand.
15. Land Surveying: Cape Town, Natal, Pretoria, Witwatersrand.
16. Communications: Orange Free State, Rand Afrikaans University,

Rhodes, Potchefstroom, South Africa.

POST-GRADUATE STUDIES

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

FULL-TIME AND PART-TIME STUDY

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

The University of Cape Town

The School of Architecture provides a combined full-time and part-time degree course in Quantity Surveying.

University of Natal

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

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

University of the Orange Free State

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

graduate) and the Higher Education Diploma (non-graduate).

University of Port Elizabeth

Facilities are available for obtaining the B.A., B.Com., C.T.A., the Diploma for Teachers of Special Classes and the LL.B. on a part-time basis.

Potchefstroom University for Christian Higher Education

Facilities for obtaining the following degrees and diplomas on a part-time basis are available at the extra-mural branch of the University at Vanderbijlpark in the Vaal Triangle: B.Com., Hons. B.Com. (Cost Accounting), Hons. Business Administration (H.B.A.), M.B.A.

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

University of Pretoria

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

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

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

Rand Afrikaans University

Facilities are available for obtaining, on a part-time basis, degrees and diplomas in the Faculties of Arts, Economics and Management Science, Law, Science, and the Higher Education Diploma (post-graduate).

University of Stellenbosch

Facilities for obtaining the degrees: B.A., B.A.Hons., B.Com., B.Econ., B.Admin., Hons.B. (B. and A.), M.B.A., the Diploma in Business Management and Administration and the degree of Master of Public Administration are available at the Extra-mural Division at Bellville.

University of the Witwatersrand

The following degrees and diplomas may be obtained on a part-time basis: B.Com., C.T.A., B.Acc., H.Dip.Acc., H.Dip.Pers.Man. (Higher Diploma in Personnel Management), B.Proc., the Diploma in Computer Science and the Graduate Diploma in Engineering.

THE UNIVERSITY OF SOUTH AFRICA

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

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

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

STUDENT FEES

Tuition, registration and residence fees have in recent years increased considerably at all the universities, and study at some universities is more expensive than at others. Furthermore, tuition fees at the same university are higher for some study fields than for others.

Tuition and registration fees together vary from about R200 per annum at one university to over R500 for certain study fields at another, while residence fees vary from just under R500 to well over R600 per annum.

The University of South Africa charges R40 per subject per annum for tuition and R15 for registration.

SCHOLARSHIPS, BURSARIES AND LOANS

Scholarships and Bursaries

Scholarships are awarded for outstanding merit as indicated by the results of the Matriculation or Senior Certificate Examination and principals' reports. This means, in effect, that the examination should be passed in the first class, preferably with distinction in one or more subjects. While the award of bursaries also calls for

academic merit, perhaps not to the same extent as with scholarships, the financial need of the candidate is also taken into account. The monetary value of scholarships and bursaries varies considerably.

Bursary-loans and Loans

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

Central Government

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

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

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

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

Provincial Governments

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

Municipalities

A number of municipalities offer financial assistance to matriculants to

acquire specified degrees at universities.

Universities

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

Commercial

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

Further information

Detailed information about scholarships, bursaries and loans as well as other information can be obtained from the university calendars, the Registrars of the various universities as well as from the HSRC publications regarding awards available for undergraduate and post-graduate university study. (See Reading List.)

CONTROL, FINANCING AND ADMINISTRATION OF UNIVERSITIES

Universities for Whites are officially under the jurisdiction of the Department of National Education.

The State at present contributes 85 per cent towards interest and capital redemption payments on academic projects at universities and 50 per cent on residences. Regular state subsidies cover about 75 per cent of current annual expenditure, student fees about 19 per cent, and support by commerce, industry and the universities' own efforts about six per cent. Since 1968 the state subsidies to universities have been calculated on an ad hoc basis by the University Advisory Committee, since previous subsidy formulas were discarded as outdated. New legislation regarding university subsidies is expected as a result of the findings of a government commission of enquiry concerning universities, whose report was brought out at the end of 1974.

Although they are so heavily subsidized by the State, universities are autonomous institutions, free to teach in their own way what they consider fit in the interests of their alumni and the country. Each is administered by its own council and senate. The Committee of University Principals is a statutory body consisting of the principal or rector of each university and, in an advisory capacity, additional members appointed by each university according to joint statute. The committee makes recommendations to the Minister of National Education on any matter considered to be of interest to universities or which may be referred to it by the Minister or his Secretary of National Education, and performs such other functions as may be assigned to it

by relevant legislation.

University students enjoy full democratic rights within the laws of the country. Every university has a students' representative council (SRC) elected by the students to serve their interests. There are also numerous student organizations of various kinds on every campus. Apart from these, there are two national student organizations, viz the Afrikaanse Studentebond (ASB), which draws its members from Afrikaans universities, and the National Union of South African Students (NUSAS), whose members are mainly from English universities.

University students are free, and have the right, to concern themselves with any matter they consider to be in their own interest or in the interest of their university, the State or the Community; they have the right of protest and of negotiating with the authorities, but they are not allowed the right to subvert, disrupt, destroy or prescribe.

UNIVERSITIES FOR NON-WHITES

A. UNIVERSITIES FOR BLACKS

1. The University of Fort Hare, Private Bag X314, Alice, 5700, Cape Province.

Founded in 1916 as the South African Native College; incorporated in 1923 as an institution for higher education under the auspices of the University of South Africa; affiliated to Rhodes University in 1951; transferred to the Department of Bantu Education in 1959, and became the independent University of Fort Hare in 1970 to serve the Xhosa nation.

Faculties: Agriculture, Arts, Commerce and Administration, Education, Law, Theology.

Total enrolment 1974: 1 026.

2. The University of the North, Private Bag X104, Sovenga, 0727, Transvaal.

Established as the University College of the North in 1959 to serve the Northern Sotho, Southern Sotho, Tsonga, Tswana and Venda nations, until such time as a separate university could be established for each group; became independent as the University of the North in 1970.

Faculties: Arts, Economics and Administration, Education, Mathematics and Natural Sciences, Theology.

Total enrolment 1974: 1 512.

3. The University of Zululand, Kwa-Dlangezwa, 3886, Natal.

Founded in 1959 as the University College of Zululand to serve the Zulu and Swazi nations; became independent as the University of Zululand in 1970.

Faculties: Arts, Economics and Political Science, Law, Education, Science, Theology.

Total enrolment 1974: 1 183.

B. UNIVERSITY FOR COLOURED PEOPLE

The University of the Western Cape, Private Bag X17, Bellville, 7530, Cape Province.

Founded in 1960 as the University College of the Western Cape; became autonomous in 1970.

Faculties: Arts and Philosophy, Commerce, Law, Education, Science (including Pharmacy and Dentistry), Theology.

Total enrolment 1974: 1 535.

C. UNIVERSITY FOR ASIANS

The University of Durban-Westville, Private Bag X4001, Durban, 4000, Natal.

Started as the University College, Durban in 1961; became autonomous in 1971.

Faculties: Arts, Commerce and Administration, Law, Education, Science. Offers, in addition to usual degree courses, studies in Sanskrit, Hindi, Telegu, Urdu and Persian, as well as Oriental Studies as a major for the B.A. degree.

Total enrolment 1974: 2 342.

Non-Whites enrolled at the University of South Africa and at Universities for Whites

Population Group	University of S.A.	Universities for Whites	Total
Blacks	4 018	303	4 321
Coloureds	1 184	523	1 707
Asians	2 019	886	2 905
TOTALS	7 211	1 712	8 923

CHAPTER 7

TERTIARY EDUCATION OUTSIDE UNIVERSITIES

A study of Section E of the diagram on the centre pages will show that, apart from universities, there are no fewer than 21 kinds of institutions for the tertiary training of Whites in the Republic of South Africa. Some of them are single-purpose training centres, while others, such as the colleges for advanced technical education, technical colleges and others, are multi-purpose institutions offering a great variety of courses in a wide variety of fields.

The HSRC publication Tertiary training outside universities and career opportunities provides a full exposition of non-university tertiary training for Whites in the RSA.

Technical and commercial education

Technical, commercial and related education took a long time to come in South Africa, since for well over two centuries after the first White settlement was established at the Cape, the country mainly relied on a pastoral economy. Industrialization only started, very slowly, after the discovery of gold and diamonds towards the end of the 19th century, began to gather a little pace in and after the depression of the 1930s, rose after the Second World War to heights undreamed of before, and has, in fact, really only begun for South and Southern Africa.

Technical and commercial education came gradually, with mining and industrial development. The South African Railways, South Africa's greatest business undertaking, though state-controlled, started technical training by means of evening classes at Salt River, near Cape Town, in 1890, and in time established training centres at a number of places across the country. Gradually other organizations joined in, and so arose the country's original technical colleges: The Cape Technical College and the Durban Technical Institute in 1907, the latter becoming the Natal Technical College in 1915, and as time passed other technical colleges at Johannesburg, Pretoria, Pietermaritzburg, Bloemfontein, Kimberley, East London and Port Elizabeth, all of them under the control of the then Union Department of Education (now the DNE), especially after the Higher Education Act of 1923 had come into force. After 1925 this Department also began to establish technical, commercial and apprentice schools, as well as 'continuation classes', the forerunners of the present-day technical institutes.

In terms of Act No. 41 of 1967, the Educational Services Act, the provinces took over technical, commercial and other vocationally orientated

school education in 1968, while the DNE retained control of all post-school (including pre-tertiary) institutions for technical, commercial and related training.

Colleges for advanced technical education (CATEs)

In terms of the Advanced Technical Education Act, No. 40 of 1967, four of the existing technical colleges, those of the Cape, Natal, Pretoria and the Witwatersrand (Johannesburg), received advanced status in 1968, becoming colleges for advanced technical education. To these were later added the Technical College of Port Elizabeth and the Vaal Triangle College at Vanderbijlpark.

The colleges for advanced technical education are autonomous institutions subsidized by the DNE and provide training at tertiary level only. Their main purpose is to supplement the academic work of universities by providing advanced training with a more practical bias than university training.

In the course of a single year approximately 50 000 full-time, part-time and occasional students in all enrol at CATEs.

Technical colleges and technical institutes

After the six technical colleges above had become CATEs, there were seven technical colleges left, viz at Stellenbosch, Pietermaritzburg, Welkom, Kroonstad, Bloemfontein, Kimberley and East London. In addition 19 apprentice schools were given the status of technical colleges, so that there are now 26 of them. Furthermore, 34 technical institutes were established in as many centres not yet justifying fully fledged technical colleges. Some of these may in time develop into technical colleges. They prepare candidates for National Commercial and Technical Certificates, which may be obtained by persons in employment on an accumulative basis, help to train apprentices, and offer a variety of ad hoc courses.

Some of the technical colleges, especially the older ones, do a fair amount of tertiary training, while most of the work of others is on pre-tertiary level, and the majority of their students are apprentices.

In the course of an academic year approximately 30 000 full-time, part-time and occasional students enrol at technical colleges and about 7 000 at technical institutes.

Correspondence colleges

A remarkable amount of correspondence teaching is done in South Africa and the correspondence colleges make an important contribution to techni-

cal, commercial and even academic training. There are many of them, all private institutions run on business lines. On the whole they maintain a good standard, use modern teaching methods and offer a very large variety of technical, secretarial and commercial courses leading to official diplomas issued by the DNE, apart from numerous ad hoc courses of their own. The Correspondence College Council, a statutory body, was set up in 1965 to exercise control over these colleges and ensure high standards. All private correspondence colleges must be registered with this council, and at present 48 are so registered. The Witwatersrand College for Advanced Technical Education in Johannesburg has a Department of External Studies (correspondence courses) which also supplies instruction by correspondence, and those at Cape Town and Pretoria do so to a limited extent.

SYSTEMS OF TECHNICAL, COMMERCIAL AND RELATED TRAINING

CATEs, technical colleges and technical institutes have the following systems of training:

1. Sandwich courses

Under this system the candidate attends a college for half the year and for the rest works for an employer and receives in-service training. His employer also pays for his training at college. Sandwich courses are mainly for technicians, are spread over three to four years and lead to official diplomas and certificates issued by the DNE.

2. Full-time courses

In some cases, instead of following a sandwich course, a candidate completes his full theoretical training at college and thereafter receives in-service training with an employer, and so satisfies the requirements for a particular diploma or certificate. There are also many full-time courses in fields such as commerce and art, which extend over one, two or three years.

3. Part-time courses

Instead of following a sandwich or full-time course, candidates in some cases follow part-time courses by attending classes by arrangement during or after working hours.

4. Block-release courses : Apprentices

These courses are mainly for apprentices and require full-time attendance at a college for 11 weeks, followed by an examination period of two weeks. All apprentices are compelled to attend lectures at colleges or institutes during at least two years of their apprenticeship.

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

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

COURSES OFFERED BY CATEs, TECHNICAL COLLEGES, ETC.

Control and examinations

The DNE controls official courses offered by CATEs, technical colleges and technical institutes, draws up the syllabuses in consultation with training institutions, government departments, the Public Service Commission and the private sector, and is the examining body. Colleges, especially CATEs, also offer courses of their own not controlled by the department, *inter alia*, a great number of *ad hoc* courses, some of which are classified under 'adult education'. In the case of professional institutes (see below) the colleges in some instances provide the instruction and also do the examining, while in others the colleges provide the instruction and the institutes themselves examine the candidates.

Technicians

A clear distinction is made between apprentices who are trained mainly on pre-tertiary level to become artisans, and technicians whose training is on tertiary level. Apprentices receive their theoretical training at technical colleges and technical institutes and can acquire an N1, N2

or N3 certificate. These certificates are more or less equal to Standard 8, Standard 9 and Standard 10 respectively in technical subjects. From 1972 an apprentice student in possession of N3 or another qualification equivalent to Std 10 in technical subjects, can study at a CATE for the National Certificate for Technicians and the Higher National Certificate for Technicians, and if his performance is of a high enough standard, he can enter for the National Diploma for Technicians, for which previously only candidates with a Standard 10 qualification were eligible.

Technicians for government departments as well as the private sector, normally trained at tertiary level at CATEs or in some cases technical colleges, and mostly on a sandwich basis, can choose from a very large variety of courses, classified as follows: agriculture, horticulture and related fields; biological sciences and related fields; building science; draughtsmanship; engineering; mining; physical sciences and related fields; surveying and calculation; telecommunication (post office); television; etc.

Commerce, Administration and related fields

Candidates for diplomas in commerce and administration have a wide variety of fields to choose from, such as marketing, the managerial and secretarial fields, electronic data processing and systems analysis and accountancy. National certificate and diploma courses in these and related fields are offered at CATEs, technical colleges and technical institutes. The Witwatersrand CATE offers instruction by correspondence for some, and so do the Pretoria and Cape CATEs and private correspondence colleges.

The Public Service has an extensive in-service training programme for its employees. National diploma courses are offered in collaboration with CATEs.

The DNE offers numerous diploma and certificate courses in commerce and administration for candidates in the Public Service and the private sector. The diploma courses are offered on a full-time, part-time or a sandwich basis, and normally extend over three years, while certificate courses generally last one year. Courses are offered in, among others, business management, commerce, cost accounting, deeds registration, electronic data processing and systems analysis, hotel management, housing management, industrial administration, organization and method study, photography, printing management, property valuation, public administration, real estate agency management, safety management, State accounts and finance, revenue, supervisory management, tourism, and so forth.

There are also the National and National Higher Secretarial Certificate (private secretary), and other secretarial certificates. The teaching for these certificates and diplomas is mainly done by the CATEs, but also to some extent by technical colleges.

Professional Institutes

More than 30 professional institutes make provision for their student members to be trained and examined to acquire associate membership or fellowship of institutes. Courses are provided by the CATEs, technical colleges and some correspondence colleges. In many cases the institutes themselves set the examinations, but in others the colleges both train and examine students on behalf of institutes. National diplomas of the DNE are accepted by some institutes as a basis for membership. A few institutes both provide the courses and set the examinations, or only examine without formal training. On the initiative and under the guidance of the DNE all courses offered by or on behalf of professional institutes have been co-ordinated.

The Public Service

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

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

Art and design

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

The National Senior Certificate is offered at these institutions on a part-time basis, while a course for the National Diploma in Art and Design is provided on a full-time basis. The courses for the National Diploma in Art and Design with specialization in graphic design, ceramics, industrial design, textile design, dress design and fine art extend over a period of three years.

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

Music

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

Nursing

A number of provincial hospitals throughout the country are also official nurses' training centres with training colleges attached. A nurse receives a basic theoretical and practical training for three and a half years after Std X in general nursing and midwifery. Candidates with a Std 8 Certificate receive two years' training as auxiliary nurses, after which they may be accepted for training as qualified nurses for a further three years.

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

Medical Auxiliary Services

A series of courses are offered in the field of medical auxiliary and other health services, mainly by CATEs, for, *inter alia*, dental assistants, dental mechanics, health inspectors, medical laboratory technologists, medical representatives, and others.

Provision is also made at universities, CATEs and special training institutions for the training of candidates in such fields as occupational therapy, optometry, pharmacy, orthopaedics, physiotherapy, radiography and tropical hygiene.

The Merchant Navy

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

Forestry

At Saasveld, near George in the Cape Province, there is a college of the Department of Forestry which trains foresters for South Africa's large and growing timber industry. Candidates are taken after obtaining the Senior Certificate, receive mainly practical training in forestry for one year, attend the college full-time for two years and then receive another year's practical field training before obtaining the official Diploma in Forestry as qualified foresters. Their service is in the nature of that of technicians in industry. For advanced study deserving candidates may be selected to attend the University of Stellenbosch and obtain degrees in forestry while they are in the service of the Department of Forestry and receive a salary. Persons who wish to proceed to Stellenbosch for a degree in forestry immediately after receiving a Matriculation or Matriculation Exemption Certificate may, of course, do so, at their own expense, or with a bursary or scholarship.

Agriculture

For practical training in agriculture for farmers and others interested, the Department of Agricultural Technical Services maintains five agricultural colleges for five ecological regions of the RSA, viz at Cedara, Natal; Grootfontein, Middelburg, Cape; Potchefstroom, Transvaal; Glen, OFS, and Stellenbosch - Elsenburg, Cape.

Courses for the National Diploma for Technicians in agricultural fields are provided by the Department of Agricultural Technical Services in collaboration with the Pretoria CATE.

Mining

Schools of mining are of two kinds. In the first place there are

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

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

The South African Police and the Department of Prisons

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

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

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

The Department of Prisons has a training college at Kroonstad, OFS, for the training of prison officers. The course extends over a period of five months to a year depending on school qualifications. The Department also offers in-service training courses of a general and specialized nature, e.g. Legal courses, courses for nursing staff, dogmasters' course, a course for assistants to social workers and for social group work, etc.

The South African Defence Force

The SADF, in collaboration with CATEs and technical colleges, provides extensive training for artisans and technicians in its service and also has special training facilities for its officers, apart from the Mili-

tary Academy at Saldanha, a faculty of the University of Stellenbosch, which provides facilities for obtaining degrees in Military Science.

The Post Office

The Post Office has a training college for its workers at Olifantsfontein. The Post Office also collaborates with CATEs and technical colleges with regard to the training of its technicians for the National Diploma for Technicians (Telecommunications) and the National Certificate for Technicians (Telecommunications).

The South African Railways

At Esselen Park, near Johannesburg, the South African Railways has a modern and very well equipped training centre for railway employees. Personnel of numerous technical and administrative branches of the railways service are periodically sent to the college or one of its branches for three months or longer to receive intensive ad hoc training in their particular fields of service.

The college has branches at Cape Town, Bloemfontein, Durban, Johannesburg, Port Elizabeth and Pretoria.

The SAR also collaborates with CATEs and technical colleges in the training of technicians and artisans and provides bursaries for study at university to suitable candidates with a view to their entering the railway service in advanced positions.

Miscellaneous courses

CATEs, technical colleges, technical institutes and a number of other institutions also offer numerous other courses, such as those for the national certificates in film production, photography, beauty culture and home economics, as well as courses in opera, drama, physical education, etc.

Private commercial and other colleges

There are a number of larger and smaller private commercial and other schools and colleges offering all kinds of vocational and other training and also entering candidates for official DNE examinations. The activities of some of them are quite extensive, with branches operating in different centres. Some run correspondence as well as day schools and even enter candidates for the Senior Certificate school examination. In 1974, for example, these private institutions entered over 1 100 candidates for the Senior Certificate examination of the DNE.

Miscellaneous private and other training centres

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

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

CHAPTER 8

TEACHER TRAINING

General

Up to the time when Act 39 of 1967, the National Education Policy Act, came into force, there was no question of a 'national' system of teacher training. Education authorities and universities trained teachers and issued certificates more or less as each saw fit.

The DNE had, and still has, two colleges for the training of nursery school teachers, while the provincial authorities trained most of their primary and some of their secondary teachers at their own colleges, where most of their primary teachers are still trained. The secondary teachers turned out by the provincial colleges were mostly teachers of special subjects such as handwork, physical education, housecraft, music, needlework and others, but, particularly in the case of Transvaal, the colleges also produced many teachers for general secondary education, in collaboration with universities.

Universities trained most of the secondary teachers but also many primary teachers. Some of the larger technical colleges, which in 1968 became CATEs, also trained secondary teachers, mainly in housecraft, commercial and especially technical subjects.

The whole question of a 'national' system of teacher training was investigated by, *inter alia*, the first National Advisory Education Council and eventually the report of a special commission on teacher training resulted in Act 73 of 1969, which amends Act 39 of 1967 as regards teacher training and related matters. In terms of this Act the Minister of National Education officially announced in 1971 that as from 1972 secondary teachers would be trained only at universities and that other institutions would not be allowed to take in any more first-year candidates for such training. The universities are for the greater part able to provide this training, but some aspects of the matter are still in the process of planning, particularly the training of teachers in the technical and workshop fields. Apparently the universities are gradually taking over this training, in collaboration with CATEs.

Superficially the position with regard to teacher training seems in many ways to have remained much the same as it was before the new legislation came into effect: The provincial authorities still train their own primary teachers at their own colleges; the DNE still trains nursery teachers at its two colleges; CATEs still help to train technical teachers; universities still train secondary as well as primary teachers,

and so on. Yet there have been important changes, for example as regards general policy, approach and the co-ordination of certificates and basic curricula.

The whole pattern for the training of teachers is laid down in an official publication of the Committee of Educational Heads entitled 'Criteria for the evaluation of South African qualifications for purposes of employment in education'. Within this framework of basic regulations each training authority compiles its own curricula and syllabuses and similar diplomas, certificates and other qualifications are awarded by the different authorities.

Training institutions

1. The Department of National Education

The DNE maintains two training colleges for nursery teachers, the Barkly House Training College at Claremont, Cape, and the Training College for Nursery School Teachers in Houghton, Johannesburg. In addition, the CATEs of Cape Town, Durban, Witwatersrand (Johannesburg) and Pretoria, which are under the jurisdiction of the DNE, still to some extent help to train teachers in technical and workshop subjects.

2. The Department of Education of the Cape of Good Hope

This Department maintains eight training colleges in its province, one each in Cape Town, Paarl, Wellington, Graaff-Reinet, Oudtshoorn, Grahamstown, Stellenbosch and a new one Port Elizabeth. The one in Grahamstown is to close down at the end of 1975.

3. The Natal Education Department

This department has a training college at Pinetown, one in Durban and one in Pietermaritzburg.

4. The OFS Department of Education

The OFS has only one training college, directly attached to the University of the OFS in Bloemfontein.

5. The Transvaal Education Department

This department has four colleges, each much larger than any of the colleges in the other provinces, one in Pretoria, one in Potchefstroom and two in Johannesburg.

6. Universities

All the universities in the RSA have faculties of Education.

The training of nursery school teachers

The Pre-Primary Teachers' Diploma is awarded after three years' training at the two colleges of the DNE and at the colleges of the Natal Education Department. The Transvaal Education Department and the DNE offer a four-year training course, which is an extension of the basic three-year primary or pre-primary course, while the DNE and the OFS Education Department offer a one-year course following upon a primary teachers' course. The Cape Education Department offers, at one of its training colleges, a three-year pre-primary teachers' diploma, as well as a fourth-year course after a primary teachers' diploma. The Potchefstroom University for Christian Higher Education offers a fourth-year specialized course following upon a three year primary course; the University of Pretoria a four-year degree course and a fourth-year specializing course after a primary teachers' diploma or a suitable degree, and the University of South Africa a two-year course after a suitable degree or teachers' certificate.

The training of primary school teachers

A basic three-year course is offered by all provincial training colleges and in the OFS and Transvaal the course can be extended to a fourth year, while the Cape Province, Natal and OFS offer fourth-year specialized courses, and the Transvaal a one-year post-graduate course for the senior primary phase. The Universities of Port Elizabeth and Rhodes offer three-year basic diploma courses. Cape Town and Rhodes also offer a one-year post-graduate course; Cape Town, Port Elizabeth, Pretoria and Stellenbosch offer a four-year degree course. Potchefstroom offers a four-year diploma course. Stellenbosch offers various four-year degree courses in Physical Education, School Music and Learning and Education Difficulties.

A variety of diploma and degree courses are also offered by some education departments and universities in, for example, remedial teaching, physical education, fine arts, music, drama, opera, ballet, special teaching for the handicapped, school counselling, occupational therapy, school librarianship, clinical education, nursing education and other special forms of education. Some of the qualifications enable teachers to instruct pupils in the primary as well as the secondary school.

The training of secondary school teachers

All the universities except Port Elizabeth offer a secondary teacher's diploma after at least one year's full-time post-graduate study, and all of them except Natal and the University of South Africa, a non-degree four-year diploma course for secondary teachers. Various four-year general teachers degree courses are offered by Port Elizabeth, Pretoria and

the Rand Afrikaans University. Stellenbosch offers four-year degree courses for teachers of agriculture, music and domestic science, and Potchefstroom a four-year degree course in domestic science. Pretoria offers four-year degree courses in Agriculture, Domestic Science, Art and Music, RAU a four-year degree course in Librarianship and UOFS a similar course in Agriculture.

Post-graduate degrees in Education

All the South African universities offer advanced post-graduate degrees in Education. Candidates for such degrees must have acquired at least a Bachelor's degree in some field, with 'school' subjects, and a teacher's diploma. For the B.Ed. one year of full-time or two years of part-time study are normally required and thereafter the candidate may continue with specialized studies and offer a thesis for M.Ed. and after that one for D.Ed., Ph.D. or D.Litt.

If B.Ed. degrees are classified as Honours degrees, they averaged 11,5 per cent of the total of Honours degrees awarded between 1956 and 1972. Master's degrees in Education amounted to an average of 5,6 per cent of the total number of Master's degrees awarded between 1956 and 1972, and for doctorates in Education the average percentage was 8,1 for the same period.

In-service training of teachers

All the provincial education departments have schemes for the in-service training of teachers by means of refresher courses and periodic attendance at training institutions with a view to specific certificates.

In 1974 the Transvaal started a new kind of training college in Pretoria, called the Teachers' College for Further Training, to centralize the in-service and further training of teachers. This service was extended by the provision of new courses in collaboration with the University of South Africa. A Diploma in Further Training can be obtained over a period of three years in professional or academic fields. Some courses are recognized by the University of South Africa for degree study and students may eventually obtain full degrees. The greater part of the courses is completed through correspondence, but for certain subjects students also attend full-time courses of two weeks each for three semesters in succession.

Admission requirements for teacher training

The general admission requirements for the diploma courses offered by the Provincial Education Departments and the universities are a Standard X

Certificate with pass marks in both the official languages, at least one of which must be on the higher grade, and certain specified other subjects.

For admission to degree courses for teachers a Matriculation Certificate or a Standard X Certificate (Matriculation Exemption) or equivalent is required. The universities have additional admission requirements for the various fields of study.

Financial assistance

All the provincial education authorities have extensive schemes to assist suitable candidates to be trained as teachers.

The Public Service Commission annually makes a number of bursary-loans available. These bursary-loans include financial aid to students who wish to follow teacher training courses with a view to being employed as teachers in the service of the DNE. The field of study is usually prescribed and the bursar has to undertake to serve the State for a specified period or else to repay the bursary-loan in full. Similar conditions apply to bursary-loans awarded by Provincial Education departments.

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

More detailed information on teacher training, at universities as well as other training institutions, will be found in the HSRC publications University training and career possibilities and Tertiary training outside universities and career opportunities, while the HSRC publications on awards available for undergraduate and post-graduate study contain particulars on financial assistance for students.

CHAPTER 9

ADULT EDUCATION

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

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

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

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

In terms of the Development of National Culture Act of March 1969, a National Cultural Council was established to advise the Minister of National Education on matters of cultural development. In his turn the Minister appointed a number of committees of experts to advise the National Cultural Council on matters pertaining to their particular fields, viz Committees for the Development of

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

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

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

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

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

Programmes arranged by voluntary bodies under the auspices of Adult Education and subsidized on an *ad hoc* basis. Some organizations even receive an annual grant.

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

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

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

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

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P.O. Box 13
CAPE TOWN
8000
 - (2) The Transvaal Education Department
Private Bag X76
PRETORIA
0001
 - (3) The OFS Education Department
P.O. Box 521
BLOEMFONTEIN
9300
 - (4) The Natal Education Department
Private Bag X9044
PIETERMARITZBURG
3200
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Copies of publications which are out of print can be obtained through library services.

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