

BANEVATTENDE BIBLIOGRAFIE.BRONNE GERAADDELEG IN ONKOTKER.

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IV. BYLAES:-

Korrespondensies
Memorandums.

BYLAN I.

RURAL ECONOMIC SURVEY.

Witwatersrand University,

JOHANNESBURG.

25th October, 1944.

The Secretary,
Department of Education,
BLOEMFONTEIN.

Dear Sir,

VOCATIONAL GUIDANCE.

This Survey would be much obliged to receive from your Department information in the form of a memorandum, concerning the problem of vocational guidance in schools. It is rather urgent and if you could supply us with the information at your earliest convenience, we would be deeply indebted to you.

In drafting the memorandum it would be appreciated if you could set out the details in the following order:-

1. Departmental Organisation:-
Number, nomenclature, facilities and work allocated to guidance officers. Date of appointment.
2. System of guidance in schools:-
 - a. Recording information of pupils as to: I.Q., school tests, school records, findings of vocational guidance officers, etc.
 - b. Counselling: Whether counselling work by principals or teachers is optional or compulsory.
 - c. Guidance work with schools: Whether one school supplies the other with information which would affect its vocational guidance programme -
 - i. Primary schools to Primary schools.
 - ii. Primary schools to Secondary schools.
 - d. Guidance to parents: Whether this work is undertaken by principals and whether it is optional or compulsory.
 - e. Vocational guidance and the Curriculum: Whether vocational guidance is optional or compulsory as a school subject. Has the principal the option of introducing such subjects? Is it ever done? (Please quote a few cases, if any.)
 - f. Organisation for vocational guidance programmes: Whether a compulsory or optional system obtains and whether at each school there is a staff member or a committee whose object is to do vocational guidance or counselling to children.
 - g. Organisation for placement services: i. Whether the Department has such an organisation. ii. Whether it collaborates with the Juvenile Boards or with the Department of Labour through the Magistrates. Whether it considers the arrangements as satisfactory, especially where the rural child is concerned.
 - h. Follow up services: Whether the Department or schools have such services.
 - i. Any additional information that the Department is able to supply would be very welcome. If instances at schools where practical application is applied could be quoted, it would be valuable to us.

Yours faithfully,

(Signed) Prof. A.J. BOYAZOGLU.
DIRECTOR OF THE SURVEY.

3rd November 1944.

Prof. A.J. Boyazoglu,
Director of the Survey,
Witwatersrand University,
JOHANNESBURG.

Dear Sir,

VOCATIONAL GUIDANCE.

With reference to your letter of the 25th Oct., I beg to state under the different headings that

1. We have no guidance officer at present in the service of the Department.
2. a. Except in the special classes for mentally backward children, there is no system for recording information of pupils as to I.Q. etc. although inspectors and some schools make use of intelligence testing for educational purpose (promotions)
- b. Counselling work by Principals or teachers is encouraged and is accepted as the rule but is not compulsory as a systematized procedure.
- c. Guidance to parents ditto.
- d. Schools supply one another with information when asked for but not in a systematic, routine way.
- e. In the primary school vocational guidance is not a school subject. In the secondary school it may be selected as one of a number of non-examination subjects from a group for the Junior Certificate course (Std.VIII) Only a few schools have introduced it, for instance the High School at Villiers. For the School Leaving Examination (Std.X) it may be taken as one of a number of non-examination subjects with a sixth non-examination subject. This syllabus, however is being superseded by a new syllabus which Vocational Guidance is not included. The non-examination subjects disappear from the syllabus. There is a possibility that Vocational Guidance may be included as a subject for internal examination.
- f. No.
- g. The Department has no organization for placement services. Schools collaborate with the Juvenile Boards and the Department of Labour as occasion may arise.
- h. The Department has no follow up services. Individual schools or teachers do sporadic follow up work. In connection with the Special Classes for mentally deviate children this follow up work is done by the class teachers fairly systematically.

Yours faithfully,

(signed) J.P. Kuslia.

SECRETARY.

BY LAE II.

RURAL ECONOMIC SURVEY.

Witwatersrand University,

JOHANNESBURG.

25th October, 1944.

The Secretary,
Department of Education,
CAPE TOWN.

Dear Sir,

VOCATIONAL GUIDANCE.

This Survey would be much obliged to receive from your Department information in the form of a memorandum, concerning the problem of vocational guidance in schools. It is rather urgent and if you could supply us with the information at your earliest convenience, we would be deeply indebted to you.

In drafting the memorandum it would be appreciated if you could set out the details in the following order:-

1. Departmental Organisation:-
Number, nomenclature, facilities and work allocated to guidance officers. Date of appointment.
2. System of guidance in schools:-
 - a. Recording information of pupils as to:- I.Q., school tests, school records, findings of vocational guidance officers, etc.
 - b. Counselling: Whether counselling work by principals or teachers is optional or compulsory.
 - c. Guidance work with schools: Whether one school supplies the other with information which would affect its vocational guidance programme -
 - i. Primary schools to Primary schools.
 - ii. Primary schools to Secondary schools.
 - d. Guidance to parents: Whether this work is undertaken by principals and whether it is optional or compulsory.
 - e. Vocational guidance and the Curriculum: Whether vocational guidance is optional or compulsory as a school subject. Has the principal the option of introducing such subjects? Is it ever done? (Please quote a few cases, if any.)
 - f. Organisation of Vocational guidance programmes: Whether a compulsory or optional system obtains and whether at each school there is a staff member or a committee whose object is to do vocational guidance or counselling to children.
 - g. Organisation for placementservices: i. Whether the Department has such an organisation. ii. Whether it collaborates with the Juvenile Boards or with the Department of Labour through the Magistrates. Whether it considers the arrangements as satisfactory, especially where the rural child is concerned.
 - h. Follow up services: Whether the Department or schools have such services.
 - i. Any additional information that the Department is able to supply would be very welcome. If instances at schools where practical application is applied could be quoted, it would be valuable to us.

Yours faithfully,

(Signed) Prof. A.J. BOYAZOGLU.
DIRECTOR OF THE SURVEY.

DEPARTEMENT VAN OPENBARE ONDERWYS.

Die Kaap Die Goeie Hoefp.

Posbus 13,

KAAPSTAD.

27th November 1944.

Prof. A.J. Boyazoglu,
University of Witwatersrand,
JOHANNESBURG.

Dear Sir,

RURAL ECONOMICS SURVEY; VOCATIONAL GUIDANCE.

Appended is a concise memorandum on the Status of Vocational guidance service under this Department. For the present, it is as much as can be given. A Survey of conditions throughout the province is in progress. This survey is intended to be the first step towards systematic vocational guidance in this province.

I hope I have been of some assistance.

I am, Sir,

Yours cordially,

SIGNED MR. J. F. A. SWARTZ.

INSPECTOR OF VOCATIONAL GUIDANCE.

Bylae II

VOCATIONAL GUIDANCE.

CAPE PROVINCE DEPARTMENT OF EDUCATION.

1. Departmental organization.

An Inspector of Vocational Guidance was appointed by this Department on 1st January 1944 to organize vocational guidance in departmental schools. The first inspector of Vocational Guidance did, however, not assume duty until May this year. He has an office in the Provincial Administration Building in which a reference library on vocations and guidance is being built up. At present, he has no assistants or clerical staff. As the work has just begun and schemes are gradually being worked out, it is premature to speak of a departmental organization.

2. Recording information of pupils

Except in the special classes for handicapped pupils where detailed records are kept, a record of marks obtained in classroom tests and the medical examination record card are the only types available in most of the departmental schools. A very limited number of schools have, as a result of individual initiative, started using more complete individual record cards or sheets on which items of information such as subject likes and dislikes, vocational choice, hobbies, home conditions, occupation of parent, etc., are recorded.

3. Counselling and guidance to parents

Principals and teachers offer vocational advice to pupils and their parents in most schools only when such advice is asked for. With regard to the question of whether this work is compulsory or not, see paragraph 6.

4. Guidance work with schools

It is not general practice for one school to supply another with information which would affect its vocational guidance programme. One form of cooperation between schools which is quite common and of significance from a point of view of vocational guidance is talks by local high school principals to senior classes in the primary school explaining what the high school has to offer and giving advice with regard to the choice of subjects.

5. Vocational Guidance and the Curriculum

Vocational Guidance has been introduced as a subject into both the primary and the high school curricula. In practice, however, most of the schools do not provide a definite period for vocational guidance. In most schools there are sporadic efforts to provide for a few talks on vocational topics. Probably no more than 20% of the schools have definite schemes for vocational guidance work. At such schools there is usually a weekly 30 minute period for talks on vocational topics and discussions on vocational problems. These talks are given by the principal or by any other member of the staff or by competent speakers from various walks of life. A school with a carefully planned vocational guidance programme is at present rare. As the drive for an organized Vocational Guidance service has only recently begun, it is not possible to predict what the position will be in the near future. The inspector of Vocational Guidance is visiting schools throughout the province to advise and guide teachers who have been made responsible for vocational guidance at their particular schools.

6. Organization/.....

6. Organization of Vocational Guidance Programmes.

The organization of such a programme in the school can be regarded as compulsory in so far as Vocational guidance has not been added to the curriculum as an elective subject and in so far as an Inspector of Vocational Guidance has been appointed to see that the work is being done. (It is definitely Departmental policy that each school should have a staff member responsible for vocational guidance. Though there is an increasing number of schools that have made a member or two or three members of the staff responsible for vocational guidance work, in most schools the work is done by the principal.)

7. Organization for placement services.

Apart from the fact that principals are often asked by employers to recommend suitable pupils for particular vacancies and that principals and teachers frequently do much to find employment for the boys and girls who leave their schools, this Department has no organized placement service. Co-operation with the Juvenile Affairs Boards is encouraged. The placement service provided by the Department of Labour is regarded as unsatisfactory because the Juvenile Affairs Board offices do not have the staff and the professionally trained counsellors to deal with the problem effectively and particularly because the boards do not reach the great number of rural children who need their services most.

8. Follow-up services

(a) Teachers of Special Classes for Mentally Retarded pupils have to make follow-up studies that cover at least four years after schoolleaving. No such service is provided for normal pupils.

(b) Principals of schools render returns annually of all pupils who left school during the previous year. These returns provide the data for surveys of vocations followed by schoolleavers. The first survey was published in "The Education Gazette", Vol. XIII, No. 4 of January 1943. The second is being prepared. The circular to Secretaries of School Boards in connection with the above as well as a copy of the form on which the returns have to be provided are appended.

Appendix III is a copy of a preliminary report form that is at present being tried-out by the Inspector of Vocational Guidance. It is unfortunately not obtainable in English.

(3)
APPENDIX I.

CIRCULAR NO. 897

LEER NO. 657.

DEPARTMENT OF PUBLIC EDUCATION,

P.O. BOX 13,

C PE TOWN.

27th October 1944.

To the Secretaries of all Schools Boards.

SCHOOL-LEAVERS OF 1943.

Principals of schools have for a number of years rendered returns of all pupils who left school during the previous year, and the information so supplied has brought to light many interesting facts, which may well prove of great value in connection with vocational guidance.

It is the intention of the Department to obtain the information annually, and you are therefore requested to have the enclosed forms completed by principals in respect of pupils who left school at the end of 1943. These forms should be returned to the Department before 8th December 1944.

In regard to column 6, principals should be asked to state clearly what the child is doing and whether this is the occupation he intends following. Answers such as "on the farm", "helping father in business" and "at home" are not satisfactory since they do not make it clear whether the child is actually employed at a particular type of work or merely assisting while waiting for other work.

Schools having more than 100 pupils should be supplied with two or more copies of the form. When returning completed forms to the Department kindly see that the forms in respect of each school are securely pinned together.

E.J. Birch.

for SECRETARY.

CAPES EDUCATION DEPARTMENT: KAAPSE ONDERWYSDEPARTEMENT

SCHOOL-LEAVERS OF 1943:

LEERLINGE WAT IN 1943 UIT DI SKOOL

IS

School Board / SkoolraadName of School / Naam van Skool

Name Naam	Sex Boy or Girl Geslag Seun of meisie	Age on Ouderdom op 31/12/43		Std.passed Std.geslaag	Present occu- pation at which education is being continued Teenwoordige werkkring of plek van verder studie.	State whether pupil has found employment or is continuing his studies in:- Meld of leerling werk gevind het of sy stu- dies voortsit in:- a.Rural Area b.Urban (state dis- Area (sta- trict.) name of town) a.Platte- b.Stedeli- landse gebied ke ge- (meld dis- bied. trik) (meld naa van stéd
		Years Jare	Months Maande			
1	2	3	4	5	6	7
Signature of Principal Skoolhoof se handtekening						
Date/Datum						

1. Moet nie die keersy van hierdie vorm gebruik nie.
2. Steek die vorms van u skool goed aanmekaar vas.
3. Hierdie vorm moet voor 8 Desember 1944 aan die skoolraad teruggestuur word.

1. Do not use the back of this form.
2. Pin the forms from your school securely together.
3. This form should be returned to the School Board before 8th December 1944.

APPENDIX III.

BEROEPSVOORLICHTINGSDIENS-VERSLAG.

Skool DATUM

Aantal OnderwysersAantal leerlinge S.....D.....

Std.1-4 Std.5 Std.6 Std.7 Std.8 Std.9 Std10

Gemid. Aantal skoolverlaters

Jaarlikse aantal skoolverlaters wat nie geskikte werk vind nie

Huidige Prinsipaal

A. Individuele Verslae.

- 1. Aard
- 2. Gebruik
- 3. Anderplanne vir die bestudering van individuele leerlinge

B. Toetse gebruik.

- 1. Skolastiese Toetse
- 2. Intelligensie Toetse
- 3. Vaardigheidstoetse

C. Onderhoude.

- 1. Met leerlinge (a) aantal
- (b) gereeldheid
- (c) doel
- 2. Met ouers
- 3. Aard van Raadgewing. Leerplanvoorligting? Opleidingsgeleenthede?
Hoe om te werk soek? Hoe om loopbaan te kies? Hoe om bevordering
te verdien? Vrye tyd gebruik?
- 4. Basis van Raadgewing

D. Beroepskennis.

- 1. Periode afgesonder
- 2. Praatjies (deur wie?)
- 3. Literatuur
- 4. Besoeke aan werkplekke
- 5. Rolprente en ander leermiddels
- 6. Korrelasie met ander leerlinge
- 7. Ander leerling aktiwiteite

E. Plasingswerk

F. Nasorg.

- 1. Inligting oor oud-leerlinge
- 2. Kontakte met oud-leerlinge

BY LAKE.

RURAL ECONOMIC SURVEY.

Witwatersrand University,

JOHANNESBURG.

25th October, 1944.

The Secretary,
Department of Education,
PIETERMARITZBURG.
Natal.

Dear Sir,

VOCATIONAL GUIDANCE

This Survey would be much obliged to receive from your Department information in the form of a memorandum, concerning the problem of vocational guidance in schools. It is rather urgent and if you could supply us with the information at your earliest convenience, we would be deeply indebted to you.

In drafting the memorandum it would be appreciated if you could set out the details in the following order:-

1. Departmental Organisation:-

Number, nomenclature, facilities and work allocated to guidance officers. Date of appointment.

2. System of guidance in schools:-

- a. Recording information of pupils as to: I.Q., school tests, school records, findings of vocational guidance officers, etc.
- b. Counselling: Whether counselling work by principals or teachers is optional or compulsory.
- c. Guidance work with schools: Whether one school supplies the other with information which would affect its vocational guidance programme
 - i. Primary schools to Primary schools.
 - ii. Primary schools to Secondary schools.
- d. Guidance to parents: Whether this work is undertaken by principals and whether it is optional or compulsory.
- e. Vocational guidance and the Curriculum: Whether vocational guidance is optional or compulsory as a school subject. Has the principal the option of introducing such subjects? Is it ever done? (Please quote a few cases, if any).
- f. Organisation of vocational guidance programmes: Whether a compulsory or optional system obtains and whether at each school there is a staff member or a committee whose object is to do vocational guidance or counselling to children.
- g. Organisation for placement services: i. Whether the Department has such an organisation. ii. Whether it collaborates with the Juvenile Boards or with the Department of Labour through the Magistrates. Whether it considers the arrangements as satisfactory, especially where the rural child is concerned.
- h. Follow up services: Whether the Department or schools have such services.
- i. Any additional information that the Department is able to supply would be very welcome. If instances at schools where practical application is applied could be quoted, it would be valuable to us.

Yours faithfully,

(Signed) Prof. A.J. BOYAZOGLU,
Director of the Survey.

Bylae III

Telegramadres:
"EDUCATION"

In your reply please quote
By antwoord gelieve aan te haal
N.S.D.
No. 54/2908

EDUCATION DEPARTMENT
ONDERWYSDEPARTEMENT

P.O. Box 305,
Postbus

PIETERMARITZBURG.

9 November 1944.

Prof. A.J. Boyazoglu,
Director of Rural Economic Survey,
Witwatersrand University,
JOHANNESBURG.

Dear Sir,

I hereby acknowledge receipt of yours of the 25th ultimo,
and in reply thereto have to advise you that this Department
has not appointed a vocational guidance officer for its schools
and consequently there is no departmental organization nor any
system of guidance in our schools at present.

Yours faithfully,

(signed) C.M. Booysse.

SECRETARY, NATAL EDUCATION DEPARTMENT.

CMB/JIL
8/11/44.

BY LA E IV.

RURAL ECONOMICS SURVEY.

Witwatersrand University,

JOHANNESBURG.

15th February, 1945.

The Secretary,
Department of Union Education,
Old Standard Bank Buildings,
PRETORIA.

Dear Sir,

VOCATIONAL GUIDANCE.

This Survey would be much obliged to receive from your Department information in the form of a memorandum concerning the problem of vocational guidance in your vocational and industrial schools. It is rather urgent and if you could supply us with the information at your earliest convenience, we would be deeply indebted to you.

In drafting the memorandum it would be appreciated if you could set out the details in the following order:-

1. Departmental Organization:-
Number, nomenclature, facilities and work allocated to guidance officers. Date of appointment.
2. System of guidance in schools:-
 - a. Recording information of pupils as to: I.Q. school tests, school-records, findings of vocational guidance officers.
 - b. Counselling: Whether counselling work by principals or teachers is optional or compulsory.
 - c. Guidance to parents: Whether this work is undertaken by principals and whether it is optional or compulsory.
 - d. Guidance work with schools: Whether one school supplies the other with information which would affect its vocational guidance programme.
 - e. Vocational guidance and the curriculum: Whether vocational guidance is optional or compulsory as a school subject. Has the principal the option of introducing such subjects? Is it ever done? (Please quote a few cases, if any)
 - f. Organization of vocational guidance programmes: Whether a compulsory or optional system obtains and whether at each school there is a staff member or a committee whose object is to do vocational guidance or counselling with children.
 - g. Aptitude testing: Whether aptitude testing is applied. What tests are used. Any further prognosis?
 - h. Organization for placement service: i. Whether the Department has such an organization. ii. Whether it collaborates with the Juvenile Boards or with the Department of Labour through the Magistrates. Whether it considers the arrangements as satisfactory, especially where the rural child is concerned.
 - i. Follow up services: Whether the Department or schools have such a service.
 - j. Any additional information that the Department is able to supply would be very welcome. If instances at schools where practical application is applied could be quoted, it would be valuable to us.

Yours faithfully,

Prov. A.J. Boyazoglu.

Byke W

Telegramadres:
Telegraphic Address:
"Instructor"

Alle briewe moet aan die
Sekretaris van Unie-Onderwys
gerig word.

All communications to be ad-
dressed to the Secretary for
Union Education.

Privaatsak
Private Bag.

UNIE VAN SUID-AFRIKA
UNION OF SOUTH AFRICA

Unie-onderwysdepartement,
Union Education Department,

Nuwe Standaardbank-gebou,
New Standard Bank Buildings.

PRETORIA.

28 Feb. 1945.

Prof. A.J. Boyazoglu,
Director of Rural Economics Survey,
Witwatersrand University,
JOHANNESBURG.

Dear Sir,

VOCATIONAL GUIDANCE.

In reply to your letter of the 15th instant on the above subject, I beg to inform you that this Department has no organized system of guidance in its vocational and industrial schools. The National Bureau of Educational Research, which was doing something in this direction, was closed in 1940 for the duration of the War.

Yours faithfully,

(signed)

SECRETARY FOR EDUCATION.

FILED J.

Dit word vandag algemeen erken dat in die opvoeding van die jeug voorsiening gemaak moet word vir-

- a. Kulturele Onderwys,
- b. Voorberoeponderwys,
- c. Beroepsopleiding.

Die verskillende tipes skole en die groot bedrae wat bestee word om in hierdie behoeftes te voorsien, is bewys dat die noodsaaklikheid hiervan besef word.

Ongelukkig is die voorsiening wat gemaak word sodanig dat die jeug as geheel daaruit nie die volle voordeel kan trek nie. Voordat aanbevelings gemaak kan word, is dit nodig om op toestande te wys, wat die doeltreffendheid van die opvoeding belemmer of verminder.

1. Dualistiese Beheer.

a. Die jeug word reeds na Std.V of Std.VI in twee groot groepe verdeel, n.l. die wat na Provinsiale skole gaan, en die wat na Uniale inrigtings gaan. Hierdie verdeling vind plaas op 'n te vroeg ouderdom, en sonder enige gegronde leiding of voorberoeponderwys. Omdat die twee tipes skole nie onder dieselfde administrasie staan nie, is oorgang van die een na die ander onmoontlik, of 'n verlies vir die staat sowel as vir die jeug. Van aanpassing is g'n sprake nie.

b. Om die bestaan van twee soorte skole te regverdig, word 'n verskil gemaak wat betref beskerming, ideale en doelstellings wat nie op opvoedkundige beginsels berus nie. Die gevolg hiervan is dat in die een tipe te veel klem geleë word op die vaardigheid en beroepsleiding ten koste van kulturele onderwys, terwyl in die ander te min tyd gewy word aan voorberoeponderwys.

c. Omdat die hoofde van albei departemente besef dat dit verkeerd is om net een sy van die mens te ontwikkel, word getrag om 'n mate van kompensasie aan te bied, met die gevolg dat daar oortreding plaasvind in albei tipes skole, die provinsiale owerheid beskuldig die tegniese skole dat hul "gewone hoërskoolwerk" doen, terwyl die junior-hoërskool beskuldig word dat hulle "vakonderwys" gee.

d. Omdat provinsiale onderwys gratis is en uniale onderwys nie, word die skoolbevolking in die verskillende tipes skole in 'n groot mate deur finansiële vermoë bepaal, met die vespelfsprekende gevolge.

e. Die eise van die lewe veroorsaak 'n ongesonde kompetisie tussen die twee tipes skole.

f. Omdat die uniale inrigtings nie voorsiening maak vir alle leerlinge nie, word die meerderheid van die jeug uitgesluit/.....

gesluit en na provinsiale skole gestuur, wat by g'n skool vir verdere opleiding aanpas nie. Dus alleen aan die minderheid en dit sonder enige stelselmatige seleksie, word die geleentheid vir beroepsopleiding gebied.

II. Ambagskole en Techniese Hoërskole:

a. Toelating. Leerlinge word ver lig om na Std.V of Std.VI d.w.s. op 12- en 15- jarige leeftyd, 'n keuse te maak waarvoor hul nog nie ryp is nie. Nie alleen word die leerling verplig om die belangrikste stap in sy lewe te doen by die aanvang van 'n moeilike tydperk in sy lewe nie, die periode van "storm en drang" die puberteitsperk, nie, maar hy word verder verplig om hierdie keuse te maak voordat dit moontlik is om hom ooreenkomstig sy aanleg of vermoens raad te gee. 'n Sprong in die duister: Sommige sal swem, maar baie moet verdrink.

Toelating tot die ambagskole word beperk deur die vereiste dat 'n waarbeeg vir indiensneming deur werkgewers vereis word. Hier is versiate sluit nie alleen 'n groot aantal begaafde leerlinge uit nie, maar verplig maak die leerlinge wat toegelaat word om beroepe te kies waarvoor hulle nie die nodige temperament of aanleg het nie.

Omdat ruimte aan die een kant, en aanvraag op die arbeidsmark aan die ander kant, beperk is, is dit nodig dat die I.D.G. gesif word voordat hulle in 'n bepaalde rigting gestuur word. Omdat teenswoordige leerlinge g'n voorbereids- onderwys gehad het nie speel die toeval die hoofrol by die toelating tot die verskillende klasse of ambagte.

b. Beskouing: Gedurende die puberteitsjare word te veel klein geld op die materiële sy van die lewe, terwyl geestes- vorming en voorbereiding om die vrye tyd nuttig en aangenaam te gebruik nie genoeg plek op die rooster verkry nie. Die suwel wat die gevolge hiervan is, is te algemeen bekend om daaroor uit te wy.

III. Die Junior-Hoërskole:

a. Leerlinge: Feitlik al die leerlinge verlaat die skool na Std. VI of Std. VII of Std. VIII om te gaan werk of om ingeskryf te word as vakleerlinge.

b. Leergange: Die leergange is hoofsaaklik akademies van aard, en kom baie sereen met die van hoërskole. Hierdeur word die leerlinge verplig om 'n groot gedeelte van hul tyd op skool te wy aan werk waarin hulle min belangstel en wat in baie gevalle bekend hul vernag is.

c. Eksamens: Die eksamens word so ingerig dat die leerlinge verplig word om 'n groot hoeveelheid feitekennis te memoriseer en om besonderhede te leer i.p.v. om die gesindhede te ontwikkel wat vir hulle in hul later lewe van waarde sal wees.

d. Voorbereids- onderwys: Omdat die rooster te vol akademiese werk is, en omdat die skole nie behoorlik toegerus is vir hierdie werk nie, kan die nodige aanpassing nie aan hierdie sy van die werk gelyk word nie.

e. Werkver- skaffing: Al sou dit moontlik wees om beroeps- leiding te gee soos dit behoort te wees, sou dit onder huidige omstandighede van min waarde wees, aangesien die leerlinge tog nie verdere bereids- onderwys kan kry nie, en in die tweede plek g'n keuse het nie, maar die werk moet neem wat hulle/.....

hulle kan kry.

f. Onbillike agterstand. Die leerlinge van hierdie skole kry g'n afslag t.o.v. vakleerlingskap nie, terwyl die leerling van ambagskole een jaar afslag kry. Dit laat hulle voel dat die werk van hierdie tipe skool minderwaardig is en dat hulle veronreg is.

g. Funksie. Die Junier-Hoërskool word veronderstel om behalwe op geestesvorming en kulturele onderwys hom toe te spits op voorbereepsonderwys. In die eerste plek word hy verplig om op kunsmatige wyse 'n skeidslyn te trek tussen voorbereeps- en beroepsonderwys, en dan eersgenoemde tegee "laasgaecnde te verwy.

In die tweede plek werk omstandighede soos omskryf in (e) hierbo verlamend op die poging wat aangewend word.

VI. Vakleerlingstelsel: Het 'n paar besware word genoem.

a. Die stelsel diskrimineer nie tussen onbekwames, minderbekwames, en bekwames, tussen leerlinge met Std.VI en Std. VIII of Std.X nie.

b. Die periode van vakleerlingskap is vir die meeste leerlinge te lank. Slegs die swakste leerlinge het vyf jaar nodig (Vgl. die duur van opleiding in ander lande, waar die produksie hoër is as by ons.)

c. Die opleiding is uiters onstelselmatig, dikwels baie onvulliedig en gebrekkig.

d. Formele lesse word na 'n volle werkdag soms in die aand gegee.

Aanbevelings:

Dit sou natuurlik 'n ideale toestand wees as sowel voorbereepsonderwys as beroepsonderwys en kulturele onderwys onder dieselfde beheer val. Onder huidige omstandighede in Suid-Afrika skyn dit egter of dit nie in die nabye toekomst uitvoerbaar sal wees nie. Daarom word die volgende aanbeveel:-

1. Dat alle leerlinge verplig word om die provinsiale skole te besoek tot 16-jarige ouderdom met dien verstande dat leerlinge wat (a) op vyftienjarige ouderdom reeds toon dat hulle nie veel verdere baat sal vind uit die kursus van die Prov. skole nie, (b) reeds voor hulle 16 jaar, die vrystelling sal kry en in geval (a) hierbo ingeskryf te word as vakleerlinge, in geval (b) oorgeplaas te word na uniale inrigtings vir beroepsleiding.

Motivering:

a. Dualistiese beheer en kompetisie sal uitgekakel word.

b. Die peil van algemene intellektuele ontwikkeling van die massa sal aansienlik verhoog word.

c. Die Prov. skole kan dit hul taak maak om grondige beroepsleiding en voorbereepsonderwys te gee aan elkeen.

d. Beroepskeuse sal dan berus op wetenskaplike toetse en gegewens wat oor 'n aantal jare ingesamel word.

e. Ruimte en leerkragte in uniale inrigtings sal bespaar word en gebruik te word vir intensiewe beroepsopleiding nadat die Prov. skole verlaat is.

f. Plasing van leerlinge in uniale inrigtings sal berus op wetenskaplik-gepastele aanbevelings.

2. Dat dit die taak van die Provinsiale skole, n.l. die Junior-Hoërskool sal wees om voorsiening te maak vir alle leerlinge tot hul 16e jaar ten opsigte van:-

a. Kulturele onderwys en geestesvorming.

b. Voorberoeponderwys.

Om duidelik te stel wat onder die uitdrukking voorberoeponderwys verstaan word, word onderstaande omskrywing van daardie uitdrukking gegee.

Wat is Voorberoeponderwys?

Gedurende die laaste vyftig jare het die idee geleidelik deurgeering in die praktyk van die onderwys, dat algemene handvaardigheid deel moet word van die kulturele ontwikkeling van elke beskaafde mens. Veelal word hierdie praktiese vakke terselfdertyd voorberoeponderwys genoem, veral ten opsigte van die leerling wat na voltooiing van die laerskool kursus hulle gaan toelê op 'n organiese proses, word naamlik aanvaar dat beroepsopvoeding nie eensklaps 'n aanvang moet neem nie, maar dat die leerling geleidelik daarvoor voorberei moet word, m.a.w. hy moet voorberoeponderwys ontvang. Hierdie opvoedkundige beginsels word nie slegs as algemeen geldend beskou nie, maar dien in die geval van die afwykende besonder bennadruk te word op grond daarvan dat hy, van weë sy psigiese en (of) fisiese tekortkominge sy dikwels seer beperkte vermoëns en gevolglik beperkte beroepskanse, 'n sterker behoefte het aan die opleiding vir 'n bepaalde beroep as die normale mens en daarvoor geleidelik voorberei dien te word.

Voorberoeponderwys word as volg deur Saedden gedefinieer:-

"Pre-vocational Education, as the term is most vividly used, includes any form of education designed to enable a youth to discover for which one of the several possible vocations he is best fitted by natural ability and disposition, the program of instruction and practice for this purpose being based mainly upon actual participation on the part of the learner in a variety of typical practical experiences derived from the occupations involved." Vocational Education, bl. 578. (ander opvoedkundiges se omskrywing van hierdie begrip stem hiermee ooreen.)

Die vernaamste funksie van voorberoeponderwys is dus die ontdekking van 'n geskikte beroep wat op 'n natuurlike wyse sal aansluit by die kind se geestelike en liggaamlike kragte; met ander woorde, uit die oogpunt van sy dringendste beroepsbehoefte beskou, sal hy, wanneer hy die stadium bereik waarop gesoek moet word na 'n geskikte loopbaan, slegs die vakke as voorbereiding vir beroepe neem wat vir hom die moontlikheid bied en werklik ook in die rigting 'n lewensbestaan te vind wat vir hom die moeite werd is.

Wat die praktiese beroepe betref, word die volgende groepe gewoonlik beskou as gunstige eksplorasievelde vir die een of ander geskikte beroep, naamlik die industriële, landboukundige, kommersiële en huishoudkundige. Hiernaas staan natuurlik die groep professionele beroepe. Besonder belangrik is dat die kurseuse so 'n groot verskeidenheid aktiwiteite aanbied dat dit die seun en dogter help om hulself te ontdek; die lewenservaringe moet 'n riesele en fundamentele verband hou met die praktiese eise van die gemeenskapslewe. Die kind moet sy belangstelling en bekwaamheid toets aan, en ontwikkel deur middel van aktiwiteite wat essensieel is vir die latere uitoefening van 'n beroep. Net soos die beroepswerk moet hierdie werksaamhede, projekte en onderneemings wat in hul uitvoering die seun en dogter 'n insig in en 'n waarderende begrip van fundamentele prosesse in 'n aantal van die mees belangrike bedrywe van die gemeenskap sal gee.

Hierdie /.....

~~bedrywe van die gemeenskap sal gee.~~

Hierdie voorberoeponderwys word onderskei van beroepsopleiding daardeur, dat dit nie in dieselfde mate gespesialiseer en om een bepaalde beroep gekonsentreer is nie; maar word nie sulke hoë eise gestel aan die tegniek en die teorie van die vak nie, en natuurlik nie soveel tyd aan gegee nie, in die reël nie meer as 'n derde of hoogstens die helfte van die skooltyd.

Waar beroepsonderwys 'n integrale deel vorm van die skool-kursus, beslaan dit ongeveer die periode van die kind se twaalfde tot sy veertiende of vyftiende lewensjaar.

Vj. Dat in die Provinsiale skole 'n doeltreffender stelsel van beroepsleiding ingestel word om hierdie skole in staat te stel om hierdie deel van hul taak stelselmatig te verrig. Die volgende word aanbeveel:-

1. 'n Behoorlike toegesaste sentrale bure.
2. Dat die provinsie in meer streek verdeel word en dat amptelike beroepsvoorligters aangestel word.
3. Dat die personeelskaal in hersiening geneem word, sodat een of meer onderwysers deel van hul tyd aan beroepsvoorligting kan wy.
4. Dat 'n doeltreffender verslagkaart vir leerlinge opgestel word wat vir opvoedkundige doeleindes en vir beroepsvoorligting kan dien.

VI. Dat 'n redelike mate van rekbaarheid toegelaat word wat betref ouderdomme vasgestel vir oerplasing van voorberoeponderwys na beroepsleiding op skool of as vakleerlinge. Aan die hand word gegee dat oerplasings plaasvind tussen 15-jarige ouderdom en 17-jarige ouderdom, met dien verstande dat leerlinge onder 16 alleen toegelaat word om oergeplaas te word op aanbeveling van die hoof van die skool.

Motivering:

a. Dit sal aan uitstaan lte. die geleentheid bied om reeds op 15-jarige leeftyd oergeplaas te word en hulle sal sodanige in staat gestel word om 'n hoër peil van tegniese opleiding te bereik.

b. Dit sal die deur tot beroepsonderwys oop-hou, ook vir die l.l. wat op een of ander wyse in die primêre skool verbruag is sonder dat dit te wyte was aan lae I.K.

c. Dit sal die prov. inrigtings die nodige speling gee om, waar nodig, meer tyd te gee vir die voltooiing van hul kursusse, sonder om betrees te wees dat die l.l. daardeur onherroeplik benadeel word.

VII. Dat Uniale inrigtings vir tegniese onderwys aanpas by die provinsiale skole en voorsiening maak vir die opleiding van leerlinge in die groepe vakke waarvoor hulle die nodige eienskappe, bekwaamheid en aanleg het, sodat doeltreffender seleksie toegepas, en beter kontinuïteit van leerlinge bewerkstellig kan word.

a. Dit sal die groot gebrek van die huidige J.H.S. uitskakel, n.l. gebrek aan geleentheid vir beroepsopleiding vir die l.l.

b. Dit sal die werk aan die Uniale inrigtings doeltreffender/.....

treffender maak, aangesien die "trial and error" metode van seleksie in groot mate uitgeskakel sal wees.

c. Dit sal die Uniale Inrigtinge in staat stel om meer intensief te werk te gaan.

d. Dit sal toelating tot Uniale inrigtinge op 'n regverdige en spelbewuste wyse laat geskied, en die huidige onopvoedkundige en ongewenste vereistes vir toelating uitskakel.

Tegniese Opleiding vir Seuns.
(Voltyds op skool en i.m.v. Vakleerlingskap)

1. Geen tegniese opleiding moet begin word voor 'n kursus van 2 tot 3 jaar voorbereidendewys deurloop is nie. Gedurende hierdie tyd moet kinders die gele othoud gegee word om hul beroepsrigting te vind aan die hand van 'n rems verskeidenheid praktiese vakke. Op hierdie stadium van voorbereidendewys, d.w.s. van ongeveer die 13de tot die 15de jaar, gaan die kind 'n wordingsperiode deur wat gekenmerk word deur wisselende belangstelling. Die beroepsmoontlikhede vir die meeste kinders is groot en van uiteenlopende aard. Selfs as op baie groot skaal psigotegniese toetse toegepas sou word - wat seker nie gou sal gebeur nie - is dit nodig dat die kind voldoende tyd kry op skool om sy beroepsrigting te soek en te bind aan die hand van werklike lewenservarings. Buitendien kan geen beroepstoetse werklike lewenservarings. Buiten beroepsbelangstelling vervng nie- dit moet aangekweek word deur die skool, soveel moontlik voor die eintlike beroepsopleiding begin. Dit is die taak van 'n deeglike sisteem van voorbereidendewys wat tuis hoort op die gewone skool.

2. Geen tegniese opleiding op skool behoort 'n aanvang te neem voor die kind 15 jaar oud is nie. Redes hiervoor:

a. 'n Bred grondslag van algemene vorming is 'n sinequa non vir alle soorte werk. Die minimum van hierdie vereiste algemene grondslag kan deur die gemiddelde kind nouliks voor die 15e jaar verwerf word.

b. Die kind is voor die tyd nog nie tyf genoeg vir gespesialiseerde, d.w.s. beroepsonderwys nie. (Vgl. punt 1 hierbo.)

3. Geen tegniese opleiding in die werk behoort te begin voor die kind 16 jaar is. Behalwe bogenoemde redes geld die volgende.

a. Dit is die grens van verpligte onderwys.

b. Die kind is voor 16 te jonk om die verantwoordelikhede van die arbeid te aanvaar.

4. Tegniese opleiding deur middel van vakleerlingskap behoort beheer te word deur die Onderwysdepartement en nie deur die Arbeidsdepartement nie. Redes:-

a. Opleiding selfs deur middel van die arbeid, bly in hoofsaak 'n opvoedkundige vraagstuk.

b. Dit is die taak van 'n opvoedkundige, met kennis van arbeidsprosesse, om 'n sistematiese skema uit te werk vir die behoorlike en volledige opleiding van alle vakleerlinge.

c. Die vordering van leerlinge moet gekontroleer word deur gereelde drie-maandelike toetse en ondersoek van die redes waarom geen bevredigende vordering gemaak word nie. Hierby kom te pas allerlei sielkundig-opvoedkundige vraagstukke wat die taak/....

die taak van opvoedkundiges is.

d. 'n Eind-eksamen moet ingestel word. Die aaroen van eksamens en die uitreiking van sertifikate is by uitstek 'n opvoedkundige saak.

e. Behoorlik gekwalifiseerde instruktors moet opgelei en aangestel word veral om 4(a) tot 4(d) te behartig. Tans word die opleiding dikwels deur geheel onbevoegde en selfs onverskillige mense waargeneem.

5. Die formele klaskameronderrig- wat nie behoorlik in die werkwinkel gegee kan word nie- moet behoorlik gekorreleer word met die werkwinkel. Vandag staan dit nie. Die twee staan totaal los van mekaar.

6. Die Arbeidsdepartement self, en nie die vakleerlingkomitees nie, moet die toevloei van vakleerlinge tot al die geskoelde beroep reël. Rede: Dis 'n staats plig om te sorg dat daar nie te min of te veel ambagsmanne opgelei word nie. Voor die oorlog is onder die bestaande wet in sekere vertakings, veral in die bou- en ingenieurs-industrie, wêre te weinig vakmanne opgelei met die gevolg dat daaisende ingevoer moes word.

DIE VAKLEERLINGSTELSEL.

BESWARE DAARTEEN.

1. Die periode van opleiding in die werk is vir die meeste leerlinge glad te lank. Slegs die swakste leerlinge het vyf jaar nodig. (Vgl. die duur van opleiding in ander lande, waar die produksie nog hoër is as by ons. Deurgaans is die opleiding daar plus-minus 3 jaar.)

2. Die stelsel diskrimineer niks tussen onbekwames, minder bewames en bewames nie, tussen leerlinge met Std. VI en Std. X nie.

Almal moet 3 jaar neem. 'n Gematrikuleerde leerling s.v. moet noodwendig vir enige werk geestelik en liggaamlik ryper wees as die Std. VI kind, buitendien word meestal 'n beter tipe gewaarborg.

3. Geen toetse gedurende die opleiding of 'n eind-kwalifiserende eksamen word afgeneem nie. Base en leerlinge is dus baie onverskillig ontrent die opleiding. Die beginsel om aan die end van die vyf jaar slegs "papiere" te gee wanneer die tydperk van opleiding afgeleef is, is sterk af te keur omdat dit geen minimum bekwaamheid by die vakman eis nie en dit die vakleerling nie aanmoedig om die hoogste mate van geskooldheid te behaal nie.

4. Die opleiding is uiters onsistematies, dikwels baie onvolledig en baie gebrekkig. Dit word beweer dat 75 persent geen behoorlik opgeleiding ontvang nie.

5. Dieselfde minimum vereistes wat opvoedkundige kwalifikasies en ouderdom betref, geld nie in alle gebiede nie. Die vakleerlingkomitees wysig hierdie vereistes soms na willekeur. Dit behoort vir almal minstens Std. VI en 18 jaar te wees.

6. Formele lesse word op 'n volle werkdag en soms in die aand gegee. Van die volle werksweek moet minstens agt uur per week/.....

per week afgesonderd word vir onderwys wat gedurende die dag gegee moet word en nie saans wanneer die seuns afgemat is nie.

7. Daar vind 'n gewalige uitbuiting van die leerling onder die stelsel plaas, deurdat hy soms veels te lank op suiwer reetiewerk gehou word, hy soms baie lank suiwer handlangerwerk moet doen, soms onbenuilige werkies moet doen wat met sy opleiding niks te doen het nie, hy al in staat is om werk te doen wat in gehalte net die van 'n ten volle gekwalifiseerde ambagsman gelyk staan, d.w.s. die leerling word nie volgens verdienste betaal nie, maar volgens die jaar van opleiding waarin hy staan.

8. Die aanvangsloon van 'n vyfjarige vakleerlingskap behoort in geen bedryf minder as 21 per week te wees nie. Deur die lae loon word plattelandse seuns uit die ambagte gehou. Buitendien sal hoër besoldiging die uitbuiting onder punt 7 geneem, toe gaan deurdat die werkgever die leerling vir behoorlike werk sal gebruik.

OPLEIDINGSTELSEL VOORGESTEL.

Die volgende opleidingstelsel word voorgestel: Ten grondslag daarvan is die behoorlike erkenning van voorafgaende algemene vorming en voorbereopsonderwys. Vir alle tegniese opleiding op skool moet te en behalwe die algemene onderwys die nodige erkenning verleen word. Vir die N.T.S. (Matriek-ekwiwalent) word minstens drie jaar tegniese opleiding vereis.

OPLEIDING VAN VAKLEERLINGE.

Ord.	Std.	Tegniese opleiding	vakleerlingskap	Opl.voltooi op	
1.	15jr.	VI	3 jaar	4 jaar	21 jaar
2.	16jr.	VI	-	5 "	21 "
3.	16jr.	VIII	-	4 "	25 "
4.	16jr.	VIII	3 jaar	3 "	21 "
5.	16jr.	VIII	3 "	2 "	21 "
6.	15jr.	VIII	3 "	2 "	20 "
7.	15jr.	VIII	3 "	3 "	20 "
8.	17jr.	X	-	3 "	20 "

BT L A N T L

File, Deviate Children.

RURAL ECONOMICS SURVEY.

4/5/45.

The Secretary,
Department of Education,
BLUMFONTEIN.
O.F.S.

Dear Sir,

DEVIATE CHILDREN.

I would like to enquire from you which psychological tests are being applied by your Inspectors organising the special classes for retarded or deviate children in your schools.

Yours Sincerely,

(signed) PROF. A.J. BOYAZOGLU.
DIRECTOR OF THE SURVEY.

Vocational Guidance.

Rural Economics Survey,

University of the Witwatersrand,

3027/43.

The Secretary,
Department of Education, O.F.S.,
BLOEMFONTEIN.

Dear Sir,

STANDARDISED TESTS IN SCHOOLS.

It is customary to apply standardised tests (either psychological or scholastic) in schools to determine the I.Q. or Educational Co-efficient of children, e.g. the South African group Test for children in the age group 10-16 years.

I would like to enquire, apart from the Tests mentioned, whether other tests are being used in your schools.

Yours sincerely,

(signed) PROF. A. J. BOYAZOGLU.
DIRECTOR OF THE SURVEY.

Department of Education.

Bloemfontein.

O.F.S.

15th May, 1945.

Prof. A.J. Boyazoglu,
Director of Survey,
Rural Economics Survey,
University of the Witwatersrand,
JOHANNESBURG.

DEVIATE CHILDREN.

With reference to your letter of the 4th instant (file Deviate Children), I beg to state that the following psychological tests have been used by inspectors organising special classes for retarded or deviate children:-

- (a) The South African Group Intelligence Tests.
- (b) The Grey Revision Intelligence Tests.
- (c) The Mental Hygiene Individual Scale.

(signed) J.F. ENSLIN.
SECRETARY.

Department of Education.

BLOEMFONTEIN.

O.F.S.

15th May, 1945.

Prof. A.J.Boyazoglu,
Rural Economics Survey,
University of the Witwatersrand,
JOHANNESBURG.

STANDARDIZED TESTS IN SCHOOLS.

With reference to your letter of the 30th ultimo (no. Vocational Guidance) I beg to state that beside the South African Group Test the Department has been using the Grey Revision Intelligence Tests and the Official Mental Hygiene Individual Scale for determining the I.Q. of pupils.

(signed) J.F. ENSLIN
SECRETARY

Vocational Guidance.

Rural Economics Survey,

University of the Witwatersrand,

JOHANNESBURG.

The Secretary,
Department of Education, C.P.,
CAPE TOWN.

Dear Sir,

STANDARDISED TESTS IN SCHOOLS.

It is customary to apply standardised tests (either psychological or Scholastic) in Schools to determine the I.Q. or Educational Co-efficient of children, e.g. the South African Group Test for children in the age group 10-16 years.

I would like to enquire, apart from the Test mentioned whether other Tests are being used in your Schools.

Yours sincerely,

(signed) PROF. A.J. BOYAZOGLU
DIRECTOR OF THE SURVEY

PROVINCIAL ADMINISTRATION OF THE CAPE OF GOOD HOPE
DEPARTMENT OF PUBLIC EDUCATION

Provincial Building,

Wale street,

CAPE TOWN.

1st June 1945.

In reply quote

Z.168/62A

RURAL ECONOMICS SURVEY.

Sir,

With reference to your letters dated 30th April, 1945, and 4th May, 1945, in the above connection, I am directed to inform you that apart from the standardised tests, the Cattell Intelligence Tests Scale I, Forms A and B, and the Individual Scale of the National Bureau of Educational Research are used in schools. It may be added that the tests referred to are not used for determining the educational co-efficient of children.

In reply to your enquiries regarding the tests applied in connection with the organising of special classes for retarded or deviate children, I have to state that the following tests are employed:-

- Group Tests:- (a) Cattell Intelligence Tests Scale I, Form A and B.
(b) The South African Group Intelligence Test, Form I and II.
- Individual Tests:- Individual Scale of the National Bureau of Educational Research.

Hoping that the information may be of use to you,

I am, Sir,

Your obedient servant,

(signed) J. DE VILLIERS.
FOR SECRETARY.

Prof. A.J. Beyazoglu,
Director of the Survey,
University of the Witwatersrand,
JOHANNESBURG.

AM/SP

Union Education Department,

New Standard Bank Buildings,

PRETORIA.

19 May 1944.

Mr. Venter,
Rural Economic Survey, University of the
Witwatersrand,
JOHANNESBURG.

Dear Mr. Venter,

With reference to our recent telephonic conversation I submit a list of intelligence and scholastic tests used by the National Bureau of Education and Social Research now closed for the duration of the war:-

- (a) Arithmetic test,
- (b) Geography test,
- (c) Vocabulary test,
- (d) Silent Reading test,
- (e) Otis-Selfadministering test,
- (f) Beta-test.
- (g) Individual Scale of General Intelligence.

There is of course, the S.A. Group Intelligence which is not issued by the Bureau, but is obtainable from the Pro-Ecclesia Press of Stellenbosch.

The aforementioned test are all standardised to suit South African conditions. As requested I attach a copy of each for your retention.

I have approached our Librarian about your request for copies of the annual report of the Department. He suggests that you communicate with him in this regard.

Yours obediently,

(signed) G. ABRAHAM.
for SECRETARY FOR EDUCATION

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Encl.