

CHAPTER III
**AN EXPOSITION OF THE RECOMMENDED EDUCATIONAL
REFORMS IN BOPHUTHATSWANA (1978-1988)**

3.1 INTRODUCTION

This chapter will give an exposition of the recommended changes, innovations and reforms as outlined in the 1978 National Education Commission Report. The progress made towards the implementation of these educational reforms during the 1978 -1988 decade will be determined.

The philosophy underlying education for POPAGANO and the new legislation will be outlined. The new District Education Councils, Curriculum and Examination Council and National Education Councils which were meant to improve the administration and control of education will be described. Finally attention will be focused upon the restructured school system and reforms to tertiary education with reference to the professional training of teachers and university education.

3.2 THE PHILOSOPHY OF EDUCATION FOR POPAGANO

One of the critical reform measures advocated by the commission was the evolution of a new system of education based on the philosophical ideal of POPAGANO, through which the culture, beliefs, the life and world-view as well as noble and high national aspirations of the Batswana would be crystallized.

The philosophy behind the new education system was to embrace the following principles (Bophuthatswana Government, 1978 : 17-20):

- acceptance of man as the highest creation of God, with inborn qualities that are unique to human beings, attributes like intelligence, understanding, cognition, compassion and a soul which can perceive and conceive of things transcendental;

- acknowledgment of the equality in status of the individual man in his basic, original physical, mental and spiritual being. This belief rejected totally the pseudo-scientific findings that some individuals are by nature superior or inferior to others;
- belief in man as a social being who can realise his highest only in and through society, a belief that depicts the Motswana's communalistic philosophy of life. This strong belief in communalism was not meant to preclude an acceptance and support of individual responsibility, while acknowledging that not all individuals can be equally endowed.

This envisaged system of education would have to create opportunities for all persons to make full use of their potentialities to attain the highest development of their spiritual, moral, intellectual and physical powers. No individual, tribe, group or nation had to be fettered arbitrarily, but rather, all would be encouraged, within the free enterprise economic system, to become what they can become.

3.2.1 The concept of education for Popagano

The concept of Education for Popagano was coined from the belief of Batswana in national cohesion and unity, creative renewal, purposeful reconstruction, the reconciliation and interdependence of individuals as well as faith and confidence in the Batswana people and its future (Bophuthatswana Government, 1978 : 18):

The Education for Popagano had to embrace the following major elements viz (Bophuthatswana Government, 1978 : 18):

- the creation of a new self-reliance and confidence in the individual, the full realization of his spirit and the courage to be the "whole man";

- socially and economically, Popagano entailed building up, progress and development - which thing would be shared by Batswana to make the most of all its people. Education had to generate in all individuals the will to be, to create, to do and to achieve;
- the creation and building of a new nation, growing from the base of a dynamic, cultural heritage, conserving the values and institutions which are essential to its survival and progress while reviewing and revitalising those in need of change; and accepting the challenge of innovation and modernisation;
- the expression of the democratic ideal of Popagano intent in bringing together in co-operation and interdependence all the people of Bophuthatswana.

These values and principles given here in a summarised form, are the cornerstones on which the new educational system would be founded, in order to nurture the kind of individual and the quality of society that would achieve all that was fundamental to the concept of POPAGANO (Bophuthatswana Government, 1978 : 18).

3.2.2 Goals of Education for Popagano

Education in Bophuthatswana had to assume a new role in order to bring about controlled social change, to create a highly industrialized society from a rural and non-industrialized one. It was intended to be instrumental in the integration of a multicultural society into one nation (see also Thompson, 1981: 25). In order to achieve this, education had to focus on:

3.2.2.1 The individual child as pivot

The central concern of all the educational goals, aims and objectives was to be the individual child, who would be the

central concern and the pivot around which the entire education system revolved. Education would acknowledge his unique value as an individual whose good qualities would determine the calibre of the family, the community, the society, the nation and ultimately the world community (Bophuthatswana Government, 1978 : 19).

3.2.2.2 Mutual moulding of individual by individual

The educational goals for the community emphasized mutual assistance, moulding of individual by individual, co-operative activities between groups and communities for the benefit and development of not only the individual groups and communities, but for the common good (Bophuthatswana Government, 1978 : 19).

3.2.2.3 The nurturing of a national identity

One major educational goal for the nation was a search for and discovery of its national identity, so that the Batswana as a nation could take an honoured place among the community of nations with feelings of neither inferiority nor superiority, but with feelings of honour and self respect (Bophuthatswana Government, 1978 : 19).

3.2.2.4 The exploitation of the economic potential to the fullest

The new system of education was intended to motivate the youth, to exploit the economic potential of their country; to become producers rather than buyers/consumers of processed raw materials from the country, to become creative employers of labour rather than passive employees of individuals, agencies and foreign interest (see also Bray, et al, 1986 : 116). The commission advocated for an "investment education" as opposed to a "consumer education" (Bophuthatswana Government, 1978 : 20). In a way education would forge a closer link between learning and production work (see also Castles, et al, 1982 : 452) by reducing

the gap between mental work and manual work.

3.2.2.5 Equality amongst all men

Finally, education had to strive against inequalities and disparities emanating from the unequal distribution of the available resources which were geared towards making the rich richer and the literate more literate while the masses remained poor and illiterate (Bophuthatswana Government, 1978 : 20).

The above goals would give credence to the emergence of a new system of education in the independent Bophuthatswana. They envisaged a future state of affairs which education would gear itself to achieve. These goals would serve as guidelines for directing all educational, social and economic activities as they would serve as criteria for the rational allocation of material and human resources in order to ensure the efficient and effective functioning of the educational system.

3.3 THE PROMULGATION OF THE NEW BOPHUTHATSWANA EDUCATION ACT : ACT NO. 2 OF 1979

Soon after the establishment of the first Department of Education in 1972 under the administrative guidance of Mr P W van Heerden as the first Secretary for Education, the Bophuthatswana Legislative Assembly promulgated the Bophuthatswana Education Act, Act No. 9 of 1973 which signalled the severing of the ties of control with the Department of Bantu Education since 1953. This step marked the culmination of a long transition for the Batswana, whose education was marked by isolated missionary schools, into a fully-fledged education system controlled by Bophuthatswana's own Department of Education (Brazelle, 1978 : 46).

Contrary to the focus of missionary education with its religious bias, the transfer of educational control and administration to central government intended to instil in the Batswana an

awareness and love for their own language and culture as a national ideal (see also Brazelle, 1978 : 46).

In identifying the shortcomings of the 1973 Education Act with a view to suggesting amendments, the 1978 Commission established that in fact the 1973 Act had never been implemented. Moreover it failed to capture the spirit and character of education for Popagano, through which the culture, beliefs, the life and world-view as well as noble and high national aspirations of the Batswana would be sought (Bophuthatswana Government, 1978 : 104).

On the recommendation of the National Education Commission, a new Act, Act No. 2 of 1979 was promulgated based on a broad outline whose intent was to:

- provide for the establishment, maintenance and development of a comprehensive system of educational services, in various types of schools, colleges and educational institutions appropriate to the needs and aspirations of the people of Bophuthatswana;
- ensure that these schools, colleges and educational institutions have the legal right, resources and opportunities to foster the growth and development of individual, community and national human resources physically, mentally and spiritually;
- establish procedures for administration and controls both centrally and in the community, which would lead to the realization of the national ideal of Popagano through an education that will produce good men and women and good citizens;
- encourage parents, community agencies and the churches to participate to the fullest extent and to co-operate with the state in ensuring that education is made available to all those children and adults who are in

need of it (Bophuthatswana Government, 1978 : 105).

3.4 REFORMS IN EDUCATIONAL ADMINISTRATION AND CONTROL

The 1978 National Education Commission noted that the management structure of the Education Department lacked clear lines of authority, demarcation of duties and responsibility. This led to overlapping of activities and loss of direction which threatened to grind the entire system to a standstill (Bophuthatswana Government, 1978 : 90). Councils at district and national level were to be constituted as well as a council to organize and supervise external examinations.

3.4.1 The District Education Council

The establishment of the District Education Council envisaged a body that would link the school councils with Head Office. It would co-ordinate the administration and control of all the school councils within a particular district and represent them at the National Education Council on matters of common interest. This would strengthen and enhance community involvement in the education of their children (Bophuthatswana Government, 1978 : 94).

Each District Education Council consist of the twelve elected chairmen of school councils, a representative from Bophuthatswana Teachers Association and two representatives from the Regional Authority.

Funding for projects initiated by the councils was contributed by each school within the district at a rate of 10% of its annual school fund (Bophuthatswana Government, 1978 : 94). The Department was to set out clearly the duties and responsibilities and draw up regulations governing the councils which would serve as a blue-print for the allocation of its resources for the achievement of clearly articulated goals.

By 1988 the duties, responsibilities and regulations had not been gazetted and the councils were operating without clear guidelines.

3.4.2 The National Education Council

The National Education Council established in 1977 was to take over from the Bophuthatswana Advisory Board of Education which was established by Proclamation No. 34 of 1975 and had been in existence for barely two years (Bophuthatswana Government, 1978 : 94).

The establishment of the National Education Council was recommended to:

- advise the minister regarding policy matters on education,
- investigate and determine broad principles of sound education for the country,
- co-ordinate the education policy with a view to adjusting the system to suit the character and needs of the country (Bophuthatswana Government, 1978 : 94); and
- to maintain ongoing evaluation of education in Bophuthatswana to establish new needs and approaches.

This body was to be a national, permanent institution whose main function was to initiate and implement educational development projects; to focus attention on the necessary changes to the existing system and engage in long term planning (Bophuthatswana Government, 1978 : 95).

The constitution of the National Education Council stipulated that it had to meet not more than twice per year, which

stipulation effectively nullified this body as one that could plan any elaborate development projects for the Department of Education.

3.4.3 Establishment of a Curriculum and Examination Council

The implementation of the restructured school system with its resultant internal examination to be controlled by the Department of Education necessitated the establishment of a Curriculum and Examination Council whose main functions would be (Bophuthatswana Government, 1978 : 27):

- to set up subject committees that would consider and revise, where necessary, all existing school curricula and syllabuses and approve new ones still to be introduced. Emphasis would be laid on ensuring that aspects of creative thinking, insight and the application of knowledge are incorporated in all such syllabi,
- to approve all prescribed books and textbooks to be used in the schools,
- to act in a supervisory capacity on all matters affecting examination standards and requirements.

The constitution of such a council would have representation from the Department of Education, the National Education Council, University of Bophuthatswana, Bophuthatswana Teachers Association, the Joint Matriculation Board of the Republic of South Africa and the Examination Board of the Department of Education and Training.

The Curriculum and Examination Council was set up early in 1979 and held its first meeting on the 22nd May 1979 under the Chairmanship of Dr K B Hartshorne. Inspite of the fact that the subject committees were made up of teachers and officials attached to other institutions on a full time basis, in its 1981

annual report, the Council indicated that good progress was being made with the revision of syllabuses, especially those of the middle schools which were to be implemented in 1982. This revision was done concurrently with the syllabuses for the Junior classes of the primary school as well as school readiness programmes for school beginners (Bophuthatswana, Department of Education Annual, 1981 : 7).

Already at the end of 1980, the Curriculum and Examination Council supervised the last external Std 5 examination, in preparation for the control and administration of future Std 4 examinations for the primary school phase.

3.5 STRUCTURAL REFORMS AND INNOVATIONS IN THE SCHOOL SYSTEM

3.5.1 The introduction of early childhood education

It was recommended by the National Education Commission (Bophuthatswana Government, 1978 : 28) that a work group to focus on early childhood education be established from the Departments of Education as well as Health and Social Welfare with the specific brief to:

- work out approaches and methods for stimulating and encouraging local communities, churches and employers to establish creches and early learning centres;
- stipulate minimum criteria and requirements for the recognition of creches and centres; criteria which would hinge on aspects of health and education;
- draft regulations which would govern the financial subsidy, control and supervision of the centres while leaving the greater part of administrative control in the communities themselves;
- compile the educational programmes to be offered in the different institutions.

Finally the Department was to appoint an Inspectress for Early Childhood Education to co-ordinate the curricular activities of all the early learning centres. The work group which was recommended to work out the machinery for the establishment, supervision, financing, staffing and tuition at such centres had by 1988 not presented a processing document. The Section has reported with concern that the quality of programmes offered at Early Learning Centres varied from very good to fairly poor. Also the report refers to new regulations for registration which were being formulated (Bophuthatswana Department of Education, 1988 : 7). This was the case at a time when 426 centres existed with some 150 unregistered Early Learning Centres and creches.

3.5.2 The restructuring of the school pattern

The organizational structure of the primary and secondary school was meant to stretch over a period of twelve years according to the pattern 6:3:3, covering the 6 year primary, 3 year middle and 3 year high school phases (Bophuthatswana Government, 1978 : 24).

The primary school phase would be a 6 year study phase covering grade 1 to standard 4 resulting from the combination of the former lower and higher primary school. The phase would culminate with an objective, economic and easily applied evaluation of basic literacy in the three languages - and in numeracy for those leaving school and assess the readiness of those proceeding to the middle school (Bophuthatswana Government, 1978 : 24).

The middle school phase would be a 3 year study phase to replace the old junior secondary school although incorporating Std 5 which was formerly attached to the primary school. This phase would culminate in a basic test of competency in the languages, mathematics, general science and development studies (Bophuthatswana Government, 1978 : 24).

The high school phase which resulted from the phasing out of the

Std. 8 examination would become an integrated three-year course. The restructuring process got under way in earnest during 1979 (Bophuthatswana, Department of Education, 1979 : 10) with the establishment of middle schools separate from primary and high schools.

3.5.3 Reforms at primary school level

The introduction of a new child-centred teaching approach which laid emphasis on the development of trust initiative, self discipline, a sense of achievement and a spirit of co-operation in the school-beginner coincided with the complex step of restructuring the school system. The new approach which became known as the Primary Education Upgrading Project acknowledged the individual child's potential for creativity and a readiness to explore, to investigate, to discover and to do things on his own (Bophuthatswana Government, 1978 : 36-37).

In principle, the teaching approaches and methods at these schools were geared towards the ideal of education for POPAGANO. Passivity on the part of the learners was substituted for by active participation, creativity, problem-solving and other individually-based methods (Bophuthatswana, Department of Education, 1981 : 6).

Six primary schools in the Tlhabane Circuit were designated as pilot schools. Their principals attended orientation and upgrading courses at the Tlhabane Technical High School. Double sessions were done away with, the nomenclature of sub-standard was replaced by grades and children were exposed to a school readiness programme that lasted for three months on first admission. The school admission age was reduced from 7 to 5½ years - a decision that increased the number of school beginners tremendously while appropriate steps to train more teachers and upgrade practising teachers for the child-centred approach had not been taken (Bophuthatswana, Department of Education, 1981 : 6).

According to De Clercq (1984 : 34) by the end of 1982, 353 primary schools had introduced the child-centred approach in grade 1 while 114 schools were upgrading pupils in grade II. The project was mainly financed by the parent communities with a Rand for Rand building subsidy from government.

In 1983 the project schools had risen to 640 and the pupils taught under the child-centred approach were to be evaluated externally at the end of Std. 4 (Bophuthatswana, Department of Education, 1983 : 7).

3.5.4 Reforms at secondary school level

In terms of objectives, secondary education was meant to focus on (Bophuthatswana Government, 1978 : 42-43):

- the preparation of the child for entry into the adult world and make him fit to participate in society;
- the preparation of young people for a world of change and acquaint them with the knowledge, skills and qualities that would enable them to endure and survive change, to evaluate it and direct it. For this, the education would have to train them to think, to reason and to make judgements, to apply the scientific method to the facts and to develop creative abilities and talents;
- the development in these young adults of correct attitudes towards work, to emphasise the ethos in which responsibility is more important than privilege; service is more important than self-interest.

The above objectives were to be realised at the new middle school and high school levels of the school system.

3.5.4.1 The new middle school level

In 1980 72 middle schools had been registered through the conversion of both Junior Secondary schools and some primary schools which was continuing at an increasing momentum. This figure almost tripled in 1983 when the number of middle schools reached 246 (Bophuthatswana, Department of Education, 1983 : 9).

3.5.4.2 The high school level

With regard to high school education, the first National Education Commission recommended that strict control was to be exercised in the establishment of additional schools, so that the total number of high schools should not exceed 42 by 1985. The following norms were to be used in the establishment of new high schools (Bophuthatswana Government, 1986 : 61):

- an optimum size of enrolment within an agreed range;
- the provision of basic physical facilities like toilets, water supply and play-grounds;
- the provision of essential teaching facilities like libraries, laboratories and teaching aids;
- controlled placement of teachers so that highly-qualified teachers are concentrated in the high schools;
- in view of the overloaded curriculum, the need to cut down the number of official languages to two for matriculation purposes and a real effort be made to stimulate pupils interest in technical and commercial directions as well as in the natural sciences;
- recruitment of expatriate teachers into the more critical areas.

3.6 REFORMS IN HIGHER EDUCATION

3.6.1 Reforms in the professional training of teachers

Recognising that any improvement of the quality of education hinged on an upgraded teacher training programme, the following recommendations were made with regard to the existing training programme (Bophuthatswana Government, 1978 : 56-61):

- the raising of the entrance qualification to matric with the prospect of registering 3 university courses with the University of South Africa and an option to continue with the University of Bophuthatswana on a part-time basis upon qualifying;
- provision of departmental bursaries or loans to all students training to be teachers which would be repayable through an equal number of years of service;
- the building of a senior college of education in the neighbourhood of the University of Bophuthatswana for training secondary school teachers;
- the setting up of an Institute of Education for research and development which would also provide guidance in curriculum development, relevant approaches and instructional skills, testing, evaluation, training courses, workshops and seminars to the colleges.

One of the crucial steps to be embarked upon would be to seek for recognition of teacher qualifications obtained within the local institutions under the new dispensation by the Republic of South Africa to allow for mobility of teachers in both ways. With regard to the college outlook itself, the commission recommended:

- the establishment of stronger and closer ties between the training institutions and the practising schools;

- more careful and stringent selection procedures of teacher educators;
- the provision of housing facilities for the college personnel so as to attract the correct calibre of tutors.

On further education and training of the serving teacher, the need for more careful supervision and support for the beginning teacher was identified. In response to the urgent need to improve the quality of training for teachers, the following steps were taken:

3.6.1.1 Introduction of new teacher-training programmes

In 1981, steps were taken in the teacher education division of the Department of Education to improve both the quantity and quality of teacher training.

Two-year teachers' courses for primary, junior, secondary and senior secondary education were phased out to give way to post matric 3-year diploma courses in pre-primary, junior primary, senior primary, and secondary education. This step of raising the entrance qualification for teacher training from standard 8 to matric and the closing down of the teacher training centres that were previously attached to Moroka High School and Batswana College led to a decline of 2% in the total number of trainees - from 3002 in 1980 to 2937 in 1981 (Bophuthatswana, Department of Education, 1981 : 7-19).

To achieve the lofty ideals of the new education for Popagano, reform in teacher-training had to transform the teacher's commitment and workstyle and his competence in facilitating the cognitive development of the child (see also Lawton, 1987 : 92-98). By adopting a new ideology and attitude towards his/her work and a readiness to assume the role of facilitator of learning rather than disseminator of information, the teacher would contribute towards the achievement of the desired effect.

Through the improved professional training and better conditions of service the authority and status of teachers would be enhanced (Kondakov, 1987 : 34-35).

This upgrading of teachers training programmes with its concomitant slump in the number of trainees coincided with the remarkable upsurge in the total number of the school pupil population which rose from 435506 in 1980 to 461612 in 1981 (Bophuthatswana, Department of Education, 1980 : 20; 81 : 14). It is not surprising therefor that this period is characterised by 903 (9%) of the 9986 teaching posts occupied by unqualified teachers and 929 (10%) of the professionally qualified teachers having only a Std 6 academic certificate (Bophuthatswana, Department of Education, 1981 : 13).

3.6.1.2 Creation of a one year primary teacher's course

The one-year PTC crash course was offered by the In-service Training Unit to professionally unqualified teachers in Kudumane, Ganyesa and Taung Circuit. The course, an interim measure to address the critical shortage of qualified teachers in these identified education circuits was designed to substitute (see par 2.4.1 (of Chapter II) the normal two-year full-time teacher training course which was offered in training colleges then. Extensive teaching sessions were organized for the preparation of serving teachers for the final external examination which were conducted by the Department of Education and Training (Bophuthatswana, Department of Education, 1984 : 15).

3.6.1.3 The establishment of a university

To crown the spirit of an own system of education for the country, the establishment of an institution of higher learning, was enacted in the first National Assembly and became law through Act No. 10 of 1978 (Bophuthatswana Government, 1978 : 85).

It was intended to be a university that would deviate from the pattern of the western classical institution, one that would focus largely on the social, economic and manpower needs of the country (see also Alladin, 1987 : 291). While laying emphasis on courses that are vital to development, it would create and maintain links with other institutions of higher learning in neighbouring countries. The first university council was appointed and held its first meeting on 28 September 1978 under the chairmanship of Dr K B Hartshorne. It had a broad spectrum of representation including community leaders, academics from other universities and from commerce and industry (Bophuthatswana Government, 1978 : 88). The University of Bophuthatswana would focus on educating the youth for community service by instilling in them a sense of duty to the community (Bophuthatswana Government, 1986 : 3; Coetze, 1991 : 41).

3.6.1.4 The education of adults

Acknowledging the dire shortage of skilled manpower in government, civil service, teaching, health, agriculture, commerce and industry, the Commission emphasised the need for the immediate upgrading of the adult men and women involved in these jobs through a process of re-education, further education and training (Bophuthatswana Government, 1978 : 72-79).

The adult education programme was intended to use all existing school buildings and the service of full-time teachers to provide access to literacy on a broad scale to anyone in need of it. The acquisition of productive skills like carpentry, brick-laying, metal work, needlework and dressmaking, would encourage the learners' involvement in income-generating projects (see also Gaborone, et al, 1988 : 354).

3.7 A NEW IMPETUS IN TECHNICAL AND COMMERCIAL EDUCATION

The urgent need to develop and extend technical education and training programmes was identified by the Bophuthatswana National

Education Commission. This would equip the learners with the indispensable technical knowledge and vocational skills for modern industry and would enhance their entry into the system of economic production and ensure their professional mobility (see also Polyakov, 1987 : 119). Having considered the kind of technical human resources the country was in need of, the following recommended steps in line with par 2.4.3, 2.4.2 of Chapter II were to be embarked upon (Bophuthatswana Government, 1978 : 62-68):

- a carefully-selected cadre of students was to be sent to a neighbouring university for training;
- a technical high school in the Moretele-Odi area as well as technical training centres were to be established;
- expatriate specialist teachers and instructors were to be recruited on a competitive salary to what is offered in industry;
- a body of fully-qualified artisans or an apprenticeship committee was to be created.

Finally, it was recommended that industrialists were to focus attention on on-the-job training for their employees in return for realistic tax concessions. An alternative step suggested was the establishment of National Training Council which would impose a levy on employers to enable the employees to be trained. A working party formed by representatives from the Department of Education and Economic Affairs would work out the finer details of how the situation could be improved.

As a sequel to the recommended reforms, the 1979 report indicates positive steps which were taken in the planning of new trade schools for Selosesha, Itsoseng and Saulspoort. Government also insisted that contractors in Bophuthatswana should include in their work-force a good number of trainees who would become

fully-fledged artisans.

3.8 INNOVATIONS WITH REGARD TO GENERAL SUPPORT SERVICES

3.8.1 School library services

The entire effort to develop school library services was an innovation (see par 2.4.3 of Chapter II), conceptualized by the Bophuthatswana National Education Commission. While in the primary schools, library books and supplementary readers were to be handled on a class basis, in the secondary school categories, a library room was advocated as well as an annual grant from the Education Department budget, for the purchase of books (Bophuthatswana Government, 1978 : 69). The need for a teacher-librarian to be attached to every high school was also identified and the teacher training programmes had to focus attention on librarianship courses.

The National Library Services was established by an act of parliament in 1978. The 1980 annual report indicates a phenomenal growth in the bookstock from 2699 volumes in 1977 to 10958. The staff had grown from 2 in 1977 to 12 and the National Library service was funded from government allocation and private sources. The intention was to open up branches in all circuits, in government departments, hospitals, schools and study centres in order to expand its services to the people (Bophuthatswana, Department of Education, 1980 : 9).

3.8.2 Educational journal

The introduction of such a journal was an innovation (see par 2.4.3 of Chapter II) seen as the creation of a forum for discussing wide policy issues affecting education in the country while affording all teachers an opportunity to contribute towards the improvement of educational standards (Bophuthatswana Government, 1978 : 69).

3.8.3 Psychological, guidance and counselling services

Though these were largely adopted from South Africa, there was to be a degree of restructuring (see par 2.4.4 of Chapter II) involving scholastic aptitude tests applied at Std 4, 7 and Std 10, as well as the compilation of cumulative record cards reflecting test results and other relevant information.

The need to appoint qualified school counsellors to identify and assist children with domestic, learning and emotional problems was established (Bophuthatswana Government, 1978 : 70). Officers from the section were trained by the Human Science Research Council (HSRC) in the application of scoring and interpretation of psychometric tests, and immediately administered these to Grade I up to Std 10 pupils. The section made a significant contribution towards the successful launching of the Primary Education Upgrading Project through lectures on the psychological functioning of children in the primary schools.

3.8.4 Teacher's resource centres

The establishment of these centres an innovative exercise (see par 2.4.3 of Chapter II), was meant to provide teachers with a reference library, learning and teaching aids as well as copying facilities. These would also provide a venue for exhibiting books and other educational materials, for holding workshops and seminars aimed at stimulating new approaches and teaching methods. The Department would set up and maintain such centres and appoint full-time organizers to each centre. Schools were in turn to pay an annual membership fee and replenish all consumables used by them (Bophuthatswana Government, 1978 : 70).

3.8.5 Allocation of bursaries

Certain alterations (see par 2.4.2 of Chapter II) to the criteria for the award of bursaries were recommended by the Bophuthatswana National Education Commission. Bursaries were to be allocated

to needy students and those who intended studying in directions that were important for the development of the country (Bophuthatswana Government, 1978 : 71).

The award of bursaries by the Department of Education to deserving students showed a significant increase from 653 students in 1978 to 2483 students in 1988 who shared the sum of R979 056 (Bophuthatswana, Department of Education, 1978 : 11; 1988 : 89).

3.9 **CHAPTER SUMMARY**

This chapter has indicated how the different practical reforms and radical innovations were embarked upon and the pace with which these were implemented immediately after the release of the National Education Commission report. Most of these developments occurred without a change agent, a planning unit or a national co-ordinating committee to manage the change process. A number of the recommended work groups to draw up detailed plans of action and implementation strategies had not been established.

Considering the scope and magnitude of the recommended changes which were meant to reform the existing educational system, one is inclined to agree with Stoner and Wankel (1986 : 354) that more time and resources should go into the planning process even before any reforms are embarked upon.