4. THE PRESENT EDUCATIONAL SYSTEM OF BOPHUTHATSWANA

4.1 INTRODUCTION

In every society there are a number of institutions, each one with its own function, but all directed to the service of society. Examples of such institutions are the church, the school, the state, commerce and industry and legal institutions (Wentzel, 1979:1). The interwovenness of these structures to bring about education is known as an educational system. Barnard and Vos (1980: 25) declare ". . . the educational system is an entity of different kinds of social structures". Stone (1981: 130) defines an educational system as follows: "The national educational system, man's most comprehensive cultural product in the field of education, is an interwoven structure in which social structures of a given society combine with educational institutions so that, by the co-ordination of each one's contribution to education and by organisation, they may bring about the accelerated development of the young in the territory of a specific state, in compliance with the cultural and natural demands of time and place."

The educational system creates a field of education with a view to the accelerated, planned and organised education of the child (Barnard and Vos, 1980:26).

Ruperti (1976:45-150) analyses this field of education in the following way:

* Legislation: referring to education;

* Educational administration: generally a department of education and other administrative bodies for the implementation of laws relating to education;

* School system: schools, colleges and universities;

* Auxiliary services: specialised units dealing with audio-visual aids, libarary services, curriculum formulation and psychological services;

* Supplementary services: department journals, radio programmes or circular letters; and

* Planning: units concerned with research, consultations, decision-making and policy.

The educational system therefore has a structure and must reach the aim set for it. Van Schalkwyk (1981:33) declares: "Die onderwysstelsel het 'n bepaalde struktuur waardeur dit 'n bepaalde doel moet bereik."

4.2 EDUCATIONAL LEGISLATION

4.2.1 Introduction

Prior to 1973 Bophuthatswana did not have an Education Act of its own. The laws of the Republic of South Africa applied in Bophuthatswana before 1973.

The Bophuthatswana Education Act of 1973 (Act 9 of 1973) gave the Bophuthatswana Department of Education the power to control and administer its own education. Act 9 of 1973 remained in force until in 1979. As far as the contents of Act 9 of 1973 are concerned the reader is referred to chapter 2 of this study.

4.2.2 The Bophuthatswana National Education Act, 1979

After independence in 1977 the Bophuthatswana Government passed the Bophuthatswana National Education Act (Act 2 of 1979). This Act makes the following provisions:

* Co-ordination, control, administration and provision of educational services

  All the duties necessary or incidental to education shall be performed by the Department under the control of the Minister of Education.

The Department shall be administered by the Secretary who shall, subject to the laws governing the public service, be appointed by the State President on the recommendation of the Minister.

The Secretary shall under the control and direction of the Minister carry out educational policy and shall also ensure the co-ordination of the activities of the Department (par. 3).

* Establishment of Educational Councils

To ensure proper participation of parents in education the Minister may by notice in the *Gazette* establish the following representative bodies (par. 4):

- School Councils for individual schools;
- District Education Councils, for specified areas; and
- A National Education Council to act in an advisory and co-ordinating capacity at the national level.

* Establishment, erection and maintenance of schools, colleges and educational institutions

In this regard the Act stipulates that the Minister may give authority to the establishment of government, state-aided and private schools (par. 5(1)).

* Establishment of Government schools

In respect of the Government schools the Act states that the Minister may establish or disestablish Government schools.

* Establishment of private schools

As regards private schools the Act stipulates that (par. 7(1)-(3)):

- Any person wishing to establish a private school should obtain the permission to do so from the Minister of Education; and

- Whoever establishes and runs a private school without permission from the Minister of Education will be guilty of an offence and liable upon conviction to a fine not exceeding R100 or in default of payment to imprisonment for a period not exceeding 6 months.

* State-aided schools

In connection with aided schools the Act makes the following provisions (par. 8):

- The Minister of Education may out of monies appropriated by the National Assembly in consultation with the Treasury allocate subsidies, grants-in-aid or loans to the governing body of a private school, whereafter

such a school will become an aided school;

- The acquisition of furniture and equipment and the payment of salaries may be awarded to aided schools by the Minister of Education; and

- If in the opinion of the Minister of Education subsidies and grants-in-aid are not used for what they are awarded for, the Minister may terminate or reduce such subsidies and grants.

* Inspection of schools

In respect of the inspection of schools the Act states that (par. 9):

- The Secretary of Education or any officer delegated by him may at any time inspect any school; and

- Any person who may interfere with, hinder or destruct the Secretary of Education or any person authorised by him while he is engaged in the performance of his duties under this section will be guilty of an offence and liable upon conviction to a fine not exceeding R50 or in default of payment, to imprisonment for a period not exceeding 3 months.

* General regulations

As regards general regulations the Minister of Education may from time to time make regulations in respect of the following matters (par. 10-11):

- Control of schools

This refers to the conditions under which a pupil may be admitted to a school including the minimum age of admission to a primary school and the maximum age for attendance at the various categories of schools (see 4.4). Control of pupils further stipulates the conditions under which admission to a school may be refused or withdrawn. The conditions under which suspension or expulsion of pupils and students may be effected also fall under the control of pupils.

- Compulsory school attendance

Providing for the introduction of compulsory school attendance and its application to every person belonging to a specific age group and resident in an area defined in such regulation, and prescribing the penalties for non-attendance and for employing persons for whom school attendance is compulsory.

- Establishment of schools, colleges and other educational institutions

Here the Act prescribes the conditions under which schools shall be established, maintained and controlled with regard to the categories of schools, the various levels of education and ancillary services to schools.

- Courses, syllabuses and examinations

In this regard the Act prescribes the programmes of education, instruction and training, the courses, syl= labuses and examinations.

- Medium of instruction

The Minister of Education may give regulations in re= gard to the prescription of the medium of instruction to be used in the various categories of schools and the application thereof in the schools.

- Religious Education

The conditions under which religious education shall be offered in Government schools and the part to be played by the churches in supporting the Department in this regard may be regulated by the Minister of Education.

- Medical examination

This refers to the medical examination of pupils, students and teachers at any school, college or other

educational institution and the medical require= ments for admission to any special school.

- Financial matters

Financial matters in this connection mean fees and school funds paid by pupils and students and the control of such fees and funds.

4.3 CONTROL OF EDUCATION IN BOPHUTHATSWANA

4.3.1 Introduction

Barnard and Vos (1980:63) defines control as "The accep= tance of responsibility for the implementation of educa= tional policy." The pattern of educational control and administration to a very large extent mirrors the type of the government of the country (Barnard and Vos, 1980: 64).

The control of education may either be centralised or decentralised but in practice most educational systems find themselves somewhere between centralised and decentralised control (Ruperti, 1976:60-61). Bophuthatswana's control of education lies midway between centralised and decentralised control.

The survey of the measures of control of education in Bo= phuthatswana follows in the subsequent paragraphs.

4.3.2 Central control of education

"Central control of education" refers to the head office management of the Ministry of Education including regional control and the inspectorate. However, there is no regional control in Bophuthatswana.

4.3.2.1 Department of Education

The Minister of Education is the political head of the Department of Education. The Secretary of Education is the administrative head of the Education Department (Bophuthatswana, 1980:2). There are 2 Directors of Education, one in charge of the planning, development and control branch and the other in charge of the education and general services branch. There are at present (1983) 5 Chief Education Officers each in charge of the following sections:

* Development, liason and projects;
* Pre-primary education, primary education and special education;
* Secondary education;
* Teacher education and training; and
* Tertiary, technical and adult education (Bophuthatswana, 1981(a):2).

Under the planning, development control branch the following sub-divisions are found (Bophuthatswana 1980:3):

- Cultural Affairs

  The head of this sub-division is on the same level with the chief education officers. There is also an assistant chief and an organiser in this sub-sec= tion of the Department.

- National Library Services

  The head of this sub-section of the Department is on the same level with the Chief Education Officer. There is also a Chief Librarian Senior Librarian and a Librarian.

- Archives Division of the Department of Education

  The head of this division is a Chief Education Offi= cer in rank. There is also a senior clerk in this sub-section of the Ministry.

- Sports and Recreation

  This sub-section of the Department is headed by an officer who is on the same level with Chief Education Officers. The other officers in this sub-section

are an adviser, 2 organisers, a soccer coach and an athletics coach.

4.3.2.2 The Inspectorate

There are 17 inspection circuits in Bophuthatswana each of which is headed by a Circuit Education Officer, 2 Inspectors of schools, 2 clerks and a typist. The following are the names of inspection circuits: Ditsobotla, Ganyesa, Ga-Rankuwa, Jericho, Kudumane, Lehurutshe, Mabopane, Madikwe, Makapanstad, Molopo, Mankwe, Moutse, Taung, Thaba 'Nchu, Tlhabane, Setlagole and Temba (Bophuthatswana, 1981(a):4).

Of the 51 inspectors in 1981 only 21 held university degrees (Bophuthatswana, 1981(a):4). It is therefore clear that Bophuthatswana still has a serious dearth of properly qualified inspectors. This situation will most definitely affect the quality of education.

4.3.3 Local control of education

Parents are involved in the education of their children in Bophuthatswana through School Councils, District Education Councils and National Education Council.

4.3.3.1 School Councils

4.3.3.1.1 *Establishment of School Councils*

The parents of the pupils at the school concerned elect from among themselves 8 parents members at the parent meeting called by the Circuit Education Officer for this purpose and presided over by an officer or respresentative of the Department. Two members are nominated by the Minister. The principal of the school, in consultation with the Circuit Education Officer, calls the first meeting at which the members of the School Council under the chairmanship of the Circuit Education Officer shall elect from among themselves a chairman, vice-chairman and a secretary (Act 2 of 1979 par. 2-3).

4.3.3.1.2 *Duties, powers and functions of School Councils*

Act 2 of 1979 (par.5) lists the following as the duties, powers and functions of the School Councils:

* to bring to the notice of the principals matters which affect the welfare and efficiency of the school;

* enquiry into any complaint relating to the school or the teaching staff and if deemed necessary, report thereon to the Circuit Education Officer;

* advising and making recommendations to the Circuit Education Officer regarding the appointment of teachers;

* discussing inspection reports with the principals and taking such actions as fall within its powers thereon and making recommendations to the Circuit Education Officer on any matter arising from or referred to in such reports;

* administering and controlling school funds in terms of departmental regulations governing such funds;

* being responsible for the physical conditions of schools; and

* helping the principals in reported cases of misconduct including immorality, lack of cleanliness and other sus= tained bad behaviour prejudicial and detrimental to the welfare of the school, its teachers and pupils and shall have the power in respect of such reported cases, to enquire into such reports and may for the purpose of such enquiry call such witnesses as it may deem fit and suspend or expel a pupil found guilty of misconduct.

4.3.3.2 The District Education Councils

The District Education Councils have been set up in every magisterial district in Bophuthatswana. The chairmen of all the School Councils in the district form an electoral college and elect 12 of their mem= bers to serve on the District Education Council.

Two members of the District Education Council are nominated by the Regional Authority. The Bophuthatswana Teachers' Association also nominates 1 teacher to each of the District Education Councils. To carry out their work, District Education Councils receive a donation of 10% of the annual school funds from each school under its jurisdiction (Bophuthatswana, 1978(a):94).

4.3.3.3 The National Education Council

4.3.3.3.1 *The establishment of the National Education Council*

According to the Bophuthatswana National Education Act (par. 4) the Minister of Education may in the *Gazette* establish a National Education Council to act in an advisory and co-ordinating capacity at the national level.

The chairmen of various District Education Councils together with the following people form the National Education Council (Bophuthatswana, 1978(a):95-96):

* two representatives of the churches;
* one representative from the farming industry;
* one representative from social welfare and health interests;
* one representative from commercial and industrial interests;

The curriculum and the examinations of Colleges of Education are still controlled by the Department of Education and Training in South Africa.

The following courses are being offered in Bophuthatswana Colleges of Education (Malao, 1983:161):

* Pre-primary Teachers' Diploma
* Junior Primary Teachers' Diploma
* Senior Primary Teachers' Diploma
* Secondary Teachers' Diploma (with degree courses)
* Secondary Teachers' Diploma (without degree courses)

Presently there are five Colleges of Education in Bophuthatswana, viz. Moretele, Tlhabane, Hebron, Strydom and Taung.

In spelling out the structure of Colleges of Education in Bophuthatswana Holele (1984:24) says

> *"entrance qualifications for admittance to a College of Edu= cation is a matriculation. Students could study for a junior, a senior primary or secondary Teachers' Diploma course for three years . . . ".*

The head of the college is called a Rector who is then assisted by

* one representative from mining interests;

* one representative from the Economic Advisory Committee;

* one representative from the National Development Coun= cil; and

* four additional members.

4.3.3.3.2 *The functions of the National Education Council*

The following are the functions of the National Education Council (Bophuthatswana, 1978(a):95):

* to advise the Minister of Education on educational po= licy by considering and reporting on those specific issues referred to it by him;

* advising the Minister of Education on matters brought to the notice of the National Education Council by the District Education Councils, so as to keep him informed about matters which affect education in the various dis= tricts and communities that make up the people of Bophuthatswana; and

* maintaining an ongoing assessment of education.

4.3.3.4 Conclusion

From the preceeding paragraphs it appears that education

of Bophuthatswana is centrally controlled. It is also clear that local bodies have a say in the control of education. But as it has been stated in paragraph 4.3.1 above the control of education in Bophuthatswana falls somewhere between the two extremes of control, namely centralised control and decentralised control.

The ensuing paragraphs will be devoted to the school system of Bophuthatswana.

4.4 THE SCHOOL SYSTEM OF BOPHUTHATSWANA

4.4.1 Introduction

The school system refers to all the institutions in which actual education takes place (Ruperti, 1976:82). When legislation is put into effect different kinds of institutions come into being. In normal circumstances the school system to a certain extent complies with a community's ideals and meets its immediate needs for organised education (Barnard and Vos, 1980:74).

National systems of schools, colleges and universities can be classified into horizontal and vertical divisions. The vertical classification is that by which the whole system is devided into 2 or more separate parallel divisions (Ruperti, 1976:83). In Bophuthatswana vertical classification is, for instance, based on the sex of the pupils.

Bophuthatswana introduced, in 1979, a 6-3-3 school pattern. This means a 6-year primary school, a 3-year middle school and a 3-year high school (Bophuthatswana, 1978(a):24).

The various educational institutions (schools) in Bophuthatswana will subsequently be discussed.

4.4.2 Pre-school education

In an interview with mrs. G.C. Bodenstein, who is an Education Officer for elementary education in Bophuthatswana, on 15.10.82 in Rustenburg, she indicated that there is a pre-school Education Committee in Bophuthatswana of which she is the convenor. All the District Education Councils are represented on that committee, together with 3 additional members.

According to Bodenstein there were (in 1982) 15 students at Tlhabane College of Education doing a diploma in childhood education, which is a 3-year post-matric course.

Bodenstein said that there were (in 1982) 34 crèches in Bophuthatswana. This number included both registered and non-registered crèches. The following table gives the list of crèches in Bophuthatswana.

Table 4.1

Names and location of crèches in Bophuthatswana

(Bophuthatswana, 1982(b):13)

Name	*Location*	*Remarks*
St Peters	Tlhabane	Not registered
Boitumelo	Temba	Not registered
Moitiri	Ga-Rankuwa	Not registered
Monnakato	Rietspruit	Not registered
Leratong	Ga-Rankuwa	Not registered
Zone 16	Ga-Rankuwa	Not registered
Phenyo	Ga-Rankuwa	Registered
Ramogodi	Ramogodi	Not registered
Tshepo	Odi	Not registered
Thusong	Moretele-Stinkwater	Not registered
Mamudu	Makapanstad	Not registered
Makau	Odi-Makau	Not registered
Boitumelo	Mathibestad	Registered
Retsene	Temba	Not registered
Phepo	Temba	Not registered
mabopane Baptist	Mabopane	Not registered
Hebron	Hebron	Not registered
Jubilee Hospital	Temba	Not registered
Makapanstad	Moretele	Registered
Semane	Phokeng	Registered
Kekanastad	Moretele	Registered
McGregor	Tlhabane	Registered
Martha Mamogale	Jericho	Registered
Thalokong	Ga-Rankuwa	Registered
Tumelong	Ga-Rankuwa	Registered
Itumeleng Batswana	Mabopane	Registered
Kgodisong	Ga-Rankuwa	Registered
Anre Wildman	Ga-Rankuwa	Not registered
Ithuseng Centre	Ga-Rankuwa	Not registered
Winnie Modiselle	Madidi	Not registered
Lesedi	Vyeboslaagte	Not registered
Lutheran Church Crèches	- Tlhabane - Rankelenyane - Winterveldt	Not registered Not registered Not registered

From the above table it can be deduced that:

* Bophuthatswana has crèches and not educationally-oriented pre-school centres;

* most of such crèches are not registered with the government; and

* in as far as crèches are concerned private initiative is positive in Bophuthatswana.

Registered crèches receive a subsidy of R0,10 per day per child from the government. The emphasis at these crèches is on the physical care of the children. There are hardly any educational programmes (Bophuthatswana, 1978(a):28). From this information above it stands to reason that a system of education that will make provision for proper pre-school education is necessary in Bophuthatswana.

4.4.3 Primary school education

Children are admitted at the age of 6 to the primary schools. The primary school phase starts from Grade 1 and end at Standard 4 (Bophuthatswana, 1980:6).

The number of registered primary schools which used double sessions in 1980 is illustrated by means of table 4.2.

Table 4.2

Number of primary schools which used double sessions in 1980 (Bophuthatswana, 1980 :12).

Control of schools	*Number*
Community	453
Others	2
Private	3
Total	458

From the above table it becomes evident that Bophuthatswana still has a problem with regards to school accommodation.

The primary school enrolment is illustrated in table 4.3

Table 4.3

Primary school enrolment analysis in 1981 (Bophuthatswana, 1981(a):15):

Classification	*Boys*	*Girls*	*Total*	*Percentage of grand total*
Grade I	37 949	33 850	71 799	21,2
Grade II	31 952	31 562	63 514	18,7
Std. I	30 396	28 951	59 347	17,5
Std. II	24 624	26 377	51 001	15,1
Std III	26 388	26 559	52 947	15,6
Std. IV	18 314	22 199	40 513	11,9
	169 623	169 498	339 121	100

The fact that the number of pupils diminishes in the higher standards can be observed from table 4.3

Enrolment according to national groups in Bophuthatswana is demonstrated in table 4.4

Table 4.4

Primary school enrolment in accordance with national groups in 1981 (Bophuthatswana, 1981(a):16)

National groups	*Numbers*
Xhosa	13 157
Zulu	12 458
Northern Sotho	20 485
Southern Sotho	14 637
Tswana	244 190
Tsonga	18 033
Venda	1 822
Swazi	1 561
Ndebele	8 521
Coloured	498
White	78
Other	687
	336 127

From table 4.4 it can be deduced that:

* the Nothern Sotho children form the largest non-Tswana group in the primary schools in Bophuthatswana;

* Whites are a total minority in the primary schools in Bophuthatswana; and

the non-Tswana pupils find themselves at a great dis= advantage because their home languages are not used as media of instruction.

Table 4.5

Enrolment according to age in Bophuthatswana primary schools in 1981 (Bophuthatswana, 1981(a):17)

Age in years	*Number of pupils*
- 7	15 170
7	38 373
8	43 529
9	42 914
10	43 557
11	40 220
12	37 133
13	29 875
14	20 298
15	13 279
16	7 195
17	3 022
18	1 126
19	331
20	82
21	17
22	6
Total	336 127

4.4.4 Secondary school education

Secondary school education in Bophuthatswana is offered in both the middle school and the high school.

4.4.4.1 The middle school

The middle school phase starts from Standard 5 and ends in Standard 7 (Bophuthatswana 1981(a):6).

Table 4.6

Enrolment in the middle schools in Bophuthatswana

(Bophuthatswana 1981(a):14)

Classification of pupils in standards	*Government and Community schools*	*Private*	*Total*
Standard 5	34 356	260	34 616
Standard 6	26 296	206	26 502
Standard 7	23 179	161	23 340
Total	83 831	627	84 458

The fact that pupils are more at the beginning of the middle school phase than at the end of the phase can be observed in table 4.6 above.

English is used as the medium of instruction in all the middle schools. The middle school curriculum is purely academic. The following subjects are commonly offered in the middle schools: Setswana, English, Afrikaans, Argricultural Science, Social Studies, General Science, Functional Mathematics, Mathematics, Religious Education and Music (G. Majathladi, and Education Officer for Se= condary School Education in Bophuthatswana, interview held on 13.10.82 in Mafikeng).

On the grounds of the experience of the author and that of other educationists in Bophuthatswana with whom dis= cussions have been held the introduction of the middle school in Bophuthatswana can be looked upon as the most unfortunate change in the school system. In the majori= ty of instances existing primary schools were merely converted into middle schools without due consideration for staff and physical infrastructure. The absence of facilities such as homecraft centres, libraries and laboratories is conspicuous in most of the middle schools. Primary school teachers were all of a sudden expe ted to handle post-primary education for which they had not been trained. The principals of converted middle schools only had Standard 10 as the highest academic qualifications. In most cases even the principals themselves had never stood before a Standard 6 class before. It therefore stands to reason that the quality of education in Bophutha= tswana will suffer in the hands of underqualified middle school teachers.

4.4.4.2 The high school

The high school phase commences at Standard 8 and ends in Standard 10. There were 63 high schools in 1981 and the number rose to 70 in 1981 (Bophuthatswana, 1981(a):7).

Enrolment according to control of schools in Bophuthatswana high schools is illustrated in table 4.7.

Table 4.7

Enrolment according to control of schools in Bophuthatswana high schools in 1981 (Bophuthatswana, 1981(a):14)

Classification of pupils in standards	*Government and Community schools*	*Private*	*Total*
Standard 8	22 075	235	22 310
Standard 9	10 471	154	10 625
Standard 10	6 413	145	6 558
Total	38 959	534	39 493

From table 4.7 can be observed that most of the high school pupils are in government and community high schools and only a few are in privately controlled schools.

A high school enrolment analysis in Bophuthatswana is illustrated in table 4.8

Table 4.8

High school enrolment analysis (Bophuthatswana, 1981(a):15)

Classification in standards	*Boys/ men*	*girls/ women*	*Total*	*Percentage of grand total*
Standard 8	9 202	13 108	22 310	56,5
Standard 9	4 663	5 962	10 625	26,9
Standard 10	3 164	3 394	6 558	16,6
Total	17 029	22 464	39 493	100

The following can be observed from table 4.8:

* more than half of the high school pupils are in Standard 8; and

* the drop-out rate after Standard 9 is high because not even half the Standard 8 pupils reach Standard 10.

Secondary school enrolment according to age in Bophutha=tswana is illustrated in table 4.9. The figures used in table 4.9 include both the middle school and high school pupils.

Table 4.9

Middle and high school enrolment according to age
(Bophuthatswana, 1981(a):17)

Age	*Number of pupils*
9	1
10	37
11	659
12	3 536
13	9 159
14	14 274
15	18 714
16	20 396
17	18 927
18	15 496
19	10 112
20	6 521
21	3 352
22+	2 767
Total	123 951

From table 4.9 the following can be observed:

* there are still pupils older than 20 years in Bophuthatswana secondary schools;

* six thousand one hundred and nineteen pupils who were older than 20 years were kept in academic schools when their ages had already proved that they were not academic material;

* the above observation reflects the inefficiency of the system of education in Bophuthatswana;

* if it is assumed that in every classroom there should be 35 pupils then it means that in 1981 174 classrooms were occupied by people who should not have been in the academic schools and 6 119 pupils who might have performed well could not gain admission because their space was occupied by the wrong people.

According to Majatladi the following are the subjects commonly offered in the high schools: English, Afrikaans, Setswana, Biology, Geography, History, Mathematics, Religious Education, Biblical Studies, Agricultural

Science and Physical Science.

4.4.4.3 Technical and vocational education at the secondary school level

There are 6 institutions offering trade training in the whole of Bophuthatswana. Technical matriculation is offered at President Mangope Technical and Commercial High School in Tlhabane (Bophuthatswana, 1981(a):9). The National Diploma in Analytical Chemistry is offered at the Technical Centre in Ga-Rankuwa which is otherwise concerned with trade-training. The Rustenburg Platinum Mines, at their training centre at Klipfontein, offer an 18-month post-Standard 10 course leading up to T1 examination. Successful students can then specialise in either mining, surveying or ventilation, receive correspondence lectures, an annual 3-week "Booster Course" and then write T2 examinations (Bophuthatswana, 1978(a):64).

The following are the basic matriculation courses offered at President Mangope Technical and Commercial High School: Setswana, English, Afrikaans, Workshop Practice and Theory (lower Grade) Mathematics, Physical Science, Technical Drawing and Electricians or Welding (Bophuthatswana, 1978(a):64).

Enrolment according to age in the technical schools, vocational schools and the technikon is demonstrated in table 4.10.

Table 4.10

Enrolment according to age in technical schools, vocational schools and the technikon (Bophuthatswana, 1981(a):17)

Age in years	*Number of pupils in technical schools*	*Number of pupils in vocational schools*	*Number of students in the technikon*
16	9	19	-
17	66	38	-
18	59	46	-
19	81	49	7
20	83	51	17
21	90	63	18
22+	215	71	36
	603	337	78

For a developing country 78 students in the only technikon is a shockingly low number.

Enrolment according to control of schools may be illustrated in table 4.11.

Table 4.11

Enrolment according to control of technical schools

(Bophuthatswana, 1981(a):14)

Classification of technical schools	*Government and community schools*	*Private*	*Total*
Technical training	603	-	603
Vocational training	244	93	337
Technicon	78	-	78
Total	925	93	1 018

From table 4.11 it can be observed that in 1981 only 1 018 people were involved in technical and vocational training in Bophuthatswana. It may further be observed that only few pupils were in technical institutions, which are not state-aided.

In 1977 industrial training schemes were limited to Babelegi where the following courses were offered for a period of 13 weeks: Bricklaying, Plastering, Sheet Metal Work, Woodworking and Welding. A number of factories in Babelegi have their own formally approved training programmes in which the salaries of instructors are subsidised by the Government (Bophuthatswana, 1978(a):63).

Direpotsane Vocational School at Phokeng offers vocational training for girls. Standard 6 is taken as an entrance

qualification for courses offered in this school (Bophuthatswana, 1980:9).

4.4.5 Facilities for special education

The National Education Commission Report explains the concept of special education as follows (Bophuthatswana, 1978(a):38):

* special education includes education of a specialised nature, such as of a medical, dental and therapeutic nature;

* children to be considered for special education are those who are capable of deriving appreciable benefit from a suitable course of education but who on account of blindness, deafness or epilepsy or any other physcial defect deviate from the majority of children to such an extent that they:

  - cannot derive sufficient benefit from the instruction normally provided in the ordinary course of education;
  - require special education to facilitate their adaptation to the community; and
  - should not attend a normal class for their own safety and the safety of other children. Special education is normally intended for children with mental or other retardations.

The following are the institutions for special education in Bophuthatswana (Bophuthatswana, 1978(a):38).

* Schools for the deaf

Institutions for deaf children are Kutlwanong, under the Dutch Reformed Church and Bartimea, in Thaba'Nchu, which is a state school.

* The school for the blind

Bartimea is the only school for blind children.

* The school for the crippled and cerebral-palsied

Tlamelang in Rustenburg is the only school for the cerebral palsied.

4.4.6 Teachers' Training Colleges

4.4.6.1 Dearth of properly qualified teachers

In 1981 525 primary school teachers had Standard 8 or lower as their highest academic qualification and in addition to that they had no professional qualifications. There were 11 matriculants without the teaching profes= sional certificate and one university graduate also without a teaching professional certificate. There were therefore 537 professionally unqualified teachers in Bophuthatswana

A total of 869 teachers had Standard 6 as the highest academic qualification with teachers' professional qua= lifications and 193 teachers with Standard 10 and the teachers' professional certificate. There was only 1 teacher with Standard 10 and a Secondary Teachers' Certificate (Bophuthatswana, 1981(a):13).

The figures above concerning personnel refer to Black teachers only. For the sake of completeness it is fit= ting to reveal the position of White teachers in Bophutha= tswana primary schools. In 1981 there was 1 professionally unqualified White teacher and 11 qualified teachers (Bo= phuthatswana, 1981(a):13).

The position of personnel in Bophuthatswana secondary schools (middle and high schools) is illustrated in table 4.12.

Table 4.12 (see page 159).

From the abovementioned table, that is table 4.12, it is observed that:

* there is still a dearth of properly qualified teachers in Bophuthatswana; and

* the fact that there are only 142 university graduates with professional certificates in the secondary schools

Table 4.12

Qualifications of secondary school teachers in 1981

(Bophuthatswana, 1981(a):13)

Qualifications	*Number of teachers*
A. No teachers' qualifications, with:	
Standard 8 or lower	71
Senior certificate or Matric	235
B.A. I or B.A. II	20
Degrees	17
Sub-total	343
B. With teachers' qualifications and:	
Standard 6	27
Standard 8	1 143
Standard 10	1 577
Incomplete degree	176
Degree	142
Arts and Crafts or Homecraft	46
Sub-total	3 111

(middle and high schools) shows that the greater part of secondary school education is in the wrong hands.

The fact that there are 95 White university graduates (Bophuthatswana, 1981(a):13) is no solution to the problem due to the following:

- these teachers came from a cultural group different from that of the pupils;
- they do not always know the priorities and the aspirations of the community they are serving; and
- those teachers received their education from a system of education completely different from that of Blacks.

In developing countries such as Bophuthatswana only people who completely identify themselves with the country should be employed in schools because schools are the shaping grounds of the developers of the country. At times, of course, it becomes necessary to employ expatriates but this should be done as a last resort. The danger exists with the expatriates that they are often aware that if they can develop people effectively they will become redundant in the course of time and so to avoid this, they can apply delaying tactics by giving people a third grade education so that they can remain indispensable indefinitely.

4.4.6.2 Teachers' Training Courses and Curricula

The Primary Teachers' Course, Junior Secondary Teachers' Course and Senior Secondary Teachers' Course have been phased out since 1981 (Bophuthatswana, 1981 (a):7).

The following courses have been introduced in Bophutha=tswana Colleges of Education since 1981, according to B.J. Podesta, principal of Tlhabane College of Education, during the interview on 16.10.82 in Rustenburg:

* Pre-Primary Teachers' Diploma;
* Junior Primary Teachers' Diploma;
* Senior Primary Teachers' Diploma;
* Secondary Teachers' Diploma (with degree courses); and
* Secondary Teachers' Diploma (without degree courses).

According to mrs. G.C. Bodenstein, Education Officer for Elementary Education (interview held on 15.10.82 in Rustenburg) the following is the curriculum which is being followed in Pre-Primary Teachers' Diploma:

- Group I. Professional subjects

  Education, Pre-Primary Teaching Practice, Pre-Primary Teaching Science, Junior Primary Teaching Practice and Junior Primary Teaching Science.

- Group II. Language Courses

  Tswana, English and Afrikaans

- Group III. Educational programmes

  Religious Education, Language Development, Environ=mental Study and Science, Arts and Creative Activities,

Music and Movement and Development Play.

- Junior Primary Didactics

Tswana, Methods of Afrikaans and English, Mathematics, Handwriting, Hygiene and Environment Study, Religious Education and Music, Arts and Crafts and Physical Training.

- Group IV. Other subjects

Child Health Care and Nutrition, Student Guidance, Library Orientation, Practical Work, School Orienta= tion and Children's Literature.

According to Podesta, principal of Tlhabane College of Education (interview on 16.10.82 in Rustenburg) the following is the curriculum of the Senior Primary Diploma:

First year

. Professional subjects, Education and Teaching Science.

. Special academic subjects. This includes: Tswana English, Afrikaans and other school subjects.

. Practical subjects.

. Background subjects: These subjects are directed more

towards the educative forming of the student and not much towards the teaching of specific subjects.

. Extra-curricular activities.

Second and third year

The second and the third year courses are the same as those of the first year above.

4.4.6.3 Colleges of Education, admission requirements, duration of courses and student numbers

There are 5 Colleges of Education in Bophuthatswana, viz., Hebron, Moretele, Tlhabane, Taung and Strydom.

The Senior Certificate is an entrance qualification in all Colleges of Education. The duration of all courses is 3 years.

Enrolment according to courses in Colleges of Education in 1981 is illustrated in table 4.13.

Table 4.13 (see page 164).

Table 4.13

Enrolment according to courses in Colleges of Education

(Bophuthatswana, 1981(a):19)

Classification in courses	*Number of students*
Primary Teachers' Certificate	
Junior work	102
Primary Teachers' Certificate	2 214
Junior Secondary Teachers' Course	583
Senior Secondary Teachers' Course	5
Specialist Course Homecraft	18
Trade Teachers' Course	15
Total	2 937

From table 4.13 it becomes clear that in 1981 production of primary school teachers was higher than that of secondary school teachers.

4.4.7 The University of Bophuthatswana

The University of Bophuthatswana (UNIBO) opened on 28.04.1980 with 227 students, 20 academic and 12 administrative staff. The University started with professional schools viz.:

* The School of Education offering a diploma as well as a B.A.(Ed.) and a B.Sc.(Ed.) degree;

* The School of Law offering the Diploma Juris, Diploma Legum and the BL (Bachelor of Law), as well as the

LLB (Bachelor of Laws) degree; and

* The School of Administration and Management offering a Diploma in Management, a B.Comm.(Bachelor of Commerce) and BPA (Bachelor of Administration (Bophuthatswana, 1980:10).

The Taung Agricultural College became part of the University of Bophuthatswana on 1.01.1981. P. Coetzee became a Professor of Agricultural Extension and Rural Development and was subsequently appointed head of the college. The college offers a certificate in Agriculture as well as Diplomas and Degrees in Animal Production, Crop Production and Agricultural Management (Bophuthatswana, 1980: 10).

The organisational structure of UNIBO as it was proposed by the Bophuthatswana National Education Commission (Bophuthatswana, 1978(a):98) is illustrated in organogram 4.1

Organogram 4.1 (see page 166).

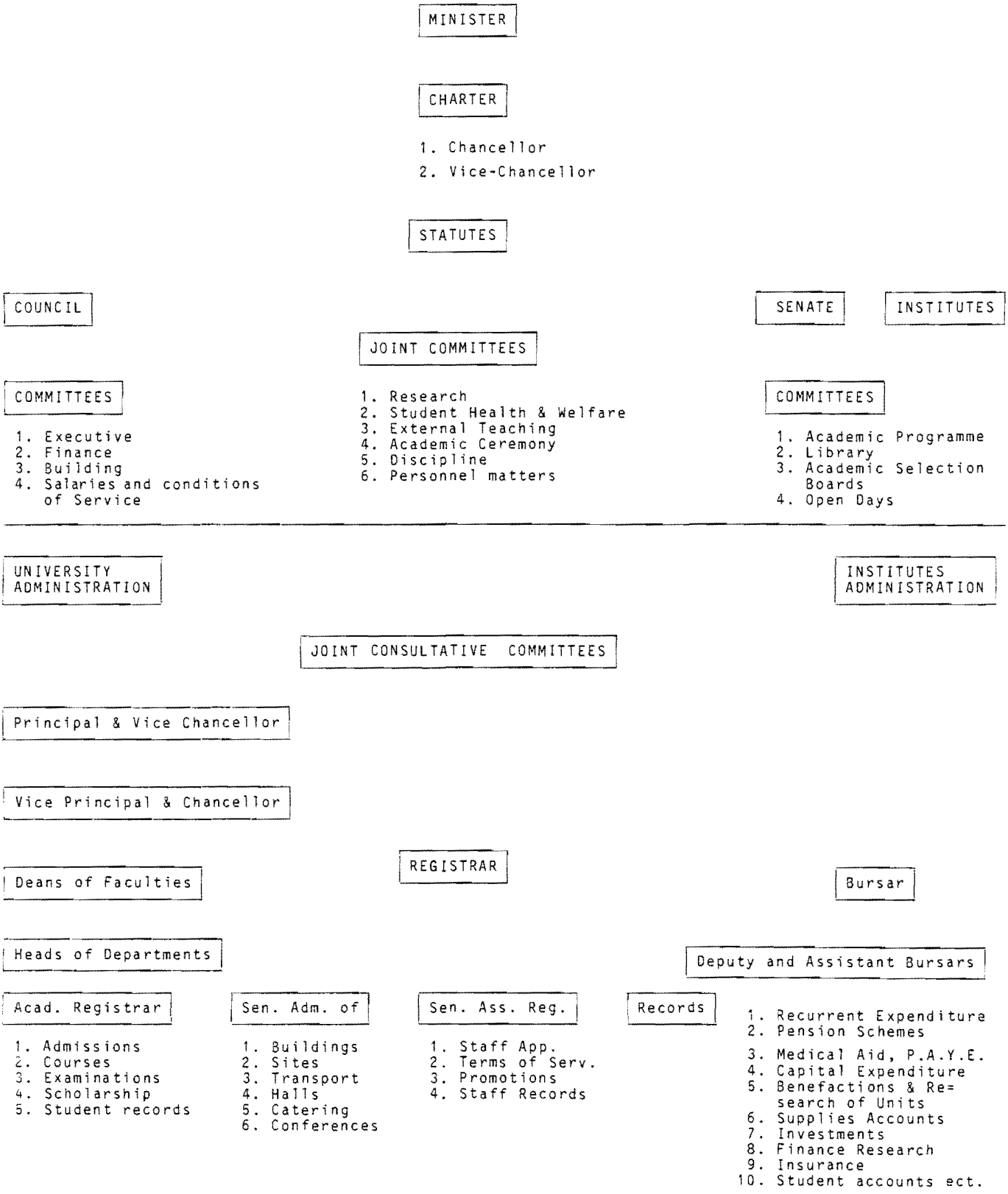
4.5 ANCILLARY SERVICES

4.5.1 Introduction

Ruperti (1976:112) defines ancillary services as ". . . the organised external help given to individual

Organogram 4.1

Organization structure of the University of Bophuthatswana (Bophuthatswana 1978(a):98)



schools so that teaching and learning can proceed more effectively in them".

Ever since independence the services which will subse= quently be discussed have been included in the educational system.

4.5.2 Curriculum and Examination Services

The Curriculum and Examination Council was set up in Bophuthatswana in 1979. It held its first meeting under the chairmanship of K.B. Hartshorne on 22.05.1979. The major work of this Council is being carried out by the subject committees which have been appointed to re-examine the syllabuses at all levels in the various sub= jects in order to bring them into line with the objectives and needs of education in Bophuthatswana. Subject com= mittees are operating in the field of Setswana, English, Afrikaans, Mathematics, Science and Technical Education, Health and Physical Education and Elementary Education. Special attention is being given to the changed position of the languages in particular English in the primary school and to the syllabuses for the middle school (Bo= phuthatswana, 1979(b):9).

The Curriculum and Examination Council comprises the chairman, the vice-chairman, representatives of the Teachers' Association, the chairman of the subject

committees and selected experts on the various subjects (Bophuthatswana, 1979(b):9).

4.5.3 Language Services

This section serves the whole government service as represented by all the state Departments in Bophuthatswana. In addition to translation work, the language section plays an important role in the general language development. This includes terminology, co-orperation with the Language Board, standardisation of the language and the reviewing of books to determine their suitability for school use (Bophuthatswana, 1979(b):9).

4.5.4 Bureau for Psychological Services

In 1981 the South African Human Sciences Research Council (HSRC) trained officers of the Bophuthatswana Bureau of Psychological Services in interpreting Standard 10 Psychological test results (Bophuthatswana, 1981(a):6).

The following were recorded to have been the activities of the officers of the Bophuthatswana Bureau of Psychological Services in 1981 (Bophuthatswana, 1981(a):6):

* training of teachers in the administration of aptitude tests for school beginners;

* the professors of MEDUNSA with the co-operation of the Psychological Services Staff visited all high schools and gave guidance on the choice of medical and para-medical courses offered at MEDUNSA;

* psychological officers were trained in the administration of the "Individual Intelligence Scale" for Tswana pupils. Training was conducted by HSRC;

* each post-primary school had to appoint a teacher counsellor to liaise with the Bureau of Psychological Services; and

* links were also established with the Department of Health and Social Welfare to identify and assess pupils with learning disabilities.

4.5.5 Cultural Affairs division of the Department of Education

This section is in charge of the cultural activities of the Ministry.

It is with disappointment that one notes that the attitude of this section towards culture is completely misdirected. What this section is doing is merely the collection of traditional articles and utensils. It was with utter

amazement that one learnt from I. Mokwena, formerly Director of Education in Bophuthatswana during the interview with him on 13.10.82 in Mafikeng, that there is no connection whatsoever between the Cultural Affairs section of the Department and the Planning section of the Department.

4.5.6 Archives Division of the Department of Education

This division of the Department inspected and approved the filing system submitted by the following Departments in 1980: Transport, Agricor, Marketing Board, Finance, Urban Affairs, Health and the Presidency (Bophuthatswana, 1981(a):3).

4.5.7 Sports and Recreation Section of the Department of Education

In 1980 this section was staffed as follows: Chief Education Officer, 1 advisor, 2 organisers, 1 soccer coach and athletics coaches (Bophuthatswana, 1980:3).

4.5.8 National Library Services

The National Library was established by an Act of Parliament in 1978. The total books-stock was 2 699 volumes in 1977. In 1980 the numbers rose to 10 958 volumes. The staff increased from 2 to 12 people (Bophuthatswana, 1980:9).

The system of education of Bophuthatswana as discussed above will be evaluated in section 4.6.

4.6 EVALUATION OF THE PRESENT SYSTEM OF EDUCATION IN BOPHUTHATSWANA

4.6.1 Introduction

After the descripton of the educational system planning theories in the previous chapter and those of the present system of education in Bophuthatswana in this chapter it becomes imperative to evaluate the present system of edu= cation in terms of the theories of Stone and Ruperti as described in chapter 3 of this work. Stone's and Ruperti's theories have been chosen for this purpose due to their comprehensiveness and their being the most practical.

4.6.2 To what extent have Ruperti's stages and levels of planning been catered for in the present system of education in Bophuthatswana?

4.6.2.1 Ruperti's stages of planning

4.6.2.1.1 *Research*

The Department of Education in Bophuthatswana has no section within its administration for carrying out basic research. Its Chief Education Officers collect and keep figures on schools, teachers and pupils and these are

published in the Department's Annual Reports. This is routine research. It is therefore possible to estimate future enrolments and to plan for programmes of teacher-training and the erection of schools.

The Research Unit of Educational System Planning of the University of the Orange Free State has produced the following documents on the education of Bophuthatswana:

* Focus on primary and Secondary School Enrolment in in Bophuthatswana, 1979-1983 and the implication thereof for the provision of teachers and classroom for government expenditure

* Educational Wastage in Bophuthatswana. A statistical scope, economic implications and influence on man= power production

* 'n Situasiebeskrywing van die demografiese verspreiding, ekonomiese aktiwiteit en onderwyspeil van Tswana-mannekrag in Bophuthatswana en die Republiek van Suid-Afrika

* Bophuthatswana onderwysstatistiek 1969-1977

The fact that Bophuthatswana Education Department does not have a section or unit devoted to research is enough evidence that the present system of education in this state is deficient.

4.6.2.1.2 *Discussions and deliberations*

Upon the appointment of the National Education Commission in 1978 its members moved from place to place to discuss educational matters with teachers, parents and students. It is hoped that informal discussions take place in the Department and that the Cabinet of Bophuthatswana discuss important reports in education and formulates important policies accordingly.

The Teachers' Association and Inspectors' Societies discuss various educational issues at their meetings. During the second annual conference of Bophuthatswana Teachers' Association on 25.08.1979 L.M. Monaisa, formerly a school headmaster, addressed the conference on the topic: *The role of the teacher in the face of the changing world and the changing educational system* (Bophuthatswana, 1981(d):35).

Addressing the conference of inspectors of education on 14.11.1981, H.L. Setlalentoa said, *inter alia:* "An inspector could easily meet the challenge facing him if he is prepared to look back and examine his past experience as a teacher and as a school principal" (Bophuthatswana, 1981(b):20).

Members of the syllabus and curriculum council also

frequently meet to discuss matters relating to syllabi and curricula.

All these bodies show that considerable informed dis= cussions are going on about the educational system in Bophuthatswana. There is, however, no machinery which can make sure that the results of these discussions reach the persons who can take decisions and cause these re= sults to be implemented in a well-ordered programme of education.

4.6.2.2 Planning levels

4.6.2.2.1 *Planning in broad outline or policy planning*

The Bophuthatswana National Education Commission Re= port (Bophuthatswana, 1978(a):17) formulates the Na= tional Education Policy of Bophuthatswana as follows: "Basic to the thoughts, comments, statements and sugges= tions expressed in this report is the firm belief which it is convinced it shares with the people of the Republic of Bophuthatswana."

Popagano (unity) is the belief of Bophuthatswana in the ideals of National cohesion and unity, creative renewal, purposeful reconstruction, the reconciliation and inter= dependence of individuals and peoples, as well as faith

and confidence in its people and its future (Bophutha= tswana, 1978(a):18-19).

Also in spelling out Bophuthatswana Educational Policy, M. Setlagelo, then Minister of Education in Bophuthatswana pronounced that Bophuthatswana was concerned with education and development. M. Setlagelo further declared that: "The responsibility of education is to make the most of our people, to release and develop their potential to the fullest for their sake as men and women and for the sake of our country" (Setlagelo, 1980:17).

4.6.2.2.2 *Planning in detail within the broad outline or implementary planning*

Educational system planning is concerned with all aspects of teaching and educating. Research is inevit= able in all levels of planning. Thembela (1980:72) is correct in asserting that ". . . in each of these levels there must be research, discussion and decision-making". In its various annual reports the Bophuthatswana Education Department provides statistical data which it collects from routine research. These statistical data are available for use in planning.

Even if Bophuthatswana has defined her National Education Philosophy some of the aspects of planning still leave much to be desired. The aspect of teacher training for

instance, shows the shortcomings of the system of educa= tion in Bophuthatswana. The reader is referred to para= graph 4.4.6.1 of this work. As Bophuthatswana is an in= dependent state it would be expected of her educational planners to plan their education irrespective of what South Africa does. It is disappointing to read the following from the National Education Commission Report (Bophuthatswana, 1978(a):57): ". . . and further pri= mary training colleges should not be built until it is clear to what extent the RSA is providing for the training of its own teachers". This quotation shows that the sys= tem of education in Bophuthatswana is incomplete.

Admission of student-teachers to training colleges is not done in relation to the number of new schools to be built in a year and possible number of teachers retiring or dieing, number of teachers who go on pension in a year. The planning of teacher training must be done in relation to the needs of the factual situation.

According to the Annual Report of the Ministry of Educa= tion in Bophuthatswana (Bophuthatswana, 1980(a):6) in 1980 there were 6 015 primary school teachers and 3 377 Tswana secondary school teachers. In that same year 138 teachers were between 60 and 65 years of age and there= fore about to retire. In the light of the above facts one can postulate the following:

How many teaching posts were created in that year?

How many student-teachers completed their courses in that year?

4.6.3 Evaluation in terms of Stone's determining factors

4.6.3.1 The natural factors

In the natural factors the educational planner is con= fronted by natural circumstances subject to the laws of nature, which he may not change (Stone, 1981:72).

4.6.3.1.1 *The numerical factor*

The numerical factor has been catered for in the pre= sent system of education in Bophuthatswana because schools supply the Department of Education with statistical re= turns at the end of every quarter. During the first Tuesday of March all schools complete annual statistical returns.

The problem which is still haunting Bophuthatswana Education Department is the fact that it is not yet possible to admit pupils in relation to the available teachers and the available classroom accommodation. The consequences of this is the fact that most schools especially, in urban areas, are overcrowded. It therefore

stands to reason that the teacher-pupil ratio in most schools is still too high. In 1978 the teacher-pupil ratio in Bophuthatswana primary schools was 1:60 (Bophuthatswana, 1978(a):30).

In 1978 576 schools with lower primary sections had double sessions (Bophuthatswana, 1978(a):31). Double sessions came about because of lack of enough classrooms and enough teachers.

4.6.3.1.2 *The spatial factor*

The spatial factor is also evident in the present system of education in Bophuthatswana because in sparsely po= pulated areas one does not find different kinds of schools. It would be most uneconomic to establish a variety of schools in a place such as Mmatau for instance. Various kinds of schools are found in densely populated areas, e.g. in Ga-Rankuwa.

The fact that Bophuthatswana consists of fragmented pieces of land (see Chapter I) makes the administration of edu= cation difficult. The spatial factor is thus closely re= lated to the the numerical factor.

4.6.3.1.3 *The kinematic factor*

The movement of pupils in Bophuthatswana is related to the general stability of the population. Educational

Authorities in Bophuthatswana encourage movement in edu= cation despite its detrimental effects on the general progress of children. Indiscriminate transfers of inspec= tors of education some of whom have children of school-going age have been the order of the day in Bophutha= tswana.

In rural areas of Bophuthatswana, children have to spend more time and energy walking long distances to and from the school. In some areas, especially in urban areas, children have to wake up very early in the morning in order to catch buses to the areas in which their schools are situated. When these children arrive home in the evenings they still have numerous domestic tasks to per= form. This surely detrimentally affects their learning as they find no or little time to devote to their evening studies.

Teachers also transfer from one school to the other at will in search of more comfortable surroundings and for other reasons. This uncontrolled movement creates condi= tions of instability which affect the quality of education. It is essentail that the Ministry of Education should re= gulate the movement of teachers. It will pay Bophuthatswana better dividends to allow teachers to transfer once a year, preferably at the end of the academic year.

4.6.3.1.4 *The physical factor*

The physical factor has in some respects not been well catered for in the present system of education in Bophuthatswana. This is evident in the fact that in places such as Thaba'Nchu and Mafikeng which experience very cold winters air conditioners have not been installed in the school buildings. In winter pupils therefore find it extremely difficult to concentrate on their work because their concentration is being hampered by cold. Some schools, however, improvise by having winter time-tables. This means that in winter such schools start much later than they do in summer.

In as far as the conditions of school buildings are concerned the physical factor is well accommodated in the present system of education because the quality of Bophuthatswana schools is second to none. It is, however, recommended that the Bophuthatswana Government should install air conditioners in schools.

4.6.3.1.5 *The biotic factor*

To cater for this factor Bophuthatswana Education Department has appointed a Director of Sports. His task is to promote sports in the territory and thereby promote physical development of the pupils in the territory. Sport meetings are often held (Bophuthatswana:1978(b)).

There are no feeding schemes in Bophuthatswana. Except for the fact that many classrooms are overcrowded, there is no serious problem of hygiene in connection with ven= tilation and lighting in Bophuthatswana schools. The Bophuthatswana government builds good schools which com= pare favourably with schools in well-developed systems of education, such as the schools of the South African White sub-system in the RSA.

The subjects Biology, Physical Training, Physiology and Hygiene are provided in various syllabuses of the primary schools, secondary schools and the teachers' training colleges.

Although there are no medical en dental services for Bophuthatswana schools, these health services are pro= vided at local clinics and hospitals for a minimal fee. It is necessary for the Education Department to plan for these services.

4.6.3.1.6 *The psychic factor*

As far as the Tswana culture is concerned every child regards every adult as his parent. This characteristic tends to make pupils respond to all elders, including teachers, with unquestioning obedience, which might cause the pupil to accept all subject matter uncritically. According to Thembela (1980:90) this attitutde does not

augur well for the development of critical faculties, an enquiring mind and independent thinking.

The Bophuthatswana school system does not effectively cater for individual difference in respect of pupils through properly qualified teachers and adequate facilities which will make the principle of individualisation possible. Gifted children and scholastically retarded children are taught in the same classroom by the same teacher. In this case a gifted child is pulled down to the level of the scholastically retarded child. According to Thembela (1980:90) this does not facilitate the proper development of the individual abilities of pupils. The planning of differentiated education in Bophuthatswana merits atten= tion.

4.6.3.2 The cultural factors

4.6.3.2.1 *Introduction*

In the cultural factors the educational system does not function subject to deterministic laws, but in obedience to the demands of what aught to be, therefore of norms which can be transgressed (Stone, 1981:72).

4.6.3.2.2 *The analytical or logical factor*

The analytical factor is catered for in the present system of education in Bophuthatswana. An example of this

factor is reflected in the systematic division of educational administration and the school system. The fact that Bophuthatswana has a 6-3-3 school pattern is a clear indication that this factor has been catered for in the educational system. Thembela (1980:90) also declares that "on the other level this aspect is catered for, . . . in the various school subjects by the curriculum planners and teachers". The following examination results further show that this factor has been catered for in the present system of education in Bophuthatswana (Table 4.15).

Table 4.14 (see page 184).

From table 4.14 the following can be deduced:

* the number of Standard 5 candidates passing in both distinction and first class is still very low; and

* the failure rate in the Standard 5 examination is still high, 24,42%.

4.6.3.2.3 *The cultural-historical factor*

The Bophuthatswana educational system has, like all other systems of education in the world, developed through the ages. Put differently, the Bophuthatswana system of education has a history. Prior to 1813 the education of the Tswanas was traditional (see paragraph 2.3).

Table 4.14

Analysis of 1981 Standard 5 examination results (Bophuthatswana, 1981:23):

Circuit	*No. of Cand.*	*Distinction*	*%*	*First Class*	*%*	*Pass*	*%*	*Fail*	*%*	*Total Pass*	*%*
Ditsobotla	2 016	-	-	19	0,94	1 737	86,16	260	12,89	1 756	87,10
Ganyesa	1 100	-	-	2	0,18	584	53,09	514	46,72	586	53,27
Ga-Rankuwa	2 398	-	-	13	0,54	1 967	82,02	418	17,43	1 980	82,56
Jericho	1 917	-	-	16	0,83	1 551	80,90	350	18,25	1 567	81,74
Kudumane	1 078	-	-	4	0,37	682	63,26	392	36,36	686	63,63
Mabopane	1 713	5	0,29	101	5,89	1 493	87,15	114	6,65	1 599	93,34
Madikwe	2 079	1	0,04	42	2,02	1 884	90,62	152	7,31	1 927	92,68
Molopo	2 062	-	-	11	0,53	1 489	72,21	562	27,25	1 500	72,74
Makapanstad	1 964	1	0,05	4	0,20	1 314	66,90	645	32,84	1 319	67,15
Mankwe	2 678	-	-	3	0,11	1 948	72,74	727	27,14	1 951	72,85
Moutse	1 526	2	0,13	6	0,39	1 187	77,78	331	21,69	1 195	78,30
Setlagole	2 132	-	-	2	0,09	1 173	55,01	957	44,88	1 175	55,11
Taung	2 440	-	-	18	0,73	1 507	61,76	915	37,5	1 525	62,5
Moretele	1 975	-	-	5	0,25	1 226	62,07	744	37,67	1 231	62,32
Thaba 'Nchu	1 140	-	-	20	1,75	956	83,85	164	14,38	976	85,61
Tlhabane	2 657	-	-	38	1,43	2,334	87,84	285	10,72	2 372	89,27
Lehurutshe	1 575	-	-	7	0,44	1 173	74,74	395	25,07	1 180	74,92
TOTAL	32 450	9	0,02	311	0,95	24 205	74,59	7 925	24,42	24 525	75,57

From 1910-1953 the provinces (of the RSA) took control of Black education of which Tswana Education was a part (see paragraph 2.4). In 1954 the Central Government (of the RSA) took control of Black Education (see paragraph 2.5). In 1977 Bophuthatswana gained independence and subsequently took complete control of its education.

The Bophuthatswana system of education has mainly developed from the Western culture. With the arrival of the mis= sionaries the culture of the Tswana people was excluded from the education of the Tswanas (see paragraph 2.3). The curricula and subject matter and goals in general are Western-oriented.

4.6.3.2.4 *The linguistic factor*

Bophuthatswana is in a fortunate position in that it is linguistically homogeneous. All the Tswana children speak Setswana. The principle of using the mother-tongue as a medium of instruction would have served very well. However, this principle has been frustrated by political economic and social considertaions.

The mother-tongue in Bophuthatswana is used only from Grade I to Standard 2, thereafter English is used as the medium of instruction. English and Afrikaans are also taught as subjects, thus burdening the child with 3 languages. Almost all the Bophuthatswana children

seldom use English or Afrikaans outside the classroom. According to Thembela (1975:62) the use of the foreign medium presents the child with a double problem of struggling with the language as well as the concepts of a particular subject.

It is disappointing to read from the National Education Report (Bophuthatswana, 1978(a):41) a recommendation that English be used as the medium of instruction from Standard 3 upwards.

It is strongly recommended that the educational system planners of Bophuthatswana should pay more serious attention to the introduction of Setswana as the medium of instruction. It is the duty of the people concerned to promote their language and to build it up to the extent that it be used as the medium of teaching all the school subjects.

4.6.3.2.5 *The social factor*

From the social point of view it is neither desirable nor possible to regard education in its utilitarian guise. Education is an integral part of a total culture in some ways, it is the most important expression of accepted values (UNESCO, 1969:8-9).

Among the social factors entering into the preparation of an education plan, 2 categories are distinguisable viz., the structural and the cultural. Of the structural social factors the following merit attention (UNESCO, 1969: 17-18):

* general trends in the social and economic structure as a result of which, for instance countries at very different levels of economic development have been identical;

* morphological aspects including the demographic structure and its ecology;

* characteristics of the system of social stratification;

* the influence of other social structures on education; and

* structures of the educational institutions themselves in relation to the structures of other organizations.

According to Stone (1981:79) the term "social" applies to the aspect of communication or intercourse displayed by the educational systems. This actually means communication including interpersonal communicative intercourse with one's fellows and contact among all kinds of officials and bodies within a system of education.

In the Bophuthatswana system of education the social factor has been catered for as is shown in the subse= quent remarks. On the inter-personal level teachers meet pupils in the ordinary pedagogic-didactic situation. In every inspection circuit there is a principals' coun= cil. The aim of principals' councils is to assist the inspector in the smooth running of the circuit, therefore circuit principals meet quite often to dis= cuss important circuit matters. The circuit education officer regularly invites principals and school councillors in his circuit to meetings. School principals also hold regular meetings with their teachers where important school matters are discussed. The Secretary of Educa= tion also holds regular meetings with inspectors. Schools in Bophuthatswana are also related to other social struc= tures. Such structures are the family, the state, the church, commerce and industry etc. (Bophuthatswana, 1978 (a):78-84).

4.6.3.2.6 *The economic factor*

In connection with the economic factor SABRA (1978:9) de= clared that "The financing of education by a national government should be seen in relation to expenditure on other sectors. Education cannot demand more or less than her fair share of the national budget, including in many countries liberal amounts of foreign aid.

However insufficient the allocation to education may be, educational advance has to keep within these limits and use its financial and other resources to the best of its ability." From this quotation it becomes clear that regardless of the share education gets from the national budjet it still has to be further financed. Hence the Bophuthatswana government finances education by way of building schools, supplying books, paying teachers' salaries and giving bursaries to needy childeren. Stone (1981:81) maintains that scarcely any worthwhile work on educational system appears which does not con= tain detailed references to the economic factor.

The traditional economy of the Tswana has mainly been subsistence agriculture. According to BENBO (1977:44) between 1970/71 and 1974/75 traditional agriculture and the subsistence sector generated 14% income inside Bophuthatswana. Bophuthatswana has 3 main sources of income (Bophuthatswana, 1978(a):99), namely:

* its own revenue, a large percentage of which is derived from general tax in 1972/73 to an estimated 17,2% (R2 034m) in 1978/79;

* statutory amount due to Bophuthatswana from the state Revenue Fund of the RSA. As a percentage of total revenue this rose from 47,3% (R824m) in 1972/73 to

an estimated 65% (R7 676m) in 1978/79. The statutory amount has 3 main components:

- taxes paid by Bophuthatswana citizens in RSA, mainly "pay as you earn" (PAYE) amounts collected by em= ployers;

- amounts due by virtue of Bophuthatswana membership of the customs union; and

- the costs of running certain government departments that had previously been run and financed by the RSA (Bophuthatswana, 1978(a):99).

There are a number of factors hindering effective finan= cing of education in Bophuthatswana, the following being the most important (Bophuthatswana 1978(a):99-101):

. there is a high rate of population growth and a resul= tant imbalance between the number of children to be catered for in the educational system and the number of economically active adults; and

. the fact that a high proportion of economically active people are either migrant workers in South Africa, or are daily commuters to the RSA, with a resultant loss of revenue to Bophuthatswana, adds to the problem.

There is a wastage of money, both that of the state and of parents as a result of children leaving school pre= maturely.

The amount of money spent by the state per pupil in Bo= phuthatswana may be illustrated by table 4.15.

Table 4.15

The amount of money spent by Bophuthatswana Government on each pupil in 1978 (Bophuthatswana, 1978(a)103)

Year	*Amount spent on education*	*Number of pupils*	*Amount spent*
	R		R c
1971	4 721 000	272 974	17,34
1972	5 968 000	292 766	20,39
1973	8 099 000	314 601	25,74
1974	10 817 000	333 834	32,42
1975	14 590 000	360 055	40,52
1976	18 195 000	387 470	46,96
1977	18 347 000	404 963	45,30
1978	20 272 000	425 000	47,70

From table 4.15 it can be observed that:

* there has been an increase of 152 806 pupils between 1971 and 1978; and

* there has been an increase of R30,36 per pupil in Bophutha= tswana between 1971 and 1978.

Class repetition by pupils is the sign that an educational system functions economically ineffectively. The educa= tional system of a country is the main producer of man= power of quality or human capital (Verwey, 1981:18).

Verwey (1981:23) summarises the Bophuthatswana manpower inflow into the economy of the country from primary stan= dards in 1979 as follows:

* No educational training, totally illiterate: 1 227;

* Standard 2 to Standard 4, illiterate: 14 451; and

* Standard 5, primary certificate: 1 579.

Relatively few pupils who succeeded in obtaining the primary certificate left the school system. Only 1 579 dropped out. After spending a unsuccessful year in Standard 6 2 026 pupils left school with a Standard 5 certificate. With this academic standard these children could not contribute much to the economy of the country. At the end of 1979 5 086 pupils entered the economy with a Standard 8 certificate (Verwey, 1981:23).

In 1979 67 413 pupils repeated standards in the primary schools in Bophuthatswana while 14 524 repeated secondary school standards in that year (Verwey, 1981:34).

Supposing the state expenditure per pupil per year is R47,70 as it was the case in 1978 (see table 4.16). It means that in 1979 the state lost R3 908 395,90. Therefore in the economic sense the system of education was inefficient. To improve this situation the Department of Education in Bophuthatswana has to take stock of the teachers it has in service. The quality and functions of the inspectorate will also have to be looked into. This will have to be treated as a matter of urgency because if this situation is left unchecked it means that ± R39 083 959 after 10 years from 1979 will be uneconomically spent through class repetition.

4.6.3.2.7 *The aesthetic factor*

The curriculum used in Bophuthatswana schools includes subjects such as Music, Arts and Crafts and Poetry which should develop pupils' aesthetic sense.

As far as music is concerned the Bophuthatswana Teachers' Association does commendable work by way of organising music competitions. Unfortunately at times these competitions take much of the teaching time. Some of the schools abandon teaching and concentrate on music practices during the last 2 to 3 weeks before the day of the competitions. In his opening address during the National Eisteddfod Music Competitions M. Setlogelo (Bophuthatswana, 1981 (d):18) among others said: "Music is a living subject like

poetry, drama, painting, sculpture and other arts, a life-long cultural activity which gives expression to our hopes, our ideas and ideals, our fears, experiences and secret longings. Recognition of this fact has been given in our educational system as borne out by the fact that it can be done as a subject up to Standard 5 and later opportunities will be created for students to graduate in music - B.Mus.". This quotation shows that the aesthe= tic factor is evident in the present system of education in Bophuthatswana. It is, however, recommended that the Department of Education in Bophuthatswana should intro= duce instrumental music so that pupils from the primary school are taught to play various music instruments. Departmental circular 8/2/10/4 (Bophuthatswana 1981(c):1) among others reads: "Music Diploma Examinations: Unisa, Trinity etc.: All teachers, pupils and students who wish to write music diploma examinations with the above institutions should enrole with the nearest training schools or circuit office." This quotation also shows the extent to which the aesthetic factor has been catered for in the present system of education in Bophuthatswana.

The Department of Education does much to encourage princi= pals of schools to decorate their schools by way of plan= ting ornamental trees and flowers but most unfortunately some principals and teachers are too slow to implement these good suggestions of the Department. Stone (1981:83) is correct in saying that ". . . as the aesthetic in the

curriculum is a reflection of the aesthetic in the culture, the school should reflect the acceptable standard of archi= tecture as well as of the state, status and style of the arts and the level of the aesthetic culture concerned".

4.6.3.2.8 *The juridical factor*

Stone (1974:44-45) illustrates the juridical factor of education as follows: "Die staat in sy vervlegting met die openbare opvoeding - verleen aan die opvoeding= stelsel 'n juridiese karakter. Dit vertoon 'n juridiese aspek (synswyse) omdat dit 'n publiekregtelike integrasie of samehang van verskeie sosiale strukture, wat belang by die openbare opvoeding het, omvat. Die rol, reg, verpligtinge en beperkinge van die staat, die huis, kerk en skool, die onderwysers-in-organisasie, universiteit, bedryf ensovoorts ten opsigte van die openbare opvoeding, asook die regte en voorregte van die kind, onderwyser, hoof, inspekteur, administratiewe amptenare in hiërargie tot by die Onderwyshoof, ook van die politieke onderwys= hoof ensovoorts word publiekregtelik vir die opvoeding= stelsel vasgelê in onderwyswette, ordonnansies, regula= sies, -dekrete, -prosedurereëlings ensovoorts. Die staat as juridiese samelewingskring verleen die juri= diese leiding aan die opvoedingstelsel."

As far as Bophuthatswana is concerned various acts of legislation have been passed to give legal force to the

various facets of the educational system. The Bophuthatswana National Education Act (Act 2 of 1979) is a good example of such legislations.

4.6.3.2.9 *The ethical factor*

Concerning this factor Stone (1974:48) declares that "In die verhouding skool en volk neem dit die vorm aan van volksliefde, in die verhouding onderwyser en skoolhoof dié van lojaliteit en respek; verder kom dit tot uiting in die erkenning van die soewereiniteit in eie kring van elk, dus 'n erkenning van elkeen se regte en voorregte . . . bring dit ook 'n diensmotief in die onderwys mee en 'n beroepsetiek."

This factor has been catered for in the present system of education in Bophuthatswana because all teachers are expected to do their teaching in accordance with the accepted principles of Christianity. All pupils are also expected to respect their schoolmates as well as their teachers.

4.6.3.2.10 *The pistical factor*

According to Stone (1981:87) a normative system of education is usually based on a particular Christian foundation. In view of the fact that the Bophuthatswana system of education developed from the South African educational

system it stands to reason that it is strongly based on the Calvinist Reformational ground motif.

Sawyer (1968:9) says that he knew many celebrated Blacks in Africa who lived a life of religious pluralism embracing non-Christian practices. He further maintains that such people were ardent members of their churches but when they became subjected to anxiety and mental stress, they reverted to a medicine man. Sawyer's argument is also true of the Tswanas of Bophuthatswana. This argument further suggests that the Western type of education given to Blacks is accepted with certain reservations.

Willoughby (1970:1) asserts that "Bantu life is essentially religious . . . Religion so pervades the life of the people that it regulates their doings and governs their leisures to an extent that it is hard for Europeans to imagine . . . Bantu are hardly to be secularised, for they will never be content without a religion that is able to touch every phase of life and interpret the devine in terms of humanity". According to Willoughby Black religion consists of animism and ancestor-worship. In the light of the above quotation by Willoughby one can correctly say that the present system of education in Bophuthatswana is based on the conflict between Chris= tianity and the traditional Black religion.

4.7 CHAPTER SUMMARY

In this chapter the present system of education and the evaluation thereof, based on the theories of Ruperti and Stone, have been discussed.

The central control of education has been discussed in so far as the activities of the following officers are concerned: the Minister of Education as the political head of the Department, the Secretary of Education as the administrative head of the Department, Directors of Education, Chief Education Officers and the Inspectorate.

Under the local control of education the formation and functions of the following bodies have been discussed: the School Councils, the District Education Councils and the National Education Council.

All levels of the school system, namely pre-school, primary school, secondary school, special schools, vocational and technical schools, teachers' training schools and the university.

Pre-school education has been discussed in so far as names and administration of crèches are concerned and also in so far as the personnel manning these crèches are concerned. The shortcomings in this phase of the

school system have also been highlighted.

The following aspects of the primary school education have been discussed: control, enrolment, personnel and school buildings.

Secondary school education has been discussed and the fact that secondary school education is still too academic and bookish has been highlighted. The shortcomings of the present middle school have been illuminated.

Technical education has been discussed and the following aspects have been attended to in this chapter: institutions where technical education is offered, the curriculum of technical schools and the enrolment.

The concept of special education has been looked into in this chapter.

The following aspects of teacher-training have been discussed: courses, enrolment and the personnel.

University education has also been discussed. Courses offered at the national university have been mentioned.

Discussion of the following auxiliary services has been given: curriculum and examination, council, language

services, bureau of psychological services, cultural affairs division, archives, sports and recreation and the national library.

Finally the present system of education in Bophuthatswana has been evaluated in terms of both Ruperti's and Stone's theories of educational system planning.

The ensuing chapter will be devoted to the proposed reforms in the system of education for Bophuthatswana.