

**DIFFERENTIATION IN THE SCHOOL SYSTEM FOR BLACKS
IN THE REPUBLIC OF SOUTH AFRICA**

**Piet Ntwaetsile Keikabile
B.A., B.Ed., U.E.D. (UNIN)**

**Mini-dissertation submitted for the part-fulfilment of the
requirements for the degree**

**MAGISTER EDUCATIONIS
in
COMPARATIVE EDUCATION**

**in the Department of Comparative Education
and Educational Management in the Faculty of Education**

at the

**POTCHEFSTROOM UNIVERSITY
for
CHRISTIAN HIGHER EDUCATION**

**Leader: Prof. Dr. H.J. Steyn
Potchefstroom
December 1991**

DEDICATION

I heartily dedicate this work to my wife, Motlatsi Ruth, my son Kabelo Brian and my daughter Wame Nancy.

It is especially dedicated to my unhealthy but loving mother. May God shower His blessings on her and restore her health.

Finally, I dedicate this work to my twin uncles, Shadrack Masilo Matebele and Meshack Masilonyana Matebele for their unlimited support.

P.N. KEIKABILE

ACKNOWLEDGEMENTS

I extend my sincere appreciation and thanks to Prof. Dr. H.J. Steyn, my supervisor, for his endless and professional guidance throughout the entire research.

I am grateful to the Department of Education and Training for listing all the people to be interviewed, and making my research meaningful by granting me permission to use some of the invaluable information from the department.

My blessings go to the Library staff of the University of Potchefstroom for Christian Higher Education for their warm support and readiness to help in times of need.

My deserved thanks go to Mrs J.M. Phetoane, Mrs E.M. Botlhoko and Mr Kgarimetsa for typing the drafts of this document.

My greatest gratitude goes to Mrs H. Venter for establishing pride in me by typing this text so ably.

I thank Prof. A. Combrink for editing this document and Mrs C. du Toit for editing the bibliography.

It would be most unfair for me not to express a word of gratitude to my wife and children for the sacrifice, encouragement, support and love they have shown during my study and my absence from home.

Above all I thank God for guiding and protecting me throughout this research and also for giving me the necessary strength and patience.

"A MODIMO O BAKWE KA METLHA."

P.N. KEIKABILE

ABSTRACT

Chapter 1 looks into the following issues:

- **Problem of research**

The problem of research is:

- How does the school system for Blacks in the RSA provide for the different abilities, aptitudes and interests of the pupils?

The sub-problems of research are:

- What is the theory of differentiation in the school system for Blacks in the RSA?
- How did the school system for Blacks provide for differentiation up to 1979?
- What provision for differentiation is made at present in the pre-primary, primary, secondary and tertiary education for Blacks?

- **Aim of research**

The purpose of this study is to ascertain through research how the school system for Blacks in the RSA provides for different abilities, aptitudes and interests.

The sub-aims of research are:

- to describe the theory of differentiation in the school system for Blacks;
- to describe how the school system for Blacks catered for differentiation up to 1979; and
- to ascertain and evaluate the provision of differentiation for Blacks at present in pre-primary, primary, secondary and tertiary education.

- **Methods of research**

The following methods of research were used: literature study and interviews.

- **Demarcation of the field of study**

This study is confined to the school system for Blacks in the RSA. The national and independent states have been excluded.

The theoretical basis for differentiation and the historical perspectives on the school system for Blacks in the RSA have been discussed in Chapter 2 as well as the theoretical model for evaluation of differentiation.

- **The definition** as well as the **components of an education system** are given in this chapter.
- **The theoretical basis for differentiation includes**
 - anthropological grounds for differentiation and differentiated schools, and
 - types of differentiation.

The availability of differentiation in pre-primary and primary education for Blacks at present in the RSA is discussed in Chapter 3.

The following are the main issues:

- Types of pre-primary and primary schools
- Curricula for pre-primary and primary education
- Special education

Chapter 4 of this study will look into the availability of differentiation in secondary and tertiary education.

The following are the main issues:

- **Secondary education**
 - Phases
 - Curriculum for secondary education
 - Vocational education
 - Special education
 - School of industry and reform schools

- **Tertiary education which embraces:**
 - Colleges of education
 - Technikons
 - Universities

Chapter 5 summarises all ideas discussed in the afore chapters. Findings and recommendations are made.

OPSOMMING

In hoofstuk 1 word aan die volgende aspekte aandag gegee:

- **Navorsingsprobleem**

- Hoe voorsien die skoolstelsel vir Swartes in die RSA vir die verskillende vermoëns, aanleg en belangstellings van leerlinge?

Die probleem kan soos volg onderverdeel word:

- Hoe sien die teorie van differensiasie in die skoolstelsel vir Swartes in die RSA daaruit?
- Hoe het die skoolstelsel vir Swartes voorsiening gemaak vir differensiasie tot 1979?
- Watter voorsiening vir differensiasie word vandag in pre-primêre, primêre, sekondêre en tersiêre onderwys vir Swartes in die RSA gemaak?

- **Die doel van die ondersoek**

Die doel van hierdie ondersoek is om vas te stel deur middel van navorsing hoe die skoolstelsel vir Swartes in die RSA voorsiening maak vir die verskillende vermoëns, aanleg en belangstellings.

Die nuwe-doelstellings van die ondersoek is:

- om die teorie van differensiasie in die skoolstelsel vir Swartes te beskryf;
- om te beskryf hoe die skoolstelsel vir Swartes voorsiening gemaak het vir differensiasie tot 1979; en
- om die voorsiening van differensiasie vir Swartes vandag in pre-primêre, primêre, sekondêre en tersiêre onderwys vas te stel en te evalueer.

- **Metode van ondersoek**

Die metodologie van hierdie ondersoek sien soos volg daaruit: 'n toepaslike literatuurstudie en onderhoudvoering met betrokke instansies.

- **Afbakening van die studie**

Hierdie studie is beperk net tot die skoolstelsel vir Swartes in die RSA. Die nasionale en onafhanklike state is uitgesluit.

In hoofstuk 2 word die beredenering van die teoretiese grondslag van differensiasie en die geskiedkundige perspektiewe aangaande die skoolstelsel vir Swartes in die RSA asook die teoretiese model van differensiasie behandel.

- **Die definisie** sowel as die **komponente van die onderwysstelsel** word in hierdie hoofstuk behandel.
- **Die teoretiese grondslag van differensiasie behels:**
 - antropologiese grondslag van differensiasie en gedifferensieerde skole; en
 - tipes differensiasie.

In hoofstuk 3 word die beskikbaarheid van differensiasie in pre-primêre en primêre onderwys vir die Swartes in die RSA bespreek.

Die volgende is die belangrikste aspekte daarvan:

- Soort pre-primêre en primêre skole; en
- Kurrikulums van pre-primêre en primêre onderwys vir Swartes.
- Spesiale onderwys

In hoofstuk 4 word aandag gegee aan die bestaan van differensiasie in sekondêre en tersiêre onderwys.

Die volgende belangrike aspekte word bespreek:

Sekondêre onderwys

- Fases
 - Sekondêre onderwyskurrikulum
 - Buitengewone onderwys
 - Spesiale onderwys
 - Nywerheid- en verbeteringskole
- **Tersiêre onderwys**
 - Onderwyskolleges

- Technikons
- Universiteite

Hoofstuk 5 is 'n samevatting van alle idees wat in die vorige hoofstukke behandel is. Bevindings en aanbevelings word uit die verworwe navorsingsgegewens gemaak.

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APPENDIX B

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND RESEARCH PROBLEM

On the basis of God's word all men are equal in the eyes of the Lord "So God created man in his own image ..." (Gen. 1:27-28), but gifted differently. And unto one he gave five talents, to another two, and to another one; to every man according to his several ability" (Matthew 25:15). The inequality of people is revealed in their inherent abilities. In other words, people differ from one another on the basis of, inter alia, aptitudes, abilities, interests and intellectual endowment.

Differentiated education, namely education which provides for the individual needs of the pupils and also caters for their abilities, is demanded by the Word of God. As a matter of fact "die uitbouing van gedifferensieerde onderwys vorm 'n uiters noodsaaklike onderdeel van God se opdrag aan die mens" (Niemann, 1979:1).

A careful study of an education system reveals that an education system mainly consists of four aspects. These aspects are (Ruperti, 1976:45-144):

- Legislation (education system policy): relating to education.
- Education system administration and management (organizational structure): generally a ministry of education and other permanent administrative bodies for implementing laws relating to education.
- School system: Schools, colleges and universities.
- Support services: specialized units dealing with, for instance, audiovisual aids, library services, curriculum formulation, psychological services.

The school system is "the core of an education system" (Vos & Brits, 1987:39). The main task of an education system is the provision and implementation of educative teaching, and educative teaching takes place in and is carried out by the educational institutions (schools, colleges and universities) (Van Schalkwyk, 1988:105). Without the school system an education system is bound to collapse.

For an education system to make sense, it has to satisfy the educational needs of the people it is intended to serve. In actual fact, an education system comes into being to provide for all community tasks and responsibilities in a planned and organized manner. "As the community develops more human needs develop for which provision ought to be made." (Van Schalkwyk, 1986:14.) The more differentiated the educational needs (of an individual or community nature) the more differentiated is the education system. It is accepted that the school system should make specific arrangements to meet the needs of individuals with regard to abilities, aptitudes and interests, as well as for other differences like cultural differences, sex differences and age differences (Steyn, Steyn & De Waal, 1990:16).

The education system of the Republic of South Africa consists of four different parts based on the policy of multinational development for the main cultural groups (Vos & Brits, 1987:56). The parts are primarily aimed at the Whites, Blacks, Coloureds and Indian groups respectively.

As a prelude to its recommendations, the Eiselen Commission set out its view on the aims of Black system of education. "Bantu Education does have a separate existence just as, for example, French education, Chinese education or even European education in South Africa, because it exists and can function only in and for particular social setting namely Bantu Society," declared the Commission (Behr, 1984:180). The education of the Blacks has, in content and method, to be dictated by the needs of children brought up in a Black culture, imbued with values, interests and behaviour patterns characteristic of the Blacks, taking into account the children's abilities, aptitudes and interests.

The Education and Training Act No. 90 of 1979 ushered in a completely new period and new approach to education for Blacks in the Republic of South Africa. One of the determinants reads as follows: "Education shall be provided in accordance with the ability, aptitude and interest of the pupil as well as the training needs of the Country, and to this an appropriate guidance will be given to pupils." (Behr, 1984:200.)

Through the provision of differentiated education the Christian character of education which is demanded by Act No. 90 of 1979 is also satisfied. Christian education implies "leiding aan die kind by wyse van hulpverlening en positiewe beïnvloeding deur dissipline en die persoonlike voorbeeld van die onderwyser tot die regte gesindheid teenoor die Skepper, die medemens, sy omgewing en sy roepingsvervulling" (Niemann, 1979:2). The Christian education, therefore, places particular emphasis on the realization of each child's abilities and possibilities.

The research problem can therefore be stated as follows:

- How does the school system for Blacks in the RSA provide for the different abilities, aptitudes and interests of the pupils? This problem could be divided into the following sub-problems:
 - What is the theory of differentiation in the school system for Blacks in the RSA?
 - How did the school system for Blacks provide for differentiation up to 1979?
 - What provision for differentiation is made at present in the pre-primary, primary, secondary and tertiary education for Blacks?

1.2 AIM OF RESEARCH

With Act No. 90 of 1979 as the point of departure, the object of this research is to ascertain through research how the school system for Blacks in the RSA provides for different abilities, aptitudes and interests. In order to reach this aim the following sub-aims will be addressed:

- to describe the theory of differentiation in the school system for Blacks;
- to describe how the school system for Blacks has catered for Blacks up to 1979;
- to ascertain and evaluate the provision of differentiation for Blacks at present in:
 - pre-primary education
 - primary education
 - secondary education
 - tertiary education.

1.3 METHODS OF RESEARCH

In order to reach the aim of this study as indicated in paragraph 1.2 above, different methods will be employed.

1.3.1 Literature Study

The research will concentrate mainly on a study of literature in Comparative Education which is already available. This will serve and provide information on differentiation in the Republic of South African school system in general and in particular the Black school system. Both primary and secondary sources have been consulted, such as relevant books from libraries, departmental annual reports as well as other reports on the education of Blacks in the RSA all of which are available from the Department of Education and Training.

1.3.2 Interviews

In order to verify the information on current educational matters derived from the literature review, as well as to derive new information, interviews have been conducted. Officials with extensive knowledge and experience in educational matters in general and in the education for Blacks in particular and taking into account the official's academic level have been interviewed. A question schedule has been drawn up to give guidance on the information derived from the interviews.

1.4 DEMARCATION OF THE FIELD OF STUDY

The South African system of education consists of four parts, namely Blacks, Whites, Coloureds and Indians. For the purposes of this research, attention will be focused on Blacks, paying particular attention to differentiation in terms of the pupils' abilities, aptitudes and interests made available in it.

The national and independent states have been excluded. There are other kinds of differentiation such as cultural differences which do not fall within the scope of this research. As such they will not be discussed in this work.

1.5 CLARIFICATION OF TERMS

1.5.1 The Concept Differentiation: The Latin word "differo, differe", transitively used, means separation.: The intransitive use of the word means to "differ" or "difference".

Etymologically, the concept differentiation may have different meanings (Steyn, 1977:6). In its modern meaning the concept differentiation implies "die bepalend

van wat die verskil tussen leerlinge aandui sowel as die moontlikheid om tussen hulle te onderskei" (Van der Merwe, 1973:5). The word therefore embraces the elements of both transitive and intransitive use in Latin as indicated but the concept of separation or difference is always implemented by using the guidelines of the equivalence and inequality of mankind, the general moulding of learners, the manpower needs and proper guidance (see chapter 2).

1.5.2 Ability: The quality of being able to do something. Intellectual **abilities** play an important part in the successful completion of a course of training for a particular occupation and in the fruitful pursuit of the occupation itself (Behr et al., 1987:119).

1.5.3 Aptitude: The ability to learn (Morris, 1976:244) a particular thing or subject. A person may have an **aptitude** to learn Mathematics but not History (Morris, 1976:244).: From the foregoing explanation it is quite clear that aptitude and ability are inseparable. To learn a subject successfully, one needs both ability and aptitude.

1.5.4 Interest: **Interest** means a personal involvement in the learning task (Dreyer & Duminy, 1986:118). According to Vrey (1979:267) it is impossible to be interested in a totally unknown object - one has to have some understanding or experience of something in order to be interested in it. The more important or valuable a thing is, the more interested one becomes (Wentzel & Mahlangu, 1985:53).

Interest can best be described as a person's likes or attraction to certain activities (Behr et al., 1989:71).

From the foregoing conclusions, **interest** is the satisfaction which a person derives from indulging in certain types of activities. If a pupil is interested in a certain subject he will tend to give more attention to it and attempt to do his best in it.

1.5.5 Curriculum: Saylor, Alexander and Lewis (1981:3) define curriculum as "a set of intentions about opportunities for engagement of persons with other persons and with things (all bearers of information, processes, techniques and values) in certain arrangements of time and space. This definition suggests the following components of curriculum: course of study, intended learning outcomes, intended opportunities for engagement, learner's actual experiences."

Hugh Hawes (1982:3), on the other hand, describes curriculum as an intention, plan or prescription, an idea about what one would like to happen in schools.

Saylor, Alexander and Lewis (1981:8) state: "We define the curriculum as a plan for providing sets of learning opportunities for persons to be educated." They further explain that "In applying this definition, the term plan should be viewed as an intention rather than a blueprint. An effective teacher works with a plan in the same sense that an artist starts with an image of a landscape to be painted or a head to be sculpted. As the artist proceeds to embody this image, the image may vary." Similarly, as creative teachers embody the curriculum plan through instruction, they need to vary the original plan to suit the identified needs.

The following submission by Urevbu (1985:10) brings to the reader's awareness the need for the recognition of the society and its wishes in the process of curriculum building:

Thus, using a metaphor of production, students became raw materials which the schools, like factories, were to fashion into finished products according to the specifications of society.

From these definitions we are able to determine that curricula reflect intentions, aims and goals of the teachers and schools about learners. They are prescriptions of what should be learned by the pupil, and how this learning should be effected. They reflect definite decisions pertaining to the teaching-learning school activities. The aims and goals as well as decisions are formulated by the society.

1.5.6 Pre-primary Education: Any organized education prior to primary education, e.g. nursery education. The emphasis is on providing a richly stimulating environment and opportunities for social and language development (Rowntree, 1981:226).

1.5.7 Primary Education: Education provided prior to secondary education and catering for children in the age-range of about 5-11 years. In the United Kingdom it is conducted in primary and preparatory schools; in the United States in elementary or grade schools (Rowntree, 1981:226). In the schools for Blacks it is provided in the primary schools.

1.5.8 Secondary Education: In the Republic of South Africa **secondary education** tends to be defined as education of a standard beyond Std. 4 or in some cases

beyond Std. 5. In this sense a secondary school is a school providing education from Std. 5 or 6 up to and including Std. 10.

According to Lynch (undated:2), a definition of secondary education which has received a fair measure of support by many educationalists is that given by Douglas in his book **Secondary Education for Youth in Modern America**.

Douglas defines it as follows:

Secondary education is that period in which the emphasis is shifted from the study of the simpler tools of learning and literacy to the use of these tools in acquiring knowledge, interests, skills and appreciations in the various major fields of human life and thought.

1.5.8 Tertiary Education: Tertiary education is a post-secondary education and thus has its own unique nature. "Education in tertiary institutions is mainly specialized, predominantly vocational, much more strongly andragogic than pedagogic and thus more instructional than educational" (Van Schalkwyk, 1988:127). It does not offer general basic education like primary education does but is only meant for a selected group. Its learners have already reached a certain level of development and are on the threshold of a vocation. Their educational needs are primarily concerned with the occupational world.

According to Van Schalkwyk (1988:127), tertiary institutions in the RSA can be divided into the following broad categories:

- Colleges such as those for the training of teachers and police; agricultural and naval training colleges
- Private colleges including private correspondence colleges
- Professional institutions such as Bible and medical schools
- In-service training colleges attached to civil service such as those for the post office and railways
- Technikons and technical colleges
- Universities

1.6 ABBREVIATIONS USED IN THIS STUDY

RSA	:	Republic of South Africa
STD	:	Standard
N. TVL	:	Northern Transvaal
W. TVL	:	Western Transvaal
SSTD	:	Sub-Standard

P.T.C.	:	Primary Teachers' Certificate
J.S.T.C.	:	Junior Secondary Teachers' Certificate
U.E.D.	:	University Education Diploma
B.Paed	:	Bachelor of Pedagogy
HSRC	:	Human Sciences Research Council
DET	:	Department of Education and Training
SETT	:	School Readiness Evaluation by Trained Testers
UPPE	:	Upgrading Programme for Primary Education
J.M.B.	:	Joint Matriculation Board
HG	:	Higher Grade
SG	:	Standard Grade
Medunsa	:	Medical University of South Africa

1.7 THE STRUCTURE OF THE DISSERTATION

Chapter 1 is an introduction and an orientating chapter gearing the reader towards a clearer understanding of the subsequent chapters.

Chapter 2 is devoted to the theoretical basis for differentiation in school system for Blacks and the historical perspectives on the system of education for Blacks in RSA.

Chapter 3 will focus on differentiation made available in pre-primary and primary education and Chapter 4 on secondary and tertiary education. Chapter 5 will be devoted to a conclusion, findings and recommendations. All issues raised in the previous chapters will be summarized and the main points and recommendations will be made in respect of differentiation in the system of education for Blacks.

1.8 SUMMARY

In Chapter 1 the following issues have been addressed: the problem of research, the aim of the research, the concept **differentiation**, the method of research, a demarcation of the field of study, a clarification of the terms and abbreviations used and the structure of this dissertation.

The following chapter will be devoted to the theoretical basis for differentiation in the school system for Blacks in the RSA.

CHAPTER 2

THEORETICAL BASIS FOR DIFFERENTIATION AND THE HISTORICAL PERSPECTIVES ON THE SCHOOL SYSTEM FOR BLACKS IN THE REPUBLIC OF SOUTH AFRICA

2.1 INTRODUCTION

In order to describe differentiation in the school system for Blacks in the Republic of South Africa (RSA), a theoretical basis and historical perspectives are provided. Therefore, in this chapter the following are addressed: the education system, criteria for differentiation and the historical background of differentiation in the school system for Blacks in RSA with special reference to the periods 1910 - 1953 and 1954 - 1976, and also a period prior 1910 will be referred to for purposes of providing context.

2.2 THE EDUCATION SYSTEM

2.2.1 The Definition of an Education System

Different authors define an education system differently. Van Schalkwyk (1986:1) explains that "the education system is the totality of all systems, structures and activities that cause the education of a community to take place in a purposeful, planned, organized and controlled manner". According to Raikane (1987:15) the education system is designed and developed to meet the general and particular needs of a community. As these needs change, the education system is adapted to them.

Barnard and Vos (1980:25) declare that "the education system is an entity of different kinds of social structures". In every society there are a number of institutions, each with its own function but all directed towards the service of society. The institutions in question are, inter alia, the church, the school, the state, commerce and industry and legal institutions (Wentzel, 1979:1). The interwovenness of the above-mentioned structures aimed at bringing about education, is known as an education system (Raikane, 1987:16).

Stone (1981:130) defines an education system as "... 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 organization 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". It is clear at this stage that an education system is more than a school. "The school is only one of the many societal structures which work together in an organised education system" (Malao, 1983:7).

According to Barnard (1981:38-39) an education system is "die organisatoriese raamwerk, naamlik beplanning (insluitende navorsing, beraadslaging en beleidsformulering); onderwyswetgewing (parlementêre onderwyswette, provinsiale onderwysordonnansies, regulasies ingevolge die wette en ordonnansies, ens.), uitvoering van die onderwyswetgewing, hulpdienste; en skoolstelsel waarbinne die onderwyser en kind mekaar ontmoet". Steyn (1989:7) rightly defines an education system as "... logistieke raamwerk waardeur effektiewe onderwys moontlik word om in die onderwysbehoeftes van 'n bepaalde groep mense te voorsien".

The last-mentioned definition is the most authentic because the effectiveness of an education system depends on whether it meets the needs of the people it is intending to serve. This definition will therefore serve as the springboard for this research.

2.2.2 Components of an Education System

Different authors give different structures of an education system. For instance, Steyn, Steyn and De Waal (1990:5-8) see an education system as a logistical framework which displays an education system policy, an education system administration, a school system and support services as components. Rupert (1979:45-143) on the other hand, analyses the field of education as follows: legislation, educational administration, school system, auxiliary services, supplementary auxiliary services, supervision and planning. Van Schalkwyk (1988:60) identifies the managerial and administrative structures, the educational institutions, the supporting services and structures with an interest in education as components.

Although different components of an education system are identified this study will pay particular attention to the school system for Blacks in the Republic of South Africa.

The following are the components of an education system which will be used in this study:

2.2.2.1 Education System Policy

An education policy is a set of statements which serves as a guide to the actions in an education system. Without a fixed and clearly defined policy a purposeful and definite system of educational provision cannot come about. The entire organizational structure of the education system is based on such a policy (Meehan, 1975:18; Thornhill & Hanekom, 1979:51).

The education policy prohibits, commands, compels, protects, guarantees, determines and gives direction (Steyn, Steyn & De Waal, 1990:5). It serves as the juridical basis of all education.

An education policy is rooted in the philosophy of life and the world view of the people whose educational needs that education system should provide in (Van Schalkwyk, 1986:67). When a policy is drawn up, a number of processes such as research, consultation, decision-making, policy formulation and legislation (Van Schalkwyk, 1986:68) are taken into account. The whole process from research to the formulation of policy is undertaken by one of the functions or processes of educational management, namely policy-making (Van Schalkwyk, 1988:45).

The general education policy of the Republic of South Africa, as determined by the Government, after consultation with certain persons and bodies and advised by certain committees, falls within the following specific principles, for example:

- that equal educational opportunities be the aim for all residents of the Republic of South Africa regardless of race, colour, faith or sex;
- that the religious and cultural convictions of all residents of the Republic of South Africa be recognised;
- that freedom of choice be recognised;
- that the provision of education be based on ongoing research (RSA, 1983:30; Act 76/1984).

2.2.2.2 Educational System Administration

The necessity of purposeful arrangement, planning, classification, structuring and other managerial activities in any community does not need to be over-emphasized (Van Schalkwyk, 1986:81). The need to organize appears as soon as two or more individuals or groups of individuals have to join forces to attain a common aim (e.g. school structure), in other words, as soon as there is division of labour.

According to Cloete (1980:77) organization entails the marshalling and arranging of people into a particular pattern so that their actions will follow a certain course. The more people involved in an enterprise, the greater the need for organization, that is, for a plan and structure for the division of labour in order to derive maximum benefit from all the potential and available forces within the organization (Reynders, 1967:132). Organization is an activity whereby an orderly framework (or organizational structure) is systematically created for an institution, in other words, it involves arranging matters in such a way that activities proceed smoothly (Van Wyk, 1986:33). Organization comprises:

- horizontal division of labour
- vertical division of labour
- co-ordination
- determining how control will be exercised (Van Wyk, 1986:33).

2.2.2.3 The School System

2.2.2.3.1 Introduction

The school system refers to all the institutions in which actual education takes place (Stone, 1979:162). These are places in which reality is unfolded to children. The term "school" embraces the different educational institutions e.g. schools, colleges and universities. It actually refers to all educational institutions where the educational needs of people are provided for.

In every community educational institutions differ in accordance with the type of education they offer. This implies that every community has its own pattern of educational institutions, which is by and large determined by the various educational needs of the individuals and the community at large. King's point of view (1973:13) that "the universal concerns of mankind take on a local idiom in each national or cultural context, because of the special circumstances of that place" holds true for education systems as much as for any other cultural phenomenon. Every society or community should create a system of schools in

keeping with its level of cultural development to meet the needs of its people for organized education. Although there are commonalities in different school systems, no two school systems can be identical in all respects. In the so-called developed countries there is need for a great variety of educational institutions. In the Republic of South Africa, in order to cater for the diversified interests and aptitudes of pupils, technical, trade, commercial, music, art, agricultural and academic forms of education are made available. As a result of different cultural needs and responsibilities schools are established for Blacks, Indians, Coloureds and Whites. To meet the needs of the intellectually and physically handicapped pupils, schools for the blind, retarded, mentally disturbed and cerebral palsied have been established. On the strength of the child's level of development and scholastic attainment, there are schools for pre-primary, primary and secondary education as well as institutions for tertiary education (Vos & Brits, 1987:39).

From the above evidence it is clear that differentiation in education is part and parcel of a school system and can therefore not be separated.

2.2.2.3.2 Types of Education

- *Pre-Primary Education*

Pre-primary education as denoted by the prefix "pre" refers to the stage before primary education, "a place where a group of 3-6 year olds receive norm-centred formative education in a structured environment in an informal yet purposeful, planned and organised way" (Van Schalkwyk, 1988:122). It is aimed at achieving school-readiness for children before they enter formal schooling (Vos & Brits, 1987:63).

It is important to note that entry into pre-basic (pre-primary) education is optional. It may become compulsory at the age of five or six years just before pupils enter basic (primary) education (HSRC, 1981:28).

Pre-primary education, as a matter of fact, commences at birth and ends when the learner enters primary education at about six or even seven years of age. Pre-primary is tending to become increasingly institutionalized in crèches (0-3 years) and nursery schools (3-6 years). In a report of the Science Committee of the President's Council on informal and non-formal education in South Africa it is emphasized that pre-school education is in many respects a preparation for life itself, because the eventual intellectual, social, emotional and even the physical development of each person depends to a large extent

on the foundations laid in the early years of childhood (DET, 1985:87; DET, 1986:98).

Pre-school education includes the development of personality traits, linguistic abilities and the ability to communicate, all of which have a life-long influence. In the above-mentioned reports (DET, 1985:87; DET, 1986:98) it is clearly stated that any lack of pre-school education, be it formal or informal, that evolves from insufficient educational experience during the first five years of a child's life may have permanent consequences notwithstanding remedial measures applied at a later stage. It is therefore of the utmost importance that any inequalities and handicaps that exist because of the child's home environment be eliminated before basic education is given so as to give the child an opportunity to perform according to his full potential in his future career.

Reilly (1976:141) puts the importance of the pre-school in broad terms when she says that "the pre-school is primarily an educational institution concerned with education during that period of the child's life when the quality of education probably matters most". The significance of this statement is realized in the fact that the pre-school child is dependent, most responsive, most vulnerable and most eager to learn. Pre-school is, therefore, the foundation of the whole educational system and has potential power for improving learning ability and motivation at a higher level.

- ***Primary Education***

By "primary" is meant something that occurs first in time and rank, importance, development or value. It is derived from the Latin word "primarius". With relation to education it thus obviously refers to the first distinctive period of rigid or formal education - teaching in what has become known as primary education. This is a formal period of learning in the life of a human being (called a school-child), lasting in time and value, in most modernized countries, until the attainment of Std. 4 and in some Western countries, including Std. 5 ($\pm$ 6-12 years). For example in France, the age range is 6 to 11 years (Holmes, 1983:312) and in England also 5 to 11 years (Goodey, 1989:134). Lynch (undated:119) defines a primary school as one which makes provision for education up to and including but not beyond Std. 5.

Primary education is naturally of a general nature for it makes no provision for the special or vocational preparation of the child. It "occupies, generally a central place in the lives of children ..." (Blyth, 1984:152). It deals with general and basic matters and it is intended for the whole juvenile section of the

population. It is, as a rule, compulsory for the whole population of most sections of the civilized world which is unfortunately not the case for the Black population of the Republic of South Africa. Any pupil who is at all educable, be he or she ever so poor in intelligence, is compelled to receive this form of education.

Some authors refer to it as basic education (RSA, 1983:21). It is basic in that it lays the foundation in which provision for further education can be made. No secondary education can be given to a pupil who has not received primary education.

In the primary school no direct training for a vocation takes place as mentioned above. The fact that every pupil will as a rule have to take up a vocation in life is of paramount importance at the secondary school stage as very large numbers of pupils will leave school for a career. In the past there was a tendency to make a start with direct preparation for a vocation immediately the pupil completed the primary school course. For example, pupils who entered trade school immediately started with a measure of direct vocational training. The modern tendency is, however, to raise the minimum standard of basic general education. As the world advances, civilization becomes more complex and hence demands a higher standard of education for its citizens (Van Schalkwyk, 1988:123).

- ***Secondary Education***

In the Republic of South Africa secondary education tends to be defined as education of a standard beyond Std. 4 or in some cases beyond Std. 5 ($\pm$ 12-18 years). In this sense a secondary school is a school providing education from Std. 5 or 6 up to and including Std. 10.

Classifying a school system according to standards does not tell us what secondary education is. The division by standards is convenient in referring to various levels of work but it gives no idea as to what the aims and functions of the particular division of the education system are.

Many of the secondary schools in the Republic of South Africa have for many years been regarded as preparatory schools for University entrance. Secondary education, according to Lynch (undated:1), cannot, however, be defined as a preparatory school for the University, for, after all that is but one

of its functions and in any case a very small percentage of secondary school pupils enter universities.

There is no general agreement among educationalists as to what is meant by secondary education. Some maintain it is the type of education which should be provided for pupils from the age of 14 to 18, others declare it should be for ages from 12 to 20, while others again state it should include the schooling of all adolescents. For instance in France secondary education is the type of education which should be provided for pupils from the age of 11 to 18 (Holmes, 1983:312-315) and in England for pupils whose ages range from 12 to 18 (Vos & Brits, 1987:156). Generally, it can be said that elementary school gives instruction in the fundamentals and tools which are essential in solving everyday problems of life while in secondary education one explores various fields of knowledge and acquires further tools for the solution of problems or a preparation for advanced learning (Lynch, undated:2).

According to Lynch (undated:2), a definition of secondary education which has received a fair measure of support by many educationalists is that given by Douglas in his book **Secondary education for Youth in Modern America**. Douglas, quoted by Lynch (undated:2) defines it as follows: "Secondary education is that period in which the emphasis is shifted from the study of the simpler tools of learning and literacy to the use of these tools in acquiring knowledge, interests, skills and appreciations in the various major fields of human life and thought." This is a more comprehensive and all-embracing definition of secondary education.

- ***Tertiary Education***

Tertiary education is post-secondary education and thus has its own unique nature. "Education in tertiary institutions is mainly specialized, predominantly vocational, much more strongly andragogic than pedagogic and thus more instructional than educational" (Van Schalkwyk, 1988:127). It does not offer general basic education like primary education does but is only meant for a selected group. Its learners have already reached a certain level of development and are on the threshold of a vocation. Their educational needs are primarily concerned with the occupational world.

For the fact that tertiary education is not a general matter but mainly career-oriented, it must be regarded as education of an exclusive nature. As a result, tertiary education can be seen as a system of education outside the ordinary

state-controlled education system. Universities and technikons are autonomous but they are subsidized by the state and the private sector and advised by professional councils for which they train manpower. Colleges of education in turn are controlled by the education departments for which they train teachers. In the same breath, police and railway colleges are controlled by the sectors for which they train personnel (Van Schalkwyk, 1988:127).

However, not all colleges can be classified as purely tertiary institutions since colleges offer different courses for which the entrance requirements vary, for example, Railway and Post Office Colleges offer courses for which Std. 8 and Std. 10 certificates serve as entrance requirements (Van Schalkwyk, 1988:127). According to Van Schalkwyk (1988:127), tertiary institutions in the Republic of South Africa can be divided into the following broad categories:

- Colleges such as those for the training of teachers and police; agricultural and naval training colleges
- Private colleges including private correspondence colleges
- Professional institutions such as Bible and medical schools
- In-service training colleges attached to civil service such as those for the Post Office and the Railways
- Technikons and technical colleges
- Universities

2.2.2.4 Supportive Services

Supportive services are organized external help given to individual schools to facilitate learning and teaching.

In the South African system of education the supportive services are categorized into two, namely:

- supportive services to learners; vocational guidance services; school library services; school music services; medical and dental services; hostel services; school journey services (Steyn, 1988:39);

- supportive services to teachers: curriculum services; examination services; subject advisory services; professional aid services; educational media services; teacher training services (Van Schalkwyk, 1988:139-142).

2.3 DIFFERENTIATION

2.3.1 Anthropological Grounds for Differentiation in Education

Man is by nature a multi-faceted being with a large variety of human functions and qualities. For man, therefore, to be developed into a full and balanced being, he must not only be educated with regard to faith, economics or physique: "All his functions together make of him a human being as distinguished from animals, plants and matter" (Van Schalkwyk, 1986:57). The education system has to be structured in such a way that it should cater for the "whole" being of the child. The education system has to display different kinds of schools, directions of study, subjects and courses according to the demands of human development. For example the physical build and size (spatial aspects) of the child's body make particular demands with regard to the school building, apparatus and other equipments, playgrounds, sports field and other physical amenities (Malan, 1985:42).

According to Stone (1974:27) the kinematic aspect of the human body makes demands on the education system with regard to subjects or physical activities such as physical training, sport, the activity principle in human learning, variation of learning matter and human rate of learning and of growth.

The body is expressed in physical and biotic ways, therefore, the education system is required to make provision for matters such as supportive educational services concerning the child's feeding, clothing and health. These aspects are also opened up to the child by means of subjects such as Physiology, Biology, Hygiene, First Aid, Domestic Science and Physical Education (Steyn, 1988:65). The child's physical development as well as maturation is of great importance to education as learning matter and methods must be synchronized with such development. Differentiation is important in this connection especially where physical handicaps are involved. The physical aspect is one of the natural modes of existence that makes demands on the education system with regard to man's sensory qualities such as his visual abilities (lighting, visibility, clarity and colourfulness), hearing (acoustic tone, quantity and purity of sound, noise, quietude and monotony), touch, pain and pressure (comfort or discomfort of furniture), smell (ventilation)

and heat and cold (ventilation, heating, cooling, situation of buildings). Furthermore, the education system must provide for special education for the neurally and mentally handicapped, the deranged, the alienated and the maladjusted (Barnard, 1984:180-181).

The education system functions in the cultural aspects as well, for instance man's existence in the analytical way of being gives the education system the task of actualizing the human function of thought. This affects matters such as scientific education, systematic thought, human potential and limitations with regard to attention, concentration, fatigue, memory, forgetting, learning and knowledge of reality in all its aspects such as knowledge of the numerical and spatial aspects (by means of Mathematics and Arithmetic), of physical (by means of Geography) and of the aesthetic aspects (by means of the various possible art forms). (It is quite clear that this aspect makes demands on the education system. The fact that people differ qualitatively in their analytical abilities requires the education system to provide for those differences in the form of academic and practical courses.

The education system has something to do with cultural enrichment and assimilation and cultural transfer. As a result the education system is intimately interwoven with the culture of the community. Barnard (1981:56) puts it this way: "Onderwysstelsel het te make met kultuurverwerking en kultuuroordrag; trouens die onderwysstelsel is deel van die kultuur van 'n volk." Culture, on the other hand cannot be dissociated from language. Therefore the development of man necessarily binds the education system to the lingual way of being.

Man's existence in relationships (social way of being) affects the education system as an interwoven structure in which man as pupil and as teacher enters into relationships with man as employer, as church member, as parent and as citizen.

Man also functions in the economic way of being. In schools, therefore, education is provided according to the national and local economic conditions and needs (Hans, 1971:63-64).

The education system is in the same way affected by the existence of man in the aesthetic function, that is the harmonious unfolding of personality and reality, in the juridical function where the rights and interests of each structure and individual must be protected, in the ethical function and in the pistical aspect where human life - and world views arising from their ground-motives can guide the entire education system in a particular direction (Barnard, 1984:185-188).

Differentiated education, which implies the provision of education according to the pupils' interests, aptitudes and abilities, is based on the following principles (Niemann, 1979:4):

- **The Equivalence and Inequality of Mankind**

The democratic right on the basis of which every pupil can claim equal educational opportunities, call on the education authority to create opportunities in which every pupil will be in a position to unfold his/her abilities to the full. This will be realized if education is differentiated and provides according to the pupils' different abilities.

- **General Moulding**

Particular emphasis falls on general formative education before specialization. The child is not educated for a specific profession, her/his education as a social being is regarded with esteem.

- **Manpower Needs**

The different courses should be offered with a view to satisfying the manpower needs of a country.

- **Guidance**

Proper guidance forms the nucleus of differentiated education. Pupils should be guided to take courses that are in keeping with their potentials.

2.3.2 Differences Usually Catered for in Schools

Education must provide for the complete, balanced and differentiated instruction of the learner. Therefore all educational institutions should try to educate each pupil fully according to his/her particular needs. This necessitates the recognition of the following differences in institutions (Van Schalkwyk, 1988:119):

2.3.2.1 Differences of Sex

It is sometimes necessary to provide differentiated education based on sex. There are certain subjects that are peculiar to either males or females. These are subjects such as Home Economics, dress-making and wickerwork for girls and Woodwork, metalwork, plumbing and welding for boys. Depending on the numbers of boys and girls in a given community different classes or schools can

be established for the separate sexes. This constitutes differentiation (Steyn, 1977:24).

2.3.2.2 Differences of Aptitudes and Abilities

People are not equally gifted. Some are gifted in music, some in languages, others in Scripture, others in sciences. Some are good in arithmetic, others at literature and others in sport.

To cater for these diversified abilities the education system should create schools for the gifted as well as for ordinary academics. Separate schools for technical, commercial, agricultural and art education could also be created. If the numbers are too small for the creation of separate schools, courses of study could be created within the same school.

2.3.2.3 Differences of Interest

Even if aptitude plays an important role in the pupil's choice of career, a person's background and education play an equally important role to arouse interest in a given subject or field of study, for example, the farmer's son might be very interested in agricultural subjects. Different kinds of schools should be created to cater for the different interests or courses within the same school.

2.3.2.4 Differences of Religion and Philosophy of Life

Most countries today emphasise freedom of religion and philosophy of life. Although separate schools on the basis of religion are not always possible, important and more common differences of religion and philosophy of life in a community must be taken into account because all education is always determined by a ground motive. In South Africa education has a Christian character but there are also state-subsidized, private Roman Catholic, Lutheran and Anglican schools. "In other countries such as the Netherlands there are Protestant, Roman Catholic and Humanist schools to provide for these three general philosophies of life" (Van Schalkwyk, 1988:119-120).

2.3.2.5 Cultural Differences

Differences of religion and philosophy of life are closely associated with cultural differences. In other words African natural religion cannot be separated from African civilization. They go hand in hand. As a result, it is of the greatest

importance that education be differentiated on the grounds of cultural differences because education is concerned with the transfer of culture to the young.

In South Africa there are four parts of the same education system based on cultural differences. There is a part catering for the population groups of the Black culture, one for the Eastern cultures, one for the Western-Eastern cultural group and one for the Western cultural group.

Within a broadly defined culture group there could be further differences such as differences of language and cultural ideas. For instance, within the African/Black cultural context, provision should be made for Tswana, Xhosa, Zulu and Northern Sotho schools. This is done because language and culture are inseparable. For purposes of preservation of group pride and culture, therefore, mother tongue instruction is used within various parts (Van Schalkwyk, 1988:120).

2.3.2.6 Differences in Age and Level of Development

Because of the differences in age and level of development an education system has to make provision for pre-primary, primary, secondary and tertiary education. Each school type will provide education that is in keeping with the level of development of the age group concerned. Further differentiation could be made within the school types. The primary school type could further be sub-divided into junior and senior primary phases and secondary in the same way in order to deal with smaller numbers and more or less the same ages. The phases in question could further be sub-divided into standards based on age in order to cater for the educational needs of the pupils according to their age.

2.3.2.7 Abnormalities

Education systems should cater for the normal as well as the handicapped. "Handicap" in this context embraces all pupils who are likely to find it difficult to benefit from the normal or ordinary education such as the aurally handicapped, visually handicapped, neurally, physically, learning and mentally handicapped as well as autistic children (Steyn, Steyn & De Waal, 1990:16).

2.3.2.8 Educationally Neglected Children

The educationally neglected children are children who are not necessarily mentally or physically handicapped but those that were educationally maltreated which resulted in the child losing his sense of direction and purpose. In the South

African Republic such children are catered for in industrial schools and reformatories (Van Schalkwyk, 1988:121).

2.3.3 Types of Differentiation

2.3.3.1 Individualization

Many educationists consider the principle of individualization to be the main theme of didactics (Duminy & Steyn, 1985:57). Interest in the individual and his place in the community started at the beginning of the twentieth century and captured the attention of the great educational reformers of the time.

Individualization is the school of thought that propagates the idea that, in helping the development of the child, the school should take into account the nature and ability of every individual pupil. Van der Stoep and Van der Stoep (1973:99) describe it as resistance to the danger of submitting the child to the techniques of pedagogic collectivism. A system of mass education, when properly planned, operates efficiently and smoothly but it would be unwise for the education planners to be blind to the fact that whatever learning the individual pupil accomplishes under ordinary classroom conditions can be increased by giving him or her a little personal attention.

2.3.3.2 Grouping

Grouping is an important aspect of individualized instruction. It is believed that, as a result of ever-present individual differences, there are smaller groups within a class which would be able to work effectively towards a common goal.

One of the purposes of grouping, particularly homogeneous grouping, is that of improving the efficiency of education by providing for each intellectual level the kind of instructional and educational programme that is most suitable. Ideally the pupils in the top group participate in an enriched curriculum and make faster-than-average progress, whereas those in the lowest group deal with simpler material and proceed at slower-than-average rates (Lindgren, 1980:649).

2.3.3.3 Study Directions/Courses of Study

The individuals are gifted differently in different areas of study. For every individual to develop according to his abilities there is a need for free choice of subjects which would lead to a suitable choice of career.

On the basis of this difference, courses should be made available for different ability groups. Courses should be offered on different grades or levels of difficulty to accommodate the different ability groups within the same establishment (Van Schalkwyk, 1988:118).

2.3.4 Theoretical Model for Evaluation of Differentiation in the school system for Blacks in RSA

On the basis of the previous discussion effective differentiated education could be evaluated by using the following model:

2.3.4.1 Anthropological Grounds

- Differentiated education should cater for differences of sex.
- Differentiated education should provide for differences in aptitudes and abilities.
- Differentiated education should make provision for differences of interest.
- Differentiated education should take into consideration differences in age and level of development.
- Differentiated education should cater for the abnormalities.
- Differentiated education should make provision for the educationally neglected children.
- Differentiated education should take into account differences of religion and philosophy of life.
- Differentiated education should provide for cultural differences.

The two last-mentioned criteria will be excluded in this study since they do not form part of this enterprise.

2.3.4.2 Types of Differentiation

Differentiated education should also take into account the following types of differentiation (refer to paragraph 2.3.3).

Individualization: Are the nature and ability of every pupil taken into account in schools?

- Grouping: Is any grouping done on the basis of interest, ability and aptitude?

- Study directions: Are there study directions or courses to choose from for pupils/students?

2.4 HISTORICAL BACKGROUND OF DIFFERENTIATION IN THE SCHOOL SYSTEM FOR BLACKS

2.4.1 Introduction

The historical background of differentiation in the school system for Blacks could be divided into two major periods, namely, 1910 to 1953 and 1954 to 1976. The period 1910 to 1953 marked the transition of Black Education from the provinces to a central Department of Native Affairs through the Bantu Education Act No. 47 of 1953 (Macmillan, 1971:399). 1954 to 1976 was the period which led to a countrywide protest against the use of Afrikaans as medium of instruction and Bantu Education in general. It is this period which led to the promulgation of the Education and Training Act No. 90 of 1979 (Thembelela, 1984:102). For purposes of linking up the period prior to 1910 will also be looked into.

2.4.2 The Period Prior to 1910

Education for Blacks in South Africa owes its origin to the missionary societies (Coetzee, 1958:423). These missionary societies which were transplanted into South Africa from abroad included the Moravian, the London, the Rhenish, the Wesleyan, the Berlin, the Paris Evangelical and the Glasgow Missions, the Church Missionary Society and the American Board Missions.

The extent of missionary participation in Black education up to the end of the first quarter of the present century can be measured from the fact that there were then 2 702 mission schools with an enrolment of 215 956 pupils as against 68 state schools with an enrolment of 7 710 pupils (Behr, 1984:173).

A pattern of state-controlled education began to evolve in the Cape and by 1839 a Superintendent-General of Public Education was appointed (Behr & Macmillan, 1971:7). The spirit of state-controlled education spread to Natal and to the two Northern Republics. In 1909 at the National Convention which laid down the constitution of the Union of South Africa, the control of all matters affecting the Blacks, except education was placed in the hands of the then Minister of Native Affairs. The control and financing of education were vested in the provincial councils (Behr, 1984:173-174).

2.4.3 School System for Blacks from 1910 to 1953

During the period 1910 to 1953 Black education was the responsibility of the provincial councils (Rose, 1973:51).

The tempo of development in the various Provinces differed markedly. In the Cape Province the tempo of development was generally slow (Behr, 1984:176). In Natal rapid expansion occurred after 1910 when Dr. C.T. Loram became the Chief Inspector of Black Education. Changes which Dr. Loram brought about included the establishment of state schools, the creation of centres for agricultural training and new training courses for teachers (McKerron, 1934:168).

2.4.3.1 Types of Education

The Black school pattern could be divided into three categories, namely primary and secondary schools and teacher training. Basically the courses offered in the four provinces were uniform (Behr, 1984:177).

2.4.3.1.1 The Primary School Course

The primary school course stretched over eight years and consisted of two sub-standards and six standards. The curriculum consisted of the two official languages and the vernacular, Religious Instruction, Arithmetic, Geography, Nature Study, History, Hygiene, Music, Manual and Industrial Training, and drill and games (Coetzee, 1958:428). In the Orange Free State the two official languages were compulsory, which was not the case in other provinces (Behr, 1984:177).

2.4.3.1.2 The Secondary School Course

The secondary school course prepared pupils for the Junior Certificate Examination. There were also a number of high schools which prepared pupils for the matriculation examination. The courses at secondary schools were the same as those offered at white schools (Coetzee, 1958:428).

2.4.3.1.3 Teacher Training Courses

Several teacher training courses were provided: a Lower Primary Teachers' Certificate course of three years after Std. 6; a Higher Primary Teachers' Certificate course of two years after Std. 8; and a Secondary Teachers' course extending over two years after matriculation. The latter course was offered only at the then

South African Native College of Fort Hare (now known as the University of Fort Hare) (McKerron, 1934:169).

2.4.4 Developments, Issues and Trends in the Period 1954 to 1976

Under this sub-heading developments, issues and trends that arose as a result of the implementation of the Bantu Education Act of 1953 (47 of 1953) are going to be dealt with under specific headings.

2.4.4.1 Primary and Secondary Education

2.4.4.1.1 Structure

Until 1975 the school programme stretched over 13 years and this can be represented as in figure 2.1.

FIGURE 2.1: The 13-year structure of Black Education (Barnard, 1981:112)

AGE	YEAR OF SCHOOLING	CLASS	PHASE	KIND OF SCHOOL
19	13	Form V	Senior	Secondary school (5 years)
18	12	Form IV	Secondary	
17	11	Form III	Junior	
16	10	Form II	Secondary	
15	9	Form I		
14	8	Std. 6		Primary School (8 years)
13	7	Std. 5	Senior	
12	6	Std. 4	Primary	
11	5	Std. 3		
10	4	Std. 2	Junior	
9	3	Std. 1	Primary	
8	2	Substd. B		
7	1	Substd. A		

The primary school course was divided into two phases each of four years' duration. The secondary school course on the other hand stretched over five years and was also divided into two phases. The duration for the first phase was three years and for senior secondary phase two years.

The new 12-year structure which was introduced in 1975 excluded Std. 6 in the primary stream. Std. 5 became the highest class at primary and served as a transition from primary to secondary. The old structure (4 + 4) + (3 + 2) was

therefore replaced by a (4 + 2 + 1) + either (3) or (2 + 3) system (Vos & Brits, 1987:91). The new structure is explained in figure 2.2:

FIGURE 2.2: The 12-year structure of Black Education (Barnard, 1981:113)

AGE	YEAR OF SCHOOLING	CLASS	PHASE	KIND OF SCHOOL
18	12	Std. 10		
17	11	Std. 9	Senior	
			Secondary	
16	10	Std. 8		Secondary school
15	9	Std. 7	Junior	(6 years)
14	8	Std. 6	Secondary	
13	7	Std. 5		
12	6	Std. 4	Senior	
11	5	Std. 3	Primary	
10	4	Std. 2		Primary School
9	3	Std. 1		(6 years)
8	2	Grade 11	Junior	
7	1	Grade 1	Primary	

The Lower Primary phase extended over the four years from Grade 1 to Std. 2. This phase was designed to meet the minimum requirements of functional literacy (Steyn, Steyn, De Waal, 1990:53).

Stds. 3 to 5 covered the higher primary phase Std. 5, although part of the junior secondary phase, was retained in the higher primary phase. At the end of this year of schooling the school-leaving examination of the primary school was written (Behr, 1984:185).

The junior secondary phase covered the eighth to the tenth year of schooling. Standard 8 served as both the top class of the junior secondary school and the first class of matriculation. At the end of the tenth year of schooling an external examination was written which qualified the pupils for the Junior Certificate.

On the other hand the senior secondary school covered Std. 6 to Std. 10 and in specific cases only Stds. 8-10. An external examination is written at the end of the twelfth year of schooling, known as the matriculation or Senior Certificate Examination.

The successful completion of the Junior Certificate Examination provided admission to certain teacher training and technical courses while the matriculation

certificate exempted such candidates for degrees at universities. The Senior Certificate provided admission for diploma courses at universities (Behr, 1984:186).

2.4.4.1.2 Medium of Instruction

According to Bantu Education Act 47 of 1953, mother tongue was to be used as medium of instruction from Sub-Std. A to Std. 4. It was also to be used in secondary schools in subjects such as Religious Instruction, Physical Education and Singing and Music (Bantu Education Act 47 of 1953, article 15(6)). In the post-primary classes, the medium of instruction was either English or Afrikaans or both on a 50-50 basis (Lubbe, 1971:41 and 46).

2.4.4.1.3 Types of Schools

- ***State-aided Schools***

According to Behr (1984:187) 75 % and over were state-aided community schools. They were so called because they were supervised by school committees and schoolboards whose members were drawn from the parent community. Most of these schools were formerly mission schools. The state-aid covered the salaries of teachers, the supply of equipment and books and the maintenance of buildings (Lubbe, 1971:10).

- ***Farm Schools***

Farm schools were established by the owners of the farms for the children of their bona fide Black employees. These schools also enjoyed state subsidy financially (Lubbe, 1971:10).

- ***Special Schools***

Nine small special schools existed in the Republic of South Africa and two in the Transkei for physically handicapped African children. Those in the Republic were situated in African Reserves, subsidized by the then Bantu Education Department and run by missions. The best-known of them, according to Horrell (1968:111) was Kutlwanong School for deaf-mutes and deaf-blind children, started by the Rev. Dr. Arthur Blaxall and his wife near Roodepoort but now transferred to Tlhabane near Rustenburg.

Other schools were Bartimea in The Orange Free State for the deaf and dumb; Bosele in the Northern Transvaal for the blind; Dominican in the Southern

Transvaal for the deaf; St. Thomas in Ciskei for the deaf; Siloe in the Northern Transvaal for the Blind; Vuleka in Natal for the cerebral palsied and Letaba in the Northern Transvaal also for cerebral palsied children.

Some of these schools are now in the homelands and independent states and are therefore subsidized by the representative department of education.

- ***Mine Schools***

As in the case of farm schools, mine schools were established to cater for the children of the bona fide employees at the mines. They were also state subsidized (Lubbe, 1971:10).

- ***Factory Schools***

As in the case of the farm and mine schools, factory schools were established to cater for the children of the factory workers. They also enjoyed state subsidy (Lubbe, 1971:10).

- ***Private Schools***

Private schools were allowed to function on condition that they were registered with the then Department of Bantu Education. These schools did not receive any financial subsidy from the state but had to follow the school programme prescribed by the Department and they were subject to inspection. They enjoyed freedom of religion (South Africa (Republic): Government Regulation No. R62 of 11.1.63).

2.4.4.1.4 Enrolment Trends and Teacher-Pupil Ratio

In 1953 only 41 % of Black children of school-going age were in school. In 1974 the percentage escalated to between 71 and 75.

In spite of this rapid growth in the numbers attending school, the dropout rate was very high. Of all the children who commenced schooling in Substandard A, only 54 % completed four years of lower primary school; 28 % higher primary; about 7 % Junior Certificate level and 1 % the Senior or Matriculation Certificate. The cause, inter alia, was lack of compulsory education for Blacks (Behr, 1984:189).

One other disturbing feature in Black education was the teacher-pupil ratio. In 1975 the ratio was 1:56. In 1976 it dropped to 1:49 but was still far too high compared to other population groups in the country (Behr, 1984:189).

2.4.4.1.5 Curriculum

The primary school curriculum consisted of the following subjects: Afrikaans, Arithmetic, English, Environmental Study, General Science, Health and Physical Studies and writing. Particularly noteworthy was that the syllabuses in Arithmetic and General Science were similar to those in the schools for White pupils.

Syllabuses were revised from time to time. For instance in 1974 secondary pupils in Std. 8 were examined on the revised syllabuses designed for the new structure. The Senior Certificate Examination based on the new structure was written in 1976 and moderated by the Joint Matriculation Board (Barnard, 1981:115).

2.4.4.2 Teacher Training

In the period under review teachers were produced by the colleges and the universities.

Two teacher training courses were offered at the training colleges, namely, the Primary Teachers' Certificate (PTC) Course and the Junior Secondary Teachers' Certificate Course (JSTC). Admission requirements were Std. 8 and matric respectively. A student enrolling for JSTC directed his studies towards one or more of the following areas: Language, Arts, Science, Mathematics, Commerce, History of Geography (Lubbe, 1971:41, 54).

The universities offered diplomas and degrees for Senior Secondary prospective teachers. The diplomas were the Secondary Teachers' Diploma, University Education Diploma and Senior Secondary Teacher's Diploma and Bachelor of Pedagogy Degree (Lubbe, 1971:41, 54).

2.4.4.3 Trade, Technical and Industrial Training

Trade training for Black artisans was provided at 24 trade schools. The admission requirements were Stds. 6 and 8 depending on the type of trade.

Provision was also made for vocational training of girls. Training was given in home management; dressmaking; spinning and weaving; as well as nursery school supervision. For boys general and motor mechanics; concreting;

bricklaying and plastering; painting and glazing; upholstery and motor-turning; brickmaking; leatherwork; tailoring; and sheet-metalwork; plumbing; drain laying and watchmaking were offered.

In technical secondary schools instruction was offered in general and motor mechanics, technical drawing, woodwork and metalwork and related subjects. Courses were of Junior and Senior Certificate standards.

In 1975 a number of industrial centres were established in the main urban complexes in the White areas to cater for the pupils and adults in the afternoon. These centres were situated in Soweto, Sebokeng, Mamelodi, Lamontville and New Brighton. These centres which were situated near secondary schools for purposes of motivating the pupils to take industrial oriented subjects, offered training in commerce and industry (Behr, 1984:193-194).

2.4.4.4 Tertiary Education

- ***Advanced Technical Education***

In 1976 advanced technical education was offered at Edendale near Pietermaritzburg and Mmadikoti at Seshego near Pietersburg. These colleges offer post-matric courses in civil and agricultural engineering technicians, survey technicians, geological technicians, telecommunication technicians and industrial audiometrics. Physiotherapists, radiographers, health inspectors, public health nurses, laboratory technologists, dental therapists and dieticians were trained at Garankuwa Hospital near Pretoria (Barnard, 1981:116).

- ***Universities***

University education was offered at three institutions, namely the Universities of the North, Zululand and Fort Hare. Blacks could also study at the universities of the Cape, Witwatersrand, Natal and South Africa (Barnard, 1981:117).

2.5 SUMMARY

This chapter deals with the theoretical basis for differentiation as well as the historical perspectives on the school system for Blacks in the Republic of South Africa.

The following aspects were addressed: the education system, explanation of the components of an education system, differentiation and the historical background of differentiation paying particular attention to the periods 1910-1953 and 1954-1976.

Although several anthropological grounds for differentiation have been mentioned, for purposes of this study the research project will be limited to differences of aptitudes and abilities, interests and age, mental disabilities, physical disabilities and differences of sex.

CHAPTER 3

PRESENT DIFFERENTIATION WITH REGARD TO PRE-PRIMARY AND PRIMARY EDUCATION FOR BLACKS IN THE RSA

3.1 PRE-PRIMARY EDUCATION

3.1.1 Introduction

According to Behr and Macmillan (1971:95) the first nursery school for Black children was established in 1936 in the Transvaal by Lady Claremont, the wife of the then Governor-General of &SA.. It was a school for 90 children at Ekuthuleni in Sophiatown, Johannesburg.

During the war years little development occurred. Between 1946 and 1955 two training centres and nursery schools for Blacks were established in Natal. One was situated at Enkuliso in Durban and the other at Edendale in Pietermaritzburg. In the mid-fifties there were fewer than half-a-dozen nursery schools for Blacks in the Transvaal. The nursery schools for Blacks never flourished and by the end of 1958 all had closed down (Behr and Macmillan, 1971:95).

In recent years there has been some renewed interest in the provision of nursery school education for Blacks in RSA. In the urban areas a number of such institutions have been established for Black children. They have been brought into being through private initiative and maintained by private and voluntary agencies. All such institutions must be registered with the Department of Education and Training and are subject to regular inspection by officials of this Department who are responsible for ensuring that they are properly run in accordance with the Children's Act No. 33 of 1960 as amended by Act No. 50 of 1965. In 1968 there were 75 of these institutions in the Transvaal, 18 in the Cape Province, 13 in Natal and 7 in the Orange Free State (Behr & Macmillan, 1971:95-96). In 1988 there were 73 in the Transvaal, 24 in the Orange Free State, 8 in Natal and 32 in the Cape Province (DET, 1988:247).

The Education and Training Act (1979: Section 5(1a)) provides for the establishment of pre-primary schools as community schools. However, the Department confined its efforts to registration, inspection and professional advice to private pre-primary schools (Vos & Brits, 1987:91).

3.1.2 Kinds of Institutions and Financing

According to the Children's Act, (33/1960) and the Education and Training Act (90/1979) all crèches and kindergartens must be registered with the DET.

A crèche is a place where the educational needs of children between the ages 0 and 3 are catered for. In other words, a crèche is a day-care centre where children are looked after when both parents have gone to work. On the other hand a kindergarten is a place where a group of 3-6 year old children receive norm-centred formative education in a structured environment in an informal yet purposeful, planned and organized way (DET, 1979: section 1c).

The parents contribute financially to the maintenance of the buildings of crèches and kindergartens. Financial support is also given by local authorities, municipalities and industries. In the absence of sufficient financial support at local level, application for a subsidy can be made to the Department provided such crèches or kindergartens are registered with the Department (Vos & Brits, 1987:91).

State-aided pre-primary schools, irrespective of the number of children enrolled, receive a basic amount of R3 000 per annum. Apart from this basic amount an extra R100 for every 3 pupils in excess of an enrolment of 30 is paid annually to schools which qualify for the additional payment. The amount payable to schools with an enrolment of, for example, 120 will therefore be calculated as follows:

Basic	R3 000
$(90 \div 3) \times R100$	R3 000
	R6 000 per annum

The subsidy is paid quarterly in advance to the institutions concerned in 4 equal instalments, and is determined by the actual number of children enrolled who attend school daily as confirmed by the circuit office on the first Friday of each term (DET, 1989:6).

3.1.3 Admission Requirements

Admission criteria are decided upon by the governing bodies. However, those pre-primary schools that are registered with the Department of Education and Training take children from the age of 3 to 5 or 6 years (Geach, 1989).

3.1.4 Medium of Instruction

The medium of instruction in pre-primary schools is the mother tongue. In a case where a community in a particular area consists of a small group of Zulus, Tswanas and Xhosas the predominant language becomes the medium of instruction (Geach, 1989).

3.1.5 Curriculum

According to Geach (1989) a distinction is made in certain subject areas in the pre-primary school curriculum but these subject areas are integrated and never separated at any stage or level. The following subject areas are distinguished (see also Table 3.1):

3.1.5.1 Biblical Instruction

The ultimate aim for this subject area is to bring the child, daily, closer to a living, practical faith in Jesus Christ, a faith which results from a knowledge of God, through the workings of the Holy Spirit, which encourages the child to render service to God (DET, 1982:1). With Biblical Instruction there is a primary and secondary aim. The primary purpose is to lead the infant by instruction and example to meet and to know the Triune God who is his Creator, Redeemer and Lord. This primary aim is laid down in the first great commandment in the law:

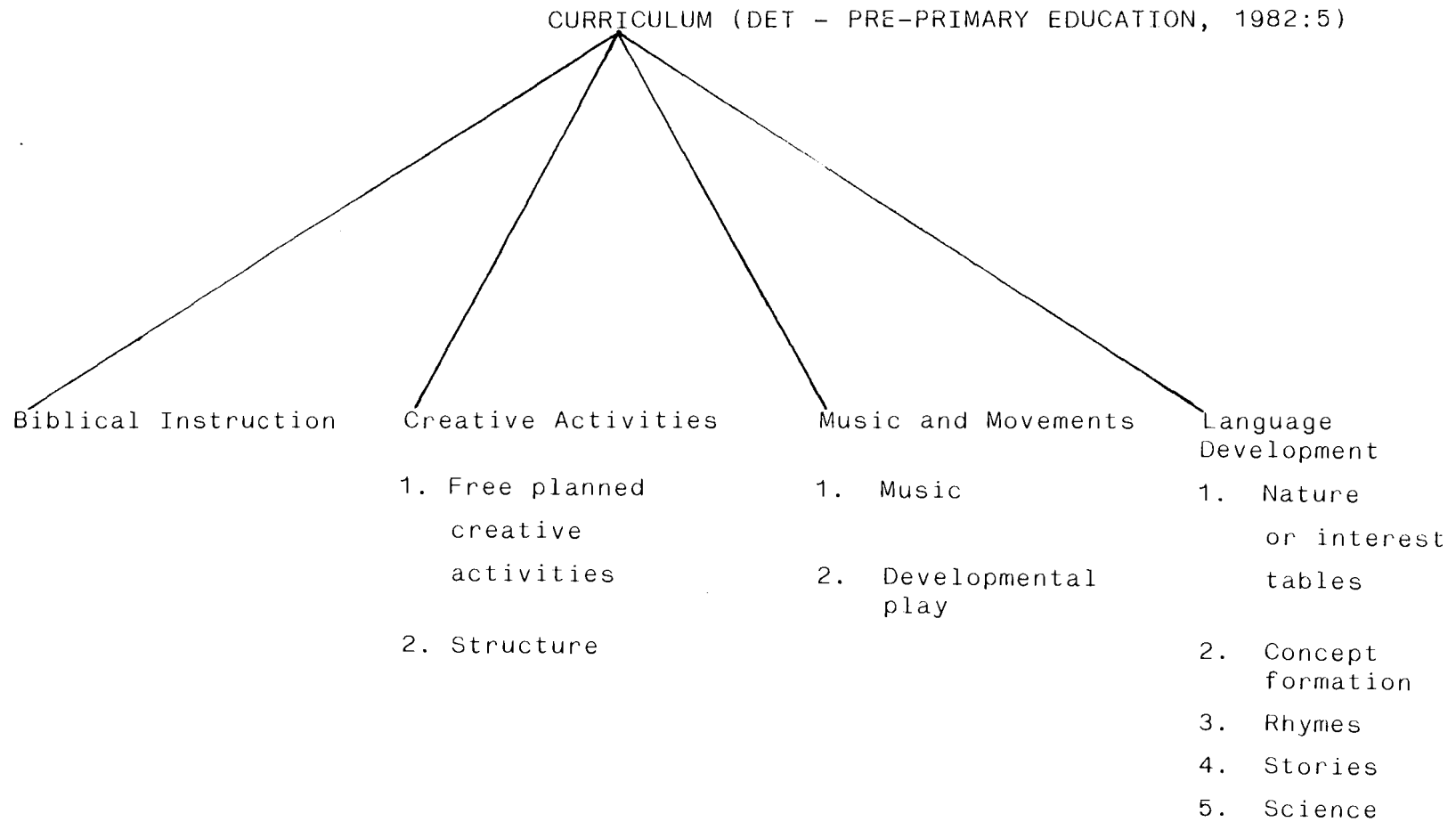
Thou shalt love the Lord thy God with all thy heart, and with
all thy soul, and with all thy mind (Matt. 22:39).

The secondary aim is to know the Scripture from a tender age.

3.1.5.2 Creative Activities

A distinction is made between two types of creative activities. The first group comprises free planned activities. The child is never expected to copy a model, nor is the whole group ever expected to produce the same article. What the child produces in his picture is a reflection of what is taking place within him, both physically and mentally. The teacher should permit a child countless opportunities to experience and explore materials, because this learning is fundamental and represents one of the stages in the developmental process. The child should, however, be instructed in the handling and implementation of certain equipments such as brushes and paint (DET, 1982:1).

TABLE 3.1



The second group comprises the more structured activities. The teacher has a definite role to play. The teacher has to plan and direct the activities, observe and thereafter note their actions in the observation report. The teacher must also evaluate their progress and rectify deficiencies (Geach, 1989).

3.1.5.3 Music and Movement

3.1.5.3.1 Developmental Play (Physical Exercises)

Movement exploration is a discovery approach to the teaching of body movements. It is a way in which children can create and discover the many ways in which their bodies are able to move. One might ask whether it is at all meaningful to present developmental play. Children are different. While some may well use their physical capacities to the utmost, others need the help and guidance of an adult to discover their own potential. However, developmental play is not aimed at formal instruction as in physical exercise, but at free play of the child in his world (DET, 1981:7).

3.1.5.3.2 Song, Music and Movement

The use of artistic material is frequently regarded as the only possibility for creativity in the pre-primary school. Eurhythmics, Dramatisation and characterization, fantasy play in the music corner, perceptual development and songs are a few practical suggestions as to how infants can be given the opportunity to associate themselves creatively with music (DET, 1982:2).

3.1.5.4 Language Development

Language is more than a tool for communication, a basic tool of the thought process. The aim of language development at the pre-primary level is to help the child to learn, to understand, to use and to express himself creatively in language. Effective use of language will help the child with concept formation which moves beyond the labelling of specific objects and actions into the realm of the abstract (DET, 1982:3).

The intellectual, social, physical aesthetic, moral, cultural and emotional experience and development depend to a large extent on complete command of the language.

3.1.6 Differentiation

3.1.6.1 Anthropological Grounds

- ***Differences of Sex***

There is no distinction on the basis of sex at the pre-primary school. Both sexes are catered for under the same roof.

- ***Differences of aptitudes and abilities***

The children are taught the same subject matter but each child is given the chance to experience success at the level of his own mental age. This is indicative of the fact that the children's aptitude and abilities are taken into account.

- ***Differences of interest***

Differences of interest are not provided for at the pre-primary school level. Children at this stage are still too immature to know anything about interest.

- ***Differences of age and level of development***

The pre-primary programme is neither restrictive nor competitive but well balanced and aimed at the developmental stage of each child. Each child is allowed the opportunity to develop according to his mental age.

- ***Abnormalities and educationally neglected children***

There are no special pre-primary schools. At this tender age abnormal children remain under the custody of their parents.

3.1.6.2 Types of differentiation

- ***Individualization***

A strong form of individualization is discernible in pre-primary education. Children are grouped according to their chronological age. The subject matter is the same but each child is given an opportunity to develop according to his own mental age.

- ***Grouping***

Grouping is done on the basis of age. Children are grouped according to their chronological age. For example, the six-year olds would be grouped together with the assumption that they are at the same mental age. Unfortunately, it is not always the case that chronological age is directly proportional to mental age.

- ***Study directions***

There are no study directions at the pre-primary level. The children are taught the same subjects. The assumption here is that children know nothing about "choice" at this age level.

In keeping with the model for differentiation (refer to 2.3.4), differentiation is discernible in pre-primary education. However, it is unfortunate to assume that chronological age is always directly proportional to mental age.

3.2 PRIMARY EDUCATION

3.2.1 Introduction

The aim of primary education is the provision of effective initial education to pupils in order to inculcate basic skills and thereafter to continue with the expansion of the pupil's knowledge. This will prepare the pupil to cope with the contents of the secondary school educational programme and at the same time ensure a sound foundation for his later life as a balanced educated citizen (DET, 1985:89). "The aim of primary education is the overall moulding of pupil in preparation for adulthood" (DET, 1987:47). This aim implies the inculcation of the following:

- Positive self-development
- The ability to communicate in language and figures
- An understanding of the functioning of the community of which the pupils are a part
- The ability to think, learn and create

In view of the fact that man (pupil) is endowed with certain potentialities, there is a need for differentiated education in order to assist him to develop according to his own abilities, aptitudes and interest as early as possible.

Primary education is not necessarily aimed at preparing the pupil for secondary education but for life itself. For that reason the pupil should be made to exploit

his potentialities already at the primary school level (DET, 1986:102; 1987:47 and 1988:94).

3.2.2 Types of Primary Schools

Primary schools are divided into two phases, namely the junior primary phase which extends over a period of four years from Sub-A to Std. 2, and the senior primary phase covering Stds. 3 to 5. Although Std. 5 is part of the junior secondary phase, it is still retained in senior primary schools. There is no external examination written at the end of the primary school phase (Mothuloe, 1990).

According to Engelbrecht, Yssel, Griessel and Verster (1987:103-105) different types of primary schools are distinguished and the number of schools is given in Table 3.2.

3.2.2.1 Public Schools

With the promulgation of the Department of Education and Training Act (74/1984) all state and community schools under the jurisdiction of the Department became public schools. The status of public schools is similar to that of state schools.

These are schools which are planned, established, maintained and controlled by the state. The state shoulders the total cost of the construction of the buildings, equipment supply, maintenance and the salaries of the staff. The state may also provide hostels at such schools (Thembela & Walters, 1984:40).

3.2.2.2 State-aided Schools

State-aided schools are special schools, farm schools, factory schools and hospital schools. All these schools receive financial support from the state either as grants-in-aid, subsidies or loans. In most cases the salaries of teachers are fully subsidized. The state also contributes towards the cost of building farm schools and special schools.

The governing bodies of such schools (that is Boards of Management or managers) are responsible for the establishment, maintenance and control of these schools (Engelbrecht *et al.*, 1987:103).

3.2.2.2.1 Special Schools and Centres

3.2.2.2.1 Special Schools and Centres

The following types of schools and centres have been established for handicapped or mentally retarded pupils (Thembela & Walters, 1984:41):

- Schools for the aurally handicapped
- Schools for the visually handicapped
- Schools for the crippled and cerebral palsied
- Training centres for the mentally retarded

Most of these schools have been established and are maintained by a board of management consisting of representatives of the state and the organization or church concerned. The ratio is usually six representatives of the state to seven of the organization or church.

3.2.2.2.2 Farm Schools

Farm schools are built and maintained by the owners of farms. These schools provide education for the children of bona fide employees of the farmer. Application may, however, be made to the Department by the farmer to approve the attendance of other children at such schools (Thembela & Walters, 1984:40).

3.2.2.2.3 Mine and Factory Schools

Mine and factory schools provide education for children of employees of mines and factories. They are established, maintained or controlled by the owners of the specific mines or factories. As in the case of farm schools, permission may also be granted to the owners by the Department for other children to attend such schools (Lubbe and Engelbrecht, 1981:262).

3.2.2.2.4 Hospital Schools

Hospital schools are run by hospitals or convalescent homes to provide primary education for children of school-going age who have been admitted to the hospital or convalescent home and are in isolation for at least three months (Lubbe and Engelbrecht, 1981:262).

3.2.2.3 Private Schools

Most private schools are church schools. They do not receive financial support from the state, but they have to be registered with the Department of Education and Training. These schools can choose to follow the syllabuses and examinations of the Department of Education and Training or the Joint Matriculation Board (Engelbrecht *et al*, 1987:106).

3.2.3 Curriculum for Primary School

The curriculum of the primary school comprises the two official languages, Mathematics, Environmental Study (History/Geography in Stds. 3-5), General Science, Health Education, Music and one other practical subject such as Agriculture, Housecraft or Woodwork (Behr, 1984:208). Housecraft is exclusively for girls and Woodwork for boys.

All schools follow the same curriculum except perhaps the farm schools where pupils are encouraged to take Agriculture as their practical subject. This is done in order to associate the pupils with the environment in which they live (Theron, 1989).

TABLE 3.2: Number of Primary Schools (DET, 1989:203)

DEPARTMENT OF EDUCATION AND TRAINING

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
PUBLIC									
Primary (Sub A - Std. 5)	172	216	257	98	61	98	265	88	1255
Intermediate Primary + Std. 6-7	36	21	2	56	22	29	52	35	253
Combined Intermediate + Std. 8-10	1	-	-	1	19	3	-	1	25
SUB TOTAL	209	237	259	155	118	130	317	124	1533

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
STATE-AIDED FARM SCHOOLS									
Primary	409	586	1	1351	1053	847	687	589	5523
Intermediate	50	15	-	12	11	30	9	12	139
Combined	2	1	-	-	-	-	-	-	3
SUB TOTAL	461	602	1	1563	1064	877	696	601	5662

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
OTHER STATE-AIDED SCHOOLS									
Primary	16	35	5	3	10	24	13	14	120
Intermediate	7	3	1	1	3	3	2	1	21
Combined	1	-	-	-	-	-	-	-	1
SUB TOTAL	24	38	6	4	13	27	15	15	142

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
TOTAL STATE-AIDED SCHOOLS									
Primary	425	621	6	1354	1063	871	700	603	5643
Intermediate	57	18	1	13	14	33	11	13	160
Combined	3	1	-	-	-	-	-	-	4
SUB TOTAL	485	640	7	1367	1077	904	711	616	5807

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
SUB TOTAL									
Primary	597	837	263	1452	1124	969	965	691	6898
Intermediate	93	39	3	69	36	62	63	48	413
Combined	4	1	-	1	19	3	-	1	29
SUB TOTAL	694	877	266	1522	1195	1034	1028	740	7340

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
PRIVATE									
Primary	1	3	10	2	9	7	9	1	42
Intermediate	3	-	-	1	-	-	-	-	4
Combined	-	-	1	-	-	1	-	-	2
SUB TOTAL	4	3	11	3	9	8	9	1	48

TYPES OF SCHOOL	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN-NES-BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
TOTAL									
Primary	598	840	273	1454	1133	976	974	692	6940
Intermediate	96	39	3	70	36	62	63	48	417
Combined	4	1	1	1	19	4	-	1	31
TOTAL	698	880	277	1525	1188	1042	1037	741	7388

Although, according to table 3.2, several schools are available in the different regions, the availability of enough classrooms are often still a problem. Though however, schools are available to provide differentiated education.

3.2.4 School Readiness Programme

Research has shown that all pupils are not ready for school when they enter school. This applies particularly to motor development, spatial orientation, visual discrimination, physical development, emotional preparedness, social adjustment, cognitive development, concentration, perseverance, motivation to learn and the development of a positive self-image (DET, 1985:91).

Since all sub-standard A pupils follow a school readiness or bridging programme over a period of twelve weeks at the beginning of their first year of basic education, pupils from deprived environments benefit from this programme because auditory and visual perception is developed intensively (DET, 1985:91).

At the end of the twelve weeks pupils are subjected to a test to ascertain whether they are school-ready. School readiness Evaluation by Trained Testers SETT) or simply "A Tests" are used. The SETT, designed by HSRC, is an individual test that does not take more than half an hour to administer (HSRC, 1988:1). This test is designed to promote interaction between a school beginner and the teacher who is responsible for his/her initial education. Interesting test material is used and the test items are compiled in such a way that a learning situation similar to that in the classroom is created.

During the SETT evaluation attention is paid mainly to the developmental level of beginners regarding their:

- Language and general intellectual development;
- Physical and motor development, and
- Emotional and social development (HSRC, 1988:1).

Each of these three developmental factors is determined by means of 12 items. During the testing session assistance is also given to the testee in a structured manner to determine if he/she will benefit from extra help in the classroom.

It is worth mentioning that the DET is designing its own test which will be made available as soon as it is ready (Theron, 1989).

The value of this programme becomes evident during the rest of the Sub-standard A year and the years thereafter since pupils who have completed the programme successfully adapt more easily to lessons aimed at pupil activity. They are active and display greater initiative. Pupils who are not ready after a normal school readiness programme do an extended school readiness programme which is continued until they are ready (DET, 1985:91).

It has been established that an extended school readiness programme is not only of great value in preparatory education, but also has a more permanent effect than the shorter programme. Pupils who complete an extended programme perform more actively and with more initiative than those who are subjected to the shorter programme (DET, 1985:91).

3.2.5 Upgrading Programme for Primary Education (UPPE)

A programme of differentiation was introduced in 1979 with the object of improving education in primary schools (Vos & Brits, 1987:92; Barnard, 1981:114). This programme has been fully operational since 1984. "Die program word so ontwikkel dat elke leerling volgens sy aanleg en vermoëns sal vorder en dat leerlinge die primêre skoolkursus op 13-14 jarige leeftyd sal voltooi" (Barnard, 1981:114). Vos and Brits (1987:92) agree with Barnard that the programme was and still is designed so as to allow each pupil to progress according to his own aptitudes and capabilities and also to enable pupils to complete the primary school course at the age of 13 or 14. Another advantage of this ambitious programme is a more homogeneous distribution of age groups in the different standards.

This programme places particular emphasis on effective school organization, the classification of pupils in each standard, differentiation to adapt the rate of

teaching to the ability of the pupils, more pupil-directed methodology and remedial procedures in the school (DET, 1985:93; DET, 1986:102; DET, 1987:49).

At the end of the first school year pupils are divided into two main groups, namely those who comply with the necessary requirements to be promoted to Sub-standard B and those who fail to do so. The latter group consists of pupils with scholastic problems who by means of a programme of remedial teaching can attain the required level to be promoted to Sub-standard B and those who are mentally handicapped and in need of special education. Remedial teaching is given to all pupils in primary schools in necessary subjects as the failure rate and drop out figure must be kept to a minimum (Vos & Brits, 1987:92-93).

The programme further requires the grouping of pupils in homogeneous class groups according to their achievements. In order to allow children to develop according to their own abilities existing syllabuses are enriched or toned down within the classroom without changing the syllabuses (Vos & Brits, 1987:93). It is expected that this scheme would minimize the failure rate and consequently make the pupils finish their primary school course earlier than before.

3.2.6 Individual Teaching Classes

Pupils in Sub-standard A who do not make satisfactory progress are placed in classes where they can receive remedial help during their second school year (DET, 1985:93; DET, 1986:104). Initially a school readiness programme is followed after which remedial education is directed particularly at language and Mathematics. As soon as pupils have successfully completed the remedial programme, they are transferred to the ordinary Sub-standard A classes while those pupils who are apparently of low intelligence continue, with the approval of their parents, with "level" education, that is, education adapted to each child's level of ability (DET, 1985:193).

In 1985 there were 1 958 pupils in 98 schools who received remedial education of which 264 were exposed to education for the learning-retarded. From these figures one can infer that 87 % of the pupils in the individual learning classes benefited sufficiently for them to be transferred back to ordinary classes (DET, 1985:193).

3.2.7 Career Education

3.2.7.1 Technical Orientation at Departmental Technical Centres

The primary school has to prepare pupils for the secondary school in all respects. To orientate pupils in respect of technical fields of study and to stimulate interest in technical education, a total of 21 technical orientation centres has been established since 1975. At these centres pupils are given the opportunity to do elementary practical work in subjects such as Welding, Electrical Work, Brick-laying and Carpentry. Pupils receive theoretical training in these trades as well as elementary training in technical drawing (DET, 1989:95).

Since then, most of these centres have been enlarged and have doubled in size to cater for the increasing demand. Technical orientation enables pupils to determine whether they have the aptitude and interest to follow a technical matriculation course (with university exemption) at a secondary school or to undergo trade training.

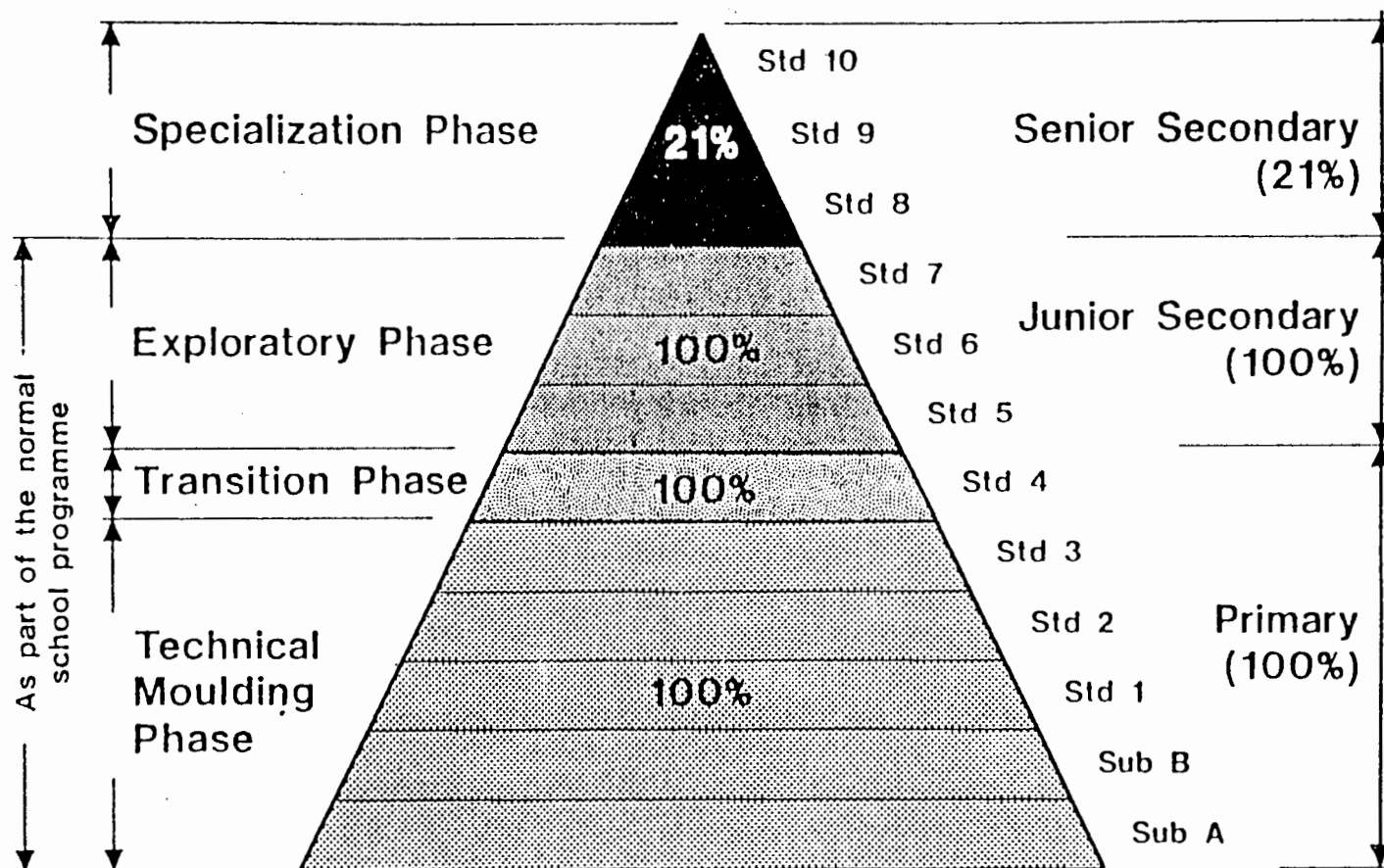
Since the beginning of 1984 orientation has been offered to boys in Stds. 4 and 5, while girls are also permitted to attend these centres and to undergo orientation in Technical Training and Electronics. But from 1985 onwards many Std. 4 and 5 girls have been admitted to these centres.

The existing centres are the following:

TABLE 3.3 Departmental Technical Orientation Centres, 1988 (DET, 1988:104)

Atteridgeville	(Pretoria)
Bloemfontein	
Gugulethu	(Cape Town)
Imbali	(Pietermaritzburg)
Katlehong	(Germiston, Natalspruit)
Lamontville	(Durban)
Mamelodi	(Pretoria)
Mezodo	(Dobsonville, Roodepoort)
Molapo	(Soweto)
Nancecol	(Soweto)
Sebokeng	(Vanderbijlpark)
Tembisa	(Kempton Park)
Thabong	(Welkom)
Uitenhage	(Welkom)
Zinedeni	(New Brighton, Port Elizabeth)
Tlhabologo	(Klerksdorp)
Kwa Thema	(Springs)
Dinoto	(Daveyton)
Witziesshoek	(Qwaqwa)
Thakameso	(Kroonstad)
Soshanguve	(Mabopane)
Teemaneng	(Kimberley)

FIGURE 3.1 School programme with career education in mind
(DET - Annual Report, 1986:108) (The percentages
in the pyramid indicate the time devoted to
general formative education) (Behr, 1988:116)



The centres at Atteridgeville and Tembisa, which have been accommodated in temporary buildings, moved into new buildings in January 1985.

Seven of the existing centres are also utilized for technical college activities, and eight centres are also temporarily being used for instruction in secondary technical subjects.

Technical orientation amongst Blacks has gained momentum. More and more pupils go for it. This is indicated in Table 3.4. Although technical orientation has gained momentum, the emphasis on academic subjects by Blacks is still discernible. This is indicated by the fluctuation in pupil enrolment at technical centres (refer to Table 3.4)

TABLE 3.4 Increase in Pupil Enrolment at Technical Centres (DET, 1989:233)

YEAR	1982	1983	1984	1985	1986	1987	1988	1989
PUPILS	15 426	18 479	24 478	43 187	37 306	43 069	45 301	38 640
% INCREASE		19,8 %	32,5 %	76,4 %	73,6 %	15,4 %	5,2 %	14,7 %

3.2.7.2 New Approaches to Career Education

Technical Orientation is being developed year in and year out. With the new approach to career education, in keeping with the White paper on the provision of Education in the RSA (1983) career education embraces the following:

FIGURE 3.1: See next page

3.2.7.3 Implementation

In order to test the new approach in practice and to adapt it where necessary before it is implemented on a national basis, pilot projects have been introduced as follows (DET, 1988:108):

- Skills and techniques in Sub-standard A are at present implemented in 1 455 primary schools, of which 496 are not public schools, but farm schools or other state-aided schools.
- The transition phase (Std. 4) was implemented in 270 primary schools.
- All seven regions and 301 residential areas are involved in the above.
- The pilot projects for Sub-standard B and Std. 5 programmes are being conducted in four regions. The Sub-standard B programme is offered at 66 schools in 28 residential areas and the Std. 5 programme is offered at 54 schools in 22 residential areas. Further implementation in these standards will depend on the availability of funds. In tabular form this information can be represented per region as follows:

TABLE 3.5: Number of Schools per Region that are involved in the Pilot Project for Career Education in the Various Standards (DET, 1988:108)

REGION	RESIDENTIAL AREAS	STATE SCHOOL SSA	STATE-AIDED SCHOOLS SSA	STATE SCHOOLS SSB	STATE SCHOOLS STD. 4	STATE-AIDED SCHOOLS STD. 4	STATE SCHOOL STD. 5
O.F.S.	77	163	-	20	13	-	22
CAPE	49	128	256	-	44	-	-
N. TVL	37	156	11	17	74	3	13
HIGHVELD	28	152	153	-	38	1	-
NATAL	44	72	75	22	31	-	11
JHB.	27	182	1	-	36	-	-
O/VAAL	39	107	-	7	30	-	8
TOTAL	301	960	496	66	266	4	54

3.2.8 Medium of Instruction

Language is a vehicle of education and it is also linked with a philosophy of life of the people. It is the medium through which children are inducted into society (Luthuli, 1982:50). It is an index of a people's thought about life and their future.

One's beliefs, convictions and attitudes are passed on to the younger generation by means of language.

In the schools of the Department of Education and Training the medium of instruction (in accordance with the Education and Training Act, 1979/90 of 1979 section 5(b)) is the mother tongue for the first four years. The two official languages, namely Afrikaans and English, are compulsory subjects. From Std. 3 one of the official languages again in accordance with the new Act, may be used as medium of instruction. Many parents have opted for English as medium of instruction at this stage.

To cater for mother tongue instruction in certain urban areas it is demanding that provision be made for different language groups or ethnic groups because of the nature of population in such areas. That has resulted in schools being segregated according to language groups.

The following table (Table 3.6) shows the number of schools according to medium of instruction operational in RSA and Table 3.7 indicates pupil enrolment according to medium of instruction.

3.2.9 Number of Pupils in Primary Schools for Blacks

The number of pupils in Black schools increases constantly. Tables 3.8 and 3.9 below show the annual increase expressed in percentage. This tremendous increase in numbers stresses the need for the provision of adequately trained teachers and school facilities. It also serves as great obstacle to introducing compulsory education for Blacks in the RSA (Vos & Brits, 1987:106).

TABLE 3.6: Medium of Instruction in Primary Schools, (DET, 1989:209)

	NUMBER OF SCHOOLS PER REGION								
	N.TVL.	HIGHVELD	JOHAN- NES- BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
Medium of Instruction in Primary Schools									
Xhosa	14	20	23	12	30	61	961	44	1165
Zulu	48	531	67	245	1	952	-	2	1846
N. Sotho	374	105	21	9	2	-	-	3	514
S. Sotho	12	95	58	1310	1060	3	6	33	2577
Tswana	217	19	37	8	120	-	1	663	1065
Tsonga	33	11	14	2	1	-	-	-	61
Venda	31	4	8	-	-	-	-	-	43
Swazi	1	126	-	-	-	2	-	-	129
S. Ndebele	1	2	-	1	-	-	-	-	4
N. Ndebele	-	1	-	-	-	-	-	1	2
English	563	667	159	1339	1076	713	738	514	5769
Afrikaans and English	22	10	5	15	8	1	5	14	31
Afrikaans	3	-	-	1	-	-	-	-	4
TOTAL	1319	1591	392	2942	2298	1732	1712	1274	13260

Table 3.6 shows that the majority of languages that are obtainable in the RSA are catered for in black education and the need for such schools is confirmed by their enrolments (cf. table 3.7). Language is also regarded as of utmost importance for success of differentiated education (see paragraph 2.3.4.1).

TABLE 3.7: Primary Enrolment according to Medium of Instruction (DET, 1989:227)

	PUPIL ENROLMENT								
	N.TVL.	HIGHVELD	JOHAN- NES- BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	TOTAL
Primary enrolment according to Medium of Instruction									
Xhosa	3683	9577	8713	3067	5620	5141	166431	10271	212513
Zulu	14345	111437	39834	21001	203	121406	-	7	308233
N. Sotho	59590	18639	6408	2492	100	-	-	14	87243
S. Sotho	2795	18986	20273	113609	79816	48	1210	5556	242293
Tswana	32083	5469	14972	3453	13461	-	128	92822	162388
Tsonga	6939	3872	5379	175	164	-	-	-	16529
Venda	2853	405	2356	-	-	-	-	-	5614
Swazi	2	10187	-	-	-	23	-	-	10212
S. Ndebele	2	49	-	1	-	-	-	-	52
N. Ndebele	-	6	-	-	-	-	-	8	14
English	64251	92623	51290	77285	48894	58137	84642	46230	523352
Afrikaans and English	2668	1186	1365	928	178	214	89	735	7363
Afrikaans	824	-	-	9	-	-	-	-	833
TOTAL	190045	272436	150590	222020	148436	184969	252500	155643	1576639

PUPILS OF PRIVATE SCHOOLS INCLUDED

TABLE 3.8: Total Pupil Enrolment and Annual Growth Rate at Primary Schools for Blacks (Du Plessis, 1989:10)

YEAR	PRIMARY ENROLMENT (SSA-STD. 5)	% OF YEAR TOTAL (Prim. & Sec. combined)	ANNUAL GROWTH RATES
1979	3 903 585	84,96	3,4
1980	4 067 079	84,20	3,4
1981	4 233 082	83,68	3,3
1982	4 385 216	82,80	3,6
1983	4 547 347	82,00	3,7
1984	4 699 599	81,10	3,3
1985	4 820 422	80,20	2,6
1986	4 946 317	79,30	2,6
1987	5 170 496	77,8	4,5
1988	5 365 547	76,30	3,4
1989	5 354 631	75,0	-0,2
AVERAGE			3,3

TABLE 3.9: Number of Pupils per School Phase, 1980-1989 (Du Plessis, 1989:6)

Year	Junior Primary Phase	% of Total (Prim. & Sec.)	Senior Primary Phase	% of Total (Prim.) & Sec.	Total of phases	% of Total (Pr. & Sec. combined)
1980	2 832 151	58,2	1 226 291	25,2	4 058 442	83,4
1981	2 949 591	58,3	1 280 011	25,3	4 229 602	83,6
1982	3 042 080	57,4	1 349 009	25,4	4 391 089	82,9
1983	3 146 663	56,7	1 399 555	25,2	4 546 218	81,9
1984	3 228 220	55,7	1 470 869	25,4	4 699 089	81,1
1985	3 272 276	54,4	1 547 842	25,7	4 820 118	80,1
1986	3 317 594	53,2	1 628 351	26,1	4 945 945	79,3
1987	3 439 273	51,7	1 731 223	26,0	5 170 496	77,7
1988	3 548 886	50,5	1 816 661	25,8	5 365 547	76,3
1989	3 546 51	49,7	1 808 580	25,3	5 354 631	75,0

The annual growth of pupil enrolment in schools accentuates the number pressure on differentiation (cf. tables 3.8 and 3.9). Although the structures for differentiated education exist, it is very difficult to provide teachers and facilities to ensure the effective implementation of differentiated education.

3.2.10 Teachers

In comparison to other race groups in the RSA the professional qualifications of teachers in primary schools call for attention. There are too many unqualified teachers, as indicated in Figure 3.2 and Table 3.10. Such a situation hampers differentiated education, because it needs qualified, able teachers.

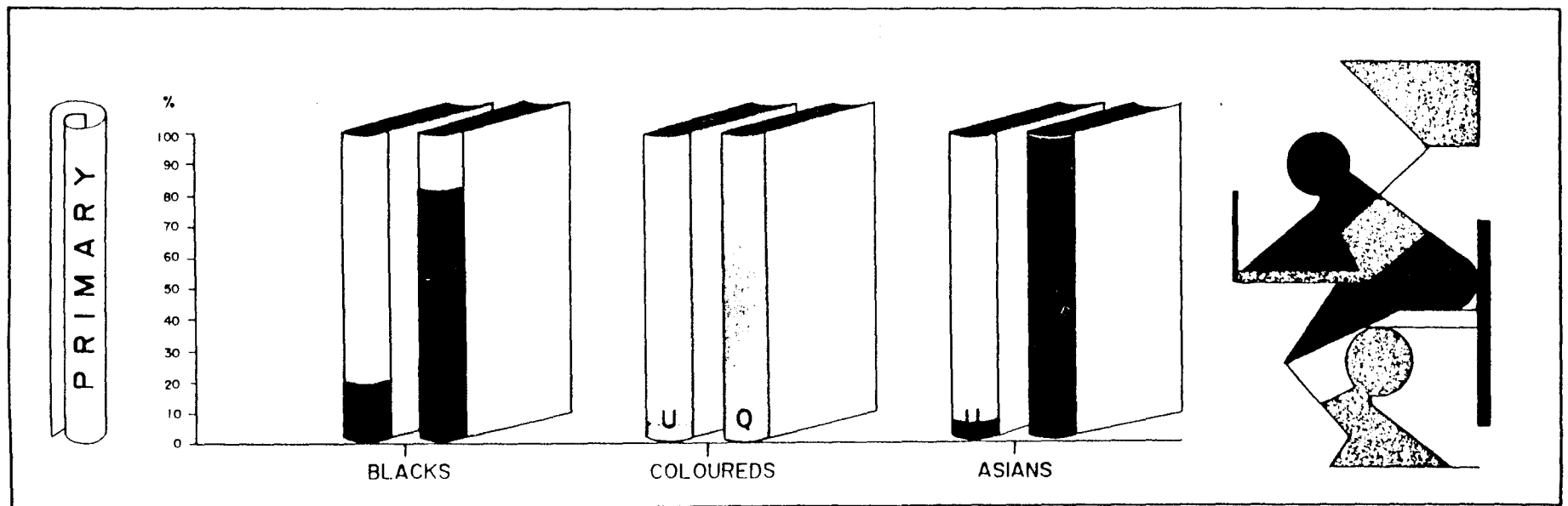
3.2.11 Examinations

Examination and certification are two of the most important activities that serve to conclude any department's educational programme. All possible steps are taken to ensure that educational standards are satisfied in the execution of these tasks.

At the end of the primary school course pupils write an internal examination (not for certification) which qualifies them to proceed to secondary education (Theron, 1989).

FIGURE 3.2: See next page

FIGURE 3.2: Professional qualification of primary school teachers according to population group, 1988 (Du Plessis *et al.*, 1989:19)



U = Unqualified (teachers)

Q = Qualified (teachers)

TABLE 3.10 Primary School Teacher Qualifications according to Population Group
1989 (Du Plessis *et al.*, 1989:18)

Without Professional Qualifications					
Population Group	Std. 8 & lower	Technical Certificate	Std. 10	Degree	Total
Blacks	6762	582	15 398	71	22 813
Coloureds	368	3	744	44	1 159
Asians	0	1	0	11	12

With Professional Qualifications								
Population Group	Std. 6	Std. 8	Technical Certificate	Std. 10 + PTC	Std. 10 + 2 yrs	Std. 10 + 3 yrs	Degree	Total
Blacks	6059	38 196	4	41 064	934	17 012	828	104 097
Coloureds	31	7 015	10	4 180	2 160	8 845	502	22 743
Asians	0	0	1	83	29	3 745	1 870	5 728

For private candidates, the Std. 5 examination is conducted externally. The setting of the examinations, the processing of the results and the issuing of certificates are done by the circuit offices. Std. 5 candidates are not allowed to accumulate passes and must meet all the requirements laid down for the examination during one sitting in order to qualify for a certificate (DET, 1986:158).

3.2.12 Special Education

3.2.12.1 Introduction

The comprehensive research into all aspects of care for the disabled which commenced in 1986 during the Year of Disabled People was completed at the end of 1987. The Department of National Health and Population Development acted as co-ordinator of the research project (DET, 1988:162). On the basis of the report tabled by the committee to the Cabinet in 1988, an Inter-Departmental Committee for the care of the Disabled was appointed (DET, 1988:162). The Department of

Education and Training is playing an important role on this committee, particularly in the development of education for disabled children as it takes place in schools.

Special education distinguishes between the **disabled** (the aurally and visually, physically and severely mentally disabled and the cerebral palsied) and the **behaviourally disturbed** (DET, 1988:162).

The behaviourally disturbed are defined in the Child Care Act (Act 24/1964) as children who are in need of special care. They are admitted to schools of industry and reform schools.

The Department is closely involved in the formal and informal training of teachers attached to schools for the disabled in the self-governing territories and the TBVC countries (DET, 1988:162).

Because disabled and disturbed pupils from the areas of jurisdiction of the Department attend schools in these territories and countries and vice versa, the statistics of all such schools are given in Table 3.11 (DET, 1988:162).

3.2.12.2 Present Situation with regard to Special Education

The Department of Education and Training offers special education to the aurally, visually and physically disabled; the cerebral palsied; the severely mentally disabled; children with behavioural problems and children in need of care.

Some schools for the disabled, schools of industries and reform schools are run as public schools by the Department. A large number of other schools for the disabled are run as state-aided schools by various organizations such as churches and welfare organizations (DET, 1989:131).

3.2.12.3 Development with regard to the Provision of Special Education

3.2.12.3.1 Aurally Disabled

The official textbook on signs, **Talking to the Deaf**, has been revised. A request was received from the national Council for the Deaf to have the textbook reprinted. Two alternatives for presenting signs were considered:

1. Signs were placed on video cassettes; and
2. Signs were drawn by an artist instead of using photographs as in the original textbook.

These alternatives are being investigated by further research in co-operation with the National Council for the Deaf and the Human Sciences Research Council (DET, 1988:162).

3.2.12.3.2 Visually disabled

An inter-departmental education advisory committee has started to co-ordinate this specialised education.

The erection of the building complex for a separate section of the partially sighted at the Siloë School, Pietersburg, has reached the stage where the first 40 partially sighted children have been admitted (DET, 1988:162).

3.2.12.3.3 Physically Disabled and Cerebral Palsied

With the exception of two schools that provide education for the cerebral palsied only, these children are in the same schools as the physically disabled.

A definite effort has been made to improve the education of cerebral palsied children. A seminar specifically for this purpose was organised for teachers (DET, 1988:164).

3.2.12.3.4 Severely Mentally Disabled

New schools opened during the year at Secunda, Potchefstroom, Viljoenskroon, Pinetown, King William's Town and Ladysmith (Natal). Two new schools are being planned for Soweto and Kimberley. The role being played by private initiative, the community and large companies in the erection and running of these schools is praiseworthy (DET, 1988:164).

3.2.12.3.5 Children with Behavioural Problems (Schools of Industry and Reform Schools)

Two schools of industry, Ethokomala School (Kinross) and Khuthele School (Paarl), and one reform school, Umzingisi School (Rawsonville), admitted the first pupils during September 1988.

3.2.12.4 In-service Training of Teachers

3.2.12.4.1 Formal Training

A two-year in-service training course leading to a Diploma in Special Education (DSE) is offered by the DET. The DSE has four fields of specialisation, namely Visually Handicapped, Aurally Disabled, Physically Disabled and Severely Mentally Disabled, which may be studied by teachers who are already in the service of one of the schools concerned.

At the end of 1987 120 teachers had obtained the DSE and 50 at the end of 1988. This brings the total number of teachers who have obtained this qualification since 1972 to 421 (DET, 1989:133).

The introduction of a Diploma in Special Education for the severely mentally disabled for the first time in 1986 fulfils a great need. This is confirmed by the enrolment for 1988 (DET, 1988:164).

TABLE 3.11: The Enrolment for the four diplomas for 1988 was as follows (DET, 1988:164)

DSE:	Physically disabled	: 67
DSE:	Aurally disabled	: 82
DSE:	Visually disabled	: 37
DSE:	Severely mentally disabled	: 240
TOTAL		: 426

3.2.12.4.2 Non-Formal Training of Staff

A total of 26 courses were held on a wide spectrum of relevant topics for staff of the schools.

The Department officers responsible for the various disabilities attended 24 seminars/conferences and in so doing kept abreast of the latest developments (DET, 1988:166).

3.2.12.5 Liaison with Related Services

A further consequence of the Year of Disabled People has been the increasing liaison with other institutions and services in caring for the disabled.

Presently, regular inter-departmental contact is maintained with the following departments: National Health and Population Development, Manpower and Education and Culture of the Administration: House of Assembly, House of Delegates and House of Representatives (DET, 1989:135).

At local level increasing liaison is taking place with the various regional services councils, particularly for the planning of new schools (DET, 1988:166).

3.2.12.6 Statistics for the Various Sections

Some schools make provision for the education of more than one category of the disabled, which function as separate sections under one school administration. Statistics for the various sections are as follows (DET, 1989:135):

TABLE 3.12: Statistics for Various Sections of the Disabled (DET, 1989:135)

TYPE OF DISABILITY	SECTIONS	ENROLMENT
Aurally disabled	9	807
Visually disabled	5	433
Cerebral palsied	3	414
Physically disabled	8	712
Severely mentally disabled	24	1 824
Learning disabled	1	18
TOTAL	50	4 208
BEHAVIOURALLY DISTURBED		
Schools of industry	2	152
Reform schools	3	66
TOTAL	3	218

3.2.13 Differentiation

3.2.13.1 Anthropological Grounds

- *Differences of sex*

Primary education is general in nature. It caters for both female and male pupils in the same classroom. However, there are certain subjects that are offered according to differences of sex. Housecraft, for instance, is offered exclusively to females while Woodwork is offered to boys only (cf. 3.2.3).

- *Differences in aptitudes and abilities*

At the beginning of their sub-standard A pupils are exposed to a school readiness programme (cf. 3.2.4). At the end of the programme those pupils who are not ready or pupils who do not have the necessary aptitudes and

abilities to continue with the Sub-standard A programme receive further attention in an extended school readiness programme (cf. 3.2.4).

In UPPE opportunities are created for each pupil to progress according to his own aptitudes and abilities (cf. 3.2.5). Pupils who do not make progress as expected in Sub-standard A are placed in individual classes (cf. 3.2.6). It is in these classes where a decision is taken whether the pupil can benefit from a normal school programme or not.

- ***Differences of age and level of development***

In addition to helping each pupil to progress according to his aptitudes and abilities, UPPE is also designed to enable pupils to complete the primary school course at the age of 13 or 14 (cf. 3.2.5). This programme also emphasises a more homogeneous distribution of age groups in different standards.

- ***Differences of interest***

At primary school level pupils are not yet mature and developed to make choices. For that reason they do a general primary school programme. However, pupils are exposed to as many fields as possible (including technical fields) to give them sufficient scope to choose from at a later stage.

- ***The abnormalities***

Special education is offered according to the individual's handicap.

Hence there are schools or sections for the aurally handicapped, visually disabled, cerebral palsied, physically disabled and severely mentally disabled pupils (cf. 3.2.11).

3.2.13.2 Types of Differentiation

- ***Individualization***

The nature and ability of every pupil is taken into account at primary schools.

For example, pupils who fail to satisfy the school readiness programme are isolated to receive further assistance (cf. 3.2.4). In individual teaching classes pupils receive remedial help (3.2.6). This is individualization in the true sense of the word.

- **Grouping**

The results of the school readiness test lead to pupils being divided into two major groups: those who are school-ready and those who are in need of special attention (cf. 3.2.4). This is grouping of pupils according to their aptitudes and abilities. Also in the UPPE classes pupils are distributed into homogeneous groups for each group to be assisted accordingly.

- **Study directions**

At the primary school level there are no study directions to choose from because at this age level pupils are not yet developed far enough to make informed choices. The primary school pupils are therefore exposed to a general school programme. Although there is very little subject choice the departmental technical centres offer pupils opportunities to choose accordingly when they proceed to secondary education level.

In keeping with the model for evaluation of differentiation (cf. 2.3.4), therefore, differentiation is discernible in primary education for Blacks in RSA.

Despite the fact that primary education satisfies the model for differentiation there are certain factors that render primary education for Blacks ineffective, for instance, the teacher-pupil ratio and lack of accommodation and facilities. The teacher-pupil ratio in the school system for Blacks makes it almost impossible to give individual attention to pupils, thereby reducing quality. This is a contributory factor to the decline in the quality of education for Blacks in general because primary education forms the foundation for all education. If the foundation is not firm enough the whole establishment is likely to collapse.

3.3 SUMMARY

The aim of this chapter has been to sketch the **status quo** regarding differentiation in pre-primary and primary education.

In pre-primary the following aspects were scrutinized in some detail, namely: the historical background, the curriculum, medium of instruction, kinds of institutions and financing and admission requirements. In the same way in primary education the following aspects were also closely examined, namely: types of primary schools, curriculum, school-readiness programme, upgrading programme, individual teaching, medium of instruction, pupil enrolment, teacher qualifications and examinations.

All these aspects are valuable and of assistance in ascertaining whether there is any provision for differentiation for Blacks in the RSA.

In Chapter 4 an appraisal will be made of the availability of differentiation in both secondary and tertiary institutions.

CHAPTER 4

PRESENT DIFFERENTIATION WITH REGARD TO SECONDARY AND TERTIARY EDUCATION

4.1 INTRODUCTION

In this chapter differentiation available to Blacks in both secondary and tertiary institutions will be looked into in some detail, starting with secondary education.

4.2 SECONDARY EDUCATION

4.2.1 Phases

In the RSA secondary education is divided into a junior secondary phase and a senior secondary phase (Vos & Brits, 1987:93).

The junior secondary phase (covering Stds. 5-7) is the bridging phase from primary to secondary education. The phase is crucial because the pupils establish their life values and self-concepts during these years, and make permanent educational decisions that will determine the course of their personal and occupational lives as adults (Behr, 1988:108).

Education in the first year of the junior secondary phase is provided in the primary school and is designed to accustom pupils to subject teaching by different teachers. The education in the junior secondary phase is broadly based and generally formative, comprising a range of compulsory subjects such as the official languages, Mathematics, History and Geography and General Science. As the pupils mature, individual differences between them become more apparent, necessitating differentiated content and didactical procedures. This differentiation culminates in the offering of seven different fields of study in the senior secondary school (Behr, 1988:108).

The senior secondary phase (Stds. 8 to 10) prepares the pupil for the senior certificate or matriculation certificate examination. The successful completion of the examination enables the individual to enter a university or other institution for tertiary education (Behr, 1988:109).

4.2.2 Curriculum for Secondary Education

The senior secondary education phase could further be divided vertically into a number of courses namely the humanities, commercial and technical as well as natural science courses. By and large commercial and technical subjects are offered in the same schools. In comprehensive schools all courses are made available to pupils (Behr, 1984:210).

The curriculum for the junior secondary phase, as stated in 4.2.1, is broad-based. It consists of a series of compulsory subjects such as languages, Mathematics, History and Geography and General Science. This bridging phase is designed to gradually introduce the pupils to differentiated education in the secondary school phase (cf. to 4.2.1).

A wide range of subjects and fields of study is offered in the senior secondary phase to provide for differences in pupils' aptitudes, interests and abilities. Where possible, provision is also made for differentiation between Higher and Standard Grades in subjects.

Pupils must take at least six subjects in Std. 10, two of which must be languages: one an official language while the other can be either the other official language or one of the African languages. The remaining subjects may be selected from the groups of subjects listed in the following fields of study (DET, 1989:101-103):

- ***Natural Sciences***

- Physical Science
- Biology
- Mathematics
- Home Economics
- Needlework and Clothing
- Agricultural Science
- Technical Drawing
- Woodwork
- Metalwork

- ***Humanities***

- History
- Geography
- Biblical Studies

Art

- **Commerce**

Accounting

Commercial Mathematics

Economics

Typing

Business Economics

- **General**

This comprises a combination of subjects from the above fields of study.

- **Technical Subjects**

The technical field of study in the senior secondary phase comprises the following:

The official language

Mathematics

Physical Science

Technical Drawing and

One subject from the Technika range, i.e. civil, electrical or mechanical subject (Behr, 1988:109)

Apart from Technical Drawing (reflected above), which is compulsory for this field of study, pupils may choose one of the following subjects at technical secondary schools and at some comprehensive schools:

Motor Mechanics

Electrician's Work

Electronics

Woodworking

Fitting and Turning

Plumbing and Sheet Metalwork

Motor Body Repairing

Bricklaying and Plastering

Welding and Metalwork

The syllabi of all subjects are based on core syllabi used by the other education departments in South Africa (DET, 1989:103). The examination subjects may be offered at two grades, namely Higher and Standard Grades (DET, 1989:101).

When planning a curriculum for a specific school, local employment opportunities, the general labour-market, and the wishes of the local community are taken into account. Because the Department recognizes the importance of scientific curriculum design, this receives continuous and intensive attention. The aim is to design curricula in a more effective manner, based on the findings of intensified research, to meet the specific needs of pupils. Aspects such as education relevant to the exploration of the world of work and the opportunities it offers, receive special attention in curriculum research and planning (DET, 1989:103).

In addition to the courses mentioned above the Department of Education and Training also offers a choice of 8 African languages at secondary schools in addition to two official languages. The following table (Table 4.1) shows the number of schools offering these languages per region.

TABLE 4.1: Number of Secondary Schools offering African Languages (DET, 1989:209)

	NUMBER OF SCHOOLS PER REGION								TOTAL
	N.TVL.	HIGHVELD	JOHAN- NES- BURG	ORANGE VAAL	O.F.S.	NATAL	CAPE	DIAMOND FIELD	
AFRICAN LANGUAGE									
Xhosa	12	27	32	13	21	1	134	24	264
Zulu	45	105	58	48	2	119	-	-	375
N. Sotho	108	54	34	11	-	-	-	-	207
S. Sotho	10	52	52	102	71	-	4	12	303
Tswana	60	28	49	14	29	-	1	73	253
Tsonga	22	11	16	-	-	-	-	-	49
Venda	5	4	8	-	-	-	-	-	17
Swazi	-	4	-	-	-	-	-	-	4
TOTAL	260	285	249	188	123	120	139	109	1473

Table 4.2 indicates an estimated percentage of Black Std. 10 pupils enrolled in various subjects for 1989. "Technical" in Table 4.2 includes Woodwork,

Needlework, Technical Drawing, Motor Mechanics, Building Construction and other related subjects (Du Plessis *et al.*, 1989:16).

TABLE 4.2: Percentage of Black Std. 10 Pupils enrolled in Various Subjects, (Du Plessis *et al.*, 1989:16)

SUBJECT	PERCENTAGE
Mathematics	34,6
Physical Science	24,9
Biology	84,5
Geography	30,1
History	44,2
Accountancy	12,9
Business Economics	19,2
Economics	10,4
Typing	2,7
Technical	0,6

The wide range of subjects offered necessitates meticulous planning since the DET provides schools with certain subject-orientated buildings and material (DET, 1986:114).

4.2.3 Examinations

4.2.3.1 Standard 8 Examinations

The Std. 8 examinations for full-time candidates are written internally. Key question papers, however, are supplied on request to the Independent States and Self-governing Territories that conduct the examinations externally.

The DET conducts external examinations only for private Std. 8 candidates. These candidates may accumulate subjects passes until they have met the requirements for acquiring a certificate (DET, 1988:186).

4.2.3.2 Standard 10 Examinations

The question papers for the examinations which are written by Std. 10 candidates are set by Joint Matriculation Board (JMB) whose function has been taken over by the South African Certification Board. This body monitors and issues certificates pertaining to all external examinations written in the RSA.

Moderation of the question papers is done externally by moderators of the body mentioned above. This body is responsible for the setting and maintenance of uniform standards by all education departments in the RSA (DET, 1988:186).

The marking of the examination papers is done centrally at different marking centres. Teachers from all corners of South Africa converge at those centres to mark the candidates' papers (Louw, 1989).

In order for a candidate to obtain matriculation exemption, such a candidate, apart from attaining the required marks in three subjects, one of which is the mother tongue, which must be passed in Higher Grade, should have passed at least two additional subjects in the Higher or Standard Grade. The candidates have the option to take such subjects either at Higher or Standard Grade. The stipulation that Black pupils must offer the mother tongue as a first language (HG) as well as both English and Afrikaans as second languages (HG) in the examinations in order to comply with matriculation requirements has been changed, according to Vos and Brits (1987:94). It is not compulsory for candidates taking a Black language as first language to take both official languages.

TABLE 4.3: Standard 10 Examination Results, 1979-1989 (Du Plessis et al., 1989:14)

YEAR	ENROLMENT	MATRIC EXEMP.	%	SCHOOL LEAVING	%	TOTAL PASS
1979	23 096	5 776	25	10 364	45	16 140
1980	43 237	6 447	15	16 203	37	22 650
1981	57 529	6 803	12	22 220	39	29 023
1982	70 241	7 005	10	26 954	38	33 959
1983	82 449	8 128	10	31 687	38	39 815
1984	86 191	9 727	11	32 219	37	41 946
1985	82 815	9 958	12	28 741	35	38 699
1986	99 715	13 460	13	37 867	38	51 327
1987	151 232	24 912	16	60 054	40	84 966
1988	187 123	30 685	16	75 500	40	106 185
1989	209 319	21 357	10	66 153	32	87 510

According to Table 4.3 more and more pupils sit for the Std. 10 examinations but very few succeed in the end. This could be ascribed to poor attendance of pupils in the Black school sub-system of education.

4.2.4 Medium of Instruction

The medium of instruction to be used in any post-primary school in the RSA is decided upon by the school committee and the school Board (Vos & Brits, 1987:111). Three options are available, namely, either Afrikaans or English or both

English and Afrikaans on a 50-50 basis. If English is used as medium of instruction, Afrikaans is allotted two additional periods of teaching time per week and vice versa.

In most schools English is used as medium of instruction (Barnard, 1981:130) and because that is not the mother tongue, this situation hampers the effectiveness of differentiation.

4.2.5 Pupil Enrolment

From 1984 to 1989 the number of secondary pupils has increased by 239 015 (DET, 1989:99). This represents an average increase of 37 303 pupils per annum. This increase may be ascribed, inter alia, to the greater numbers presently progressing to the senior standards. For example in 1983 14 812 pupils were in Std. 10 as against 25 584 in 1985. It is expected that this trend will continue in the foreseeable future. This implies that the planning and provision of adequate educational facilities to meet the ever-increasing demand for secondary education inevitably make heavy demands on the Department of Education and Training (DET, 1988:110).

In the planning of secondary education future trends that might influence the provision of education should be taken into consideration. Two trends that will be of particular importance in the planning of secondary education are the following (DET, 1988:110):

- While the ratio between Std. 10 pupils and Sub-Std. A pupils was 1:15 in 1983, this ratio had decreased to 1:10 by 1988. It is expected that this decrease will continue until a certain equilibrium is reached between primary and secondary education.

Projections indicate that this ratio could decrease to 1:3 by the year 2000 (DET, 1988:63). This means a growth rate exceeding the population growth may be expected in secondary education.

- As a result the higher demands of the labour market regarding prospective job-seekers, more and more pupils progress to senior standards in order to qualify for better posts. This means that secondary education must be provided to more pupils to satisfy their needs and interests.

Furthermore, when it is taken into account that it is up to twice as expensive to provide primary education, it becomes quite clear that high demands will

be made on the planning of secondary education. The number of Std. 10 pupils has, for example, more than doubled in the seven years between 1981 and 1989.

- In Table 4.4, total pupil enrolment and annual growth rate ranging from 1979-1989 are indicated (Du Plessis *et al.*, 1989:12) and Table 4.4 shows the number of pupils per school phase.

TABLE 4.4: Total Secondary Pupil Enrolment and annual growth rate, 1979-1989 (Carstens *et al.*, 1987:12; Du Plessis *et al.*, 1989:10)

YEAR	ENROLMENT (STD. 6-10)	% OF YEAR TOTAL (Prim. & Sec. combined)	ANNUAL GROWTH RATE
1979	690 925	15,04	
1980	773 806	15,98	10,4
1981	825 690	16,32	6,4
1982	912 270	17,2	10,5
1983	1 000 171	18,0	9,6
1984	1 096 622	18,9	9,6
1985	1 192 932	19,8	8,8
1986	1 291 125	20,7	8,2
1987	1 474 363	22,2	14,2
1988	1 662 026	23,7	12,6
1989	1 782 554	25,0	7,3

TABLE 4.5: Number of Pupils per School Phase, 1980-1989 (Du Plessis *et al.*, 1989:6)

Year	Junior Sec. Phase	% of Total (Prim. & Sec.)	Senior Sec. Phase	% of Total (Prim. & Sec.)	Total of phases (Prim. & Sec.)
1980	647 210	13,3	126 522	2,6	773 732
1981	677 950	13,4	151 780	3,0	829 730
1982	727 569	13,7	184 884	3,5	912 453
1983	801 742	14,5	199 507	3,6	1 001 249
1984	868 453	15,0	228 169	3,9	1 096 622
1985	926 770	15,4	266 162	4,4	1 192 932
1986	726 749	13,7	185 521	3,5	912 270
1987	258 462	27,1	148 846	15,7	407 308
1988	1 220 184	17,4	441 842	6,3	1 662 026
1989	1 290 122	18,1	492 432	6,9	1 782 554

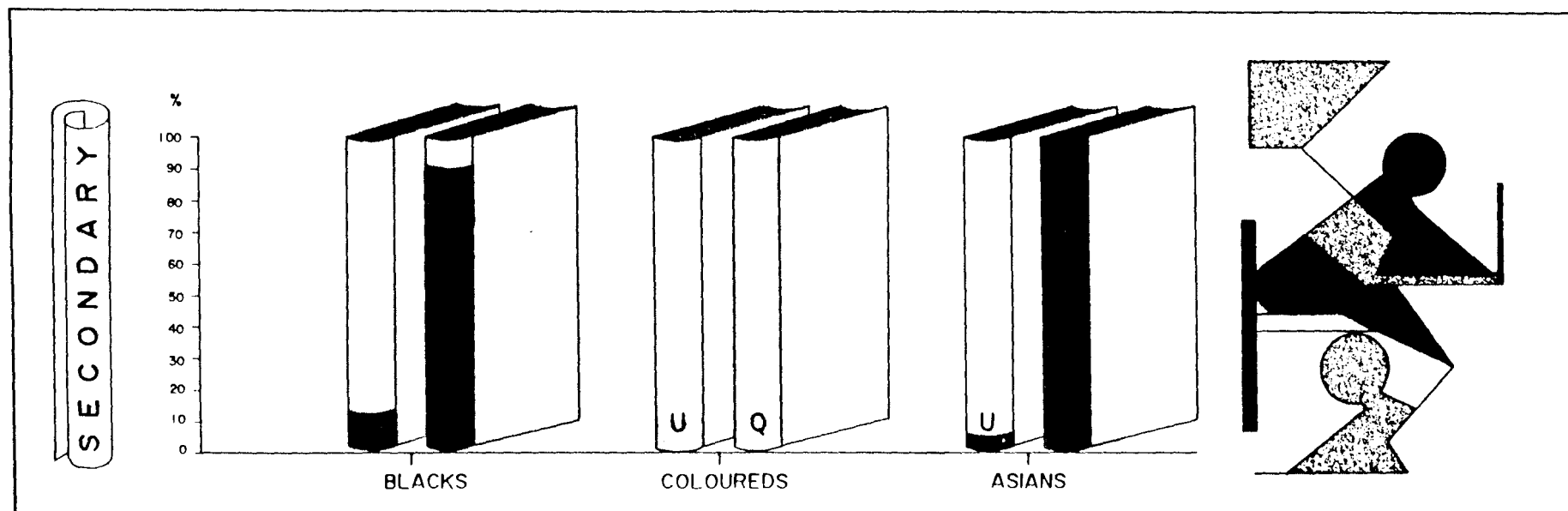
Pupil enrolment as outlined in tables 4.4 and 4.5 accentuates the need for differentiation at higher levels, and the need to provide the equipped teachers and facilities.

4.2.6 Teachers

In relation to other population groups in RSA there is still a high percentage of unqualified teachers in secondary schools for Blacks in RSA as indicated in Figure 4.1 and Table 4.6. This is necessitated by the fact that there is a chronic shortage of qualified teachers to cope with the numbers (see Figure 4.1 and Table 4.6 - pages 75 and 76 respectively).

In order to cope with the problem there is a need for more teachers. In other words, colleges and universities should produce sufficient manpower for schools. Even more than in the case of primary education, the poor qualification of teachers constrains the provision of differentiated education.

FIGURE 4.1: Professional qualifications of secondary school teachers according to population group, 1988 (Du Plessis *et al.*, 1988:19)



U = Unqualified (teachers)
Q = Qualified (teachers)

TABLE 4.6: Secondary School Teacher Qualifications according to Population Group 1989 (Du Plessis *et al.*, 1989:18)

Without Professional Qualifications					
Population Group	Std. 8 & lower	Technical Certificate	Std. 10	Degree	Total
Blacks	63	83	3 786	1 300	5 232
Coloureds	10	155	269	410	844
Asians	1	25	0	45	71

With Professional Qualifications								
Population Group	Std. 6	Std. 8	Technical Certificate	Std. 10 + PTC	Std. 10 + 2 yrs	Std. 10 + 3 yrs	Degree	Total
Blacks	152	2 647	4	10 323	6 638	22 733	8 623	51 120
Coloureds	3	96	42	84	489	6 372	4 174	11 620
Asians	0	18	22	12	9	2 705	3 228	5 994

4.2.7 Vocational Education

4.2.7.1 Career Education in Secondary Schools

In secondary schools, this programme consists of two phases (DET, 1989:105):

- *Exploratory Phase*

The junior secondary school pupils who are attending at pilot schools are exposed to a broad spectrum of career-orientated fields of study. The basic knowledge and skills acquired earlier are now offered as an integrated education programme which includes aspects such as a general theoretical background knowledge of the world of work, and the basic knowledge and skills needed for successful entry into a vocation.

The aim of the exploratory phase is, firstly, to give pupils the opportunity to choose a specific field of study for the next phase, according to their interests, aptitudes and potential. Secondly, it enables the Department to provide

meaningful vocational guidance, and, finally, it enables early school-leavers to enter the world of work with appropriate marketable basic knowledge and skills.

Good progress has already been made in the development of teaching material for this phase. This material will be tested by means of a pilot project which will be launched in 1991 (DET, 1989:105).

- ***Specialization Phase***

The point of departure in the senior secondary phase is that the pupils are to receive instruction in the field of study of their choice and in which they have shown the most progress.

The vocational component of the curriculum now incorporates work-related studies which can lead to the accreditation of subjects passed by various accrediting bodies (DET, ;1989:107).

The development of this phase will be undertaken once clarity exists regarding initiatives in this direction at national level (DET, 1989:107).

4.2.7.2 Vocational Education: Technical Colleges

Technical colleges have a dual purpose: firstly, to provide formal courses to meet the manpower needs of commerce and industry and, secondly, to provide non-formal training programmes aimed at the enriching, equipping and developing of communities. Formal tuition is intended to prepare candidates for specific occupations at lower and middle management levels. Non-formal tuition and training pays particular attention to literacy, low and middle level in-service training, re-training, support programmes, ad hoc needs, upgrading, and leisure activities (DET, 1989:125).

Technical colleges are, therefore, essentially post-school community and regional colleges aimed at meeting the vocational and non-formal educational needs of communities and regions. To meet these needs requires continuous research, planning and liaison with other Government departments, organized commerce and industry, communities, and national bodies.

In order to meet the need for vocational and non-formal education and training, different courses are offered. The following are among the formal courses offered: Technical (Apprentices), Technical (Pre-service trade training), Commercial, Trade

Training for Adults, Hairdressing, Art, and Printing and Watch-making. Various non-formal courses are also offered according to local demand (DET, 1989:125).

The Department is also, on invitation, involved in providing guidance for, and evaluating, vocational and non-formal education and training programmes in the Self-Governing Territories.

There are at present 20 technical colleges situated in the most important industrial centres, as indicated in Table 4.7 below.

TABLE 4.7: Technical Colleges Functioning under DET (DET, 1989:125-127)

NAME OF SCHOOL	RESIDENTIAL AREA	NEAREST TOWN/CITY
George Tabor	Soweto	Johannesburg
Iqhayiya	New Brighton	Port Elizabeth
Isidingo	Daveyton	Benoni
Jouberton	Jouberton	Klerksdorp
KwaNobuhle	KwaNobuhle	Uitenhage
Lazarus Nhlapo	Tembisa	Kempton Park
Lekoa	Sebokeng	Vanderbijlpark
Manu	Soweto	Johannesburg
Moremogolo	Galeshewe	Kimberley
Mpondozankomo	Emalahleni	Witband
Plessislaer	Imbali	Pietermaritzburg
Shikoane Matlala	Seshego	Pietersburg
Soshanguve	Soshanguve	Pretoria
Sivuyile	Guguletu	Cape Town
Swinton Road	Lamontville	Durban
Thuto - Matlale	Mamelodi	Pretoria
Tlamoha	Kwa Thema	Springs
Tosa	Thabong	Welkom
Usizo	Katlehong	Germiston
Xhozutswaso	Mangaung	Bloemfontein

Different courses are provided by technical colleges (DET, 1989:127):

- **Technical: Block Release**

National Certificate (N1 to N6) courses are conducted chiefly for apprentices in a range of trades.

- **Technical: Pre-service Trade Training**

The courses on pre-service trade training have been specially designed to prepare students for apprenticeship. They are one-year courses which offer training according to structured syllabi. A wide range of building, electrical, mechanical and automotive courses is offered. In collaboration with the Swiss watch-making industry, a course in watch-making is offered at the Vlakfontein Technical High School (Mamelodi).

- ***Trade Training for Adults***

In collaboration with the Department of Manpower, students are recruited, tested, selected and trained in four different trades at the George Tabor Technical College (Soweto). On completion of a year's intensive trade training, students are placed with approved employers for a further period of training.

- ***Commercial Courses***

Commercial and secretarial training courses have been offered at technical colleges since 1981. For this National Certificate (N1 - N6), students take four subjects on a semester basis. Passes in four N3 subjects serve as credits if the candidate wishes to obtain a Senior Certificate.

- ***Hairdressing***

Students are prepared for national examinations in practical and theoretical subjects (N1 - N3).

- ***Art***

In view of the excellent career prospects in commerce and advertising there is great enthusiasm for this field of study in which National Senior Certificate courses are offered (N1 - N6) (DET, 1989:127).

4.2.8 Special Education

As stated in paragraph 3.2.11, the DET offers special education to the aurally, visually and physically disabled, the cerebral palsied; the severely mentally disabled; children with behavioural problems and children in need of care.

The Filadelfia Secondary School for the disabled, two schools of industries and one reform school are run as public schools by the DET (DET, ;1989:131). All other schools are run as state-aided schools (cf. par. 3.2.11.2).

Textbooks up to secondary school level have been produced in five of the Black languages (in Braille script) and made available to schools.

The training of Black teachers and non-teaching staff for these schools presents a problem. A system of in-service training has been adopted (cf. paragraph 3.2.11.4).

In 1989 provision was made for 276 aurally handicapped, 180 visually handicapped, 32 cerebral palsied, 263 physically disabled and 0 learning disabled pupils in the RSA (DET, 1989:248).

4.2.9 Schools of Industries and Reform Schools

The Department of Education and Training is now in a position to extend its broad educational and social responsibility to include disturbed pupils who are in need of special care. During the 1987 Parliamentary session responsibility for the erection and maintenance of schools of industries and reform schools for Black children was vested in the Department of Education and Training by legislation (DET, 1987:104).

In 1989 the first and the second phases of the building programme were completed so that a total of 576 pupils could be enrolled at two of the schools of industries and one reform school (DET, 1989:133). Presently the enrolment stands at 20 (Std. 5-10) at industrial schools and at reform schools at 10 (DET, 1989:255).

The teaching programmes are being further adapted in co-operation with organized industry to meet the particular needs of these pupils (DET, 1989:133).

4.2.10 Differentiation

4.2.10.1 Anthropological Grounds

- ***Differences of Sex***

As is the case with primary education there are certain subjects that are peculiar to female pupils. Subjects like Needlework and Home Economics are offered exclusively to girls. In the same context a subject such as Woodwork is offered to boys only. These subjects are offered in the same schools. Although there are girls taking Agricultural Science, more boys are attracted to the subjects than girls (cf. 4.2.3).

- ***Differences of Aptitudes and Abilities***

The curriculum for secondary education caters for differences of aptitudes and abilities. A variety of subjects is offered for pupils to choose according to their aptitudes and abilities (cf. 4.2.3). In other words, a pupil may choose to take a subject at Higher or Standard Grade depending on his aptitude and ability in that particular subject.

Furthermore a pupil has the option of choosing subjects from the natural sciences, humanities, commerce and technical fields, depending on his aptitude and ability (cf. 4.2.3).

- ***Differences of Interest***

Linked with aptitudes and abilities is interest. A range of subjects is provided to cater for pupils' differences in interests (cf. 4.2.3). Some pupils are interested in the natural sciences, some in humanities, others in commerce and others in the technical field. All these fields are made available to a secondary school pupil. But interest cannot be dissociated from aptitude and ability. The three are inseparable.

- ***Differences in Age and Level of Development***

The pupils at secondary school level are divided according to their academic age or standards. There are those who are in Std. 6 and those who are in Std. 10. The pupils who are on the same level are grouped together (cf. 4.2.6).

- ***The Abnormalities***

Special education is made available for the handicapped pupils. This covers education for the blind, the deaf, the crippled, the cerebral palsied and the severely mentally retarded (cf. 4.2.9).

- ***The Educationally neglected Children***

The educationally neglected children are catered for at schools of industry and reform schools (cf. 4.2.10). These schools are under the auspices of the DET.

4.2.10.2 Types of Differentiation

- *Individualization*

Individualization is discernible in a number of ways. It manifests itself in terms of the various fields of study. Pupils are allowed the opportunity to choose subjects that interest them and for which they have ability and aptitude. Within one particular field of study pupils are further sub-divided into standards. Those pupils whose abilities are moderate take their choices in the standard grades. Handicapped pupils receive special education at special schools.

- *Grouping*

Pupils in various standards and various fields of study are further grouped according to their ability and interest, as indicated in 4.2.3. Those pupils who do not have the necessary abilities and aptitudes are made to take their choices at the standard grade.

- *Study Directions*

There are a number of study directions, as outlined in 4.2.3, for pupils to choose from. The study directions are the natural sciences, humanities, commerce and the technical field. The pupil's ability, aptitude and interest play an important role in the placement of pupils.

In keeping with the model for differentiation (cf. to 2.3.4) differentiation is also discernible in secondary education for Blacks in the RSA.

Although secondary education for Blacks is in complete agreement with the model for differentiation, the Std. 10 results are unfortunately unsatisfactory. In 1988 only 16 % of the total enrolment of Std. 10 pupils obtained matric exemption. In 1989 the percentage dropped to 10 (see Table 4.6) partially due to the pupils' irregular attendance at schools. But the over-riding factor is the teacher-pupil ratio. More and more pupils are wishing to reach the higher standards in the secondary school phase. This is necessitated by the increasingly positive attitude of parents towards education. This increase of pupils results in classes being congested, making effective teaching difficult.

The need for additional teaching personnel and physical facilities can hardly be over-emphasized.

4.3 TERTIARY EDUCATION

4.3.1 Introduction

Under this heading differentiation made available to Blacks in the colleges of education, technikons and universities, in that order, will be scrutinized.

4.3.2 Colleges of Education

It is becoming more and more apparent that the increased rate at which urbanization is taking place will lead to greater demands for the provision of education. The advantages of a well-structured education are increasingly being appreciated by pupils alike, and it is expected that the number of pupils in schools will increase significantly in the years to come. Providing teachers is therefore a task of vast dimensions and one which needs careful planning for the future.

Presently each of the seven regions under the DET has one or more colleges to its credit as indicated in Table 4.8.

TABLE 4.8: Teacher Training: Colleges of Education for Blacks (Du Plessis et al., 1988:23)

AREA	NAME OF COLLEGE OF DET
Johannesburg	Soweto College of Education Molapo College of Education
Natal	Indomiso College of Education
Northern Transvaal	Transvaal College of Education College of Continuing Training Technikon Northern Transvaal
Orange Vaal	Mphohadi College of Education Sebokeng College of Education
Cape	Cape College of Education Good Hope College of Education Algoa College of Education
Highveld	East Rand College of Education Kathorus College of Education Daveyton College of Education
Orange Free State	Phatsimang College of Education Kagisanong College of Education

These colleges offer the following diploma courses:

4.3.2.1 The Primary Teachers' Diploma

- ***Primary Teachers' Diploma (Pre-primary)***

The Pre-primary Teachers' Diploma which is a three year full-time course, is presented at the Soweto College of Education and at the Good Hope College of Education in Cape Town.

Students who obtain this qualification (M + 3) have been educated in the informal approach to early childhood education (DET, 1987:75). They are qualified to undertake early childhood education, as well as formal education in Sub-standards A and B (Barnard, 1988:91). The course accentuates the aspect of school readiness. In 1988, 193 students were enrolled for the course, 61 of whom were in the third year (DET, 1988:365).

- ***Primary Teachers' Diploma (Junior Primary)***

The Junior Primary Teachers' Diploma, which is also a three year full-time course is offered at ten of the colleges of education in the RSA. The number of students enrolling for the course increases every year. For instance, in 1989, 1211 students were in first year, 848 in second year and 517 in third year (DET, 1989:113).

Since the course for the Primary Teachers' Diploma in Junior Primary is mainly practical, lecturers and students inevitably move out to schools, in this way establishing healthy relationships with teachers (DET, 1987:77). The Junior Primary Teachers' Diploma Course prepares the teacher to teach Sub-standard A to Standard Two pupils (Barnard, 1988:96).

- ***Primary Teachers' Diploma (Senior Primary)***

The Senior Primary Teachers' Diploma Course prepares the teacher to teach Standard Three to Standard Five pupils. The duration of the course is three years and it places such a teacher on M + 3 or C category (Barnard, 1988:100).

The DET's projections show that the colleges of education together with the universities, will succeed in satisfying the growing need for secondary school teachers in a relatively short period to reach the teacher/pupil ratio of 1:30 (DET, 1987:77). For this reason, and also because the projections show that it will take much longer to satisfy the growing demand for primary school teachers or to reach the target of a teacher/pupil ratio of 1:35, the Department is concentrating increasingly on the education of primary school teachers.

In 1988 primary teachers were educated at 14 colleges of education which are under the jurisdiction of DET (Du Plessis et al., 1988:28). The number has since been increased. By then 1022 student-teachers were in first year, 973 in second year and 792 in third year. This represented a total of 2 831 students (DET, 1988:361-365). In 1989 1 149 students were in first year, 980 in second year and 894 in third year. A total of 3 023 students registered for this diploma (DET, 1989:113).

Since the beginning of 1985 serving teachers who hold the two-year Primary Teachers' Certificate, (which has been phased out) and who have in the meantime obtained a Std. 10 certificate are being given the opportunity to link up with the second year of the present Primary Teachers' Diploma course to

improve their qualifications and also the quality of primary education in general.

4.3.2.2 The Secondary Teachers' Diploma

- ***Secondary Teachers' Diploma Course (General)***

The Secondary Teachers' Diploma course was offered at 8 colleges of education (DET, 1987:79). Because it is envisaged that these colleges, together with the universities, can educate sufficient teachers to meet the increasing demands for new teachers and eliminate the present backlog before 1993, no increase in the number of colleges for secondary teachers' education is contemplated. At present over 3 000 teachers who are qualified to teach at primary schools are teaching at secondary schools and about 1 000 are completely unqualified (DET, 1987:79). In view of the increased supply of suitably qualified teachers, this situation is expected to improve rapidly.

In Secondary Teachers' Diploma students study and specialise in two school subjects. After completion of their studies, the students are equipped to present these two subjects up to Std. 10 level (Barnard, 1988:104). A balance is maintained between the supply of and the demand for the different subject teachers. Students of the Secondary Teachers' Diploma are selected on the basis of subject choices. In other words when the demand for Maths and Physical Science is high as is always the case the selection will be made from those students who have the ability and interest in those subjects (DET, 1987:80).

- ***Secondary Teachers' Diploma Course (Technical)***

The aim of the Secondary Teachers' Diploma (Technical) course is to train students in a specific technical field of study so that they will be able to teach in both the exploratory and the specialised technical fields of the junior secondary and senior secondary phases of career education (Barnard, 1988:109).

The Secondary Teachers' Diploma (Technical) course is offered at the following tertiary institutions (DET, 1988:78):

- Technikon Northern Transvaal (Soshanguve)
- East Rand College of Education (Springs)
- Molapo College of Education (Soweto)

- Indumiso College of Education (Pietermaritzburg)
- Algoa College of Education (Port Elizabeth)

The student teachers who follow the course can specialise in the following technical fields:

Fitting and machining
 Electronics
 Electrical work
 Welding and metalwork
 Motor mechanics
 Bricklaying and plastering
 Plumbing
 Woodwork

- ***Specialisation Courses***

Teachers who already hold a Std. 10 certificate and a professional qualification are considered for selection for further training in specific areas of specialisation. These teachers are granted a year's leave and receive full pay while they are taking the course.

These courses are offered at the Colleges of Education as indicated below (DET, 1988:366):

Physical Education	: Transvaal College of Education
Art	: Transvaal College of Education
Woodwork	: Amanzimtoti College of Education in conjunction with Kwazulu

SCHOOL LIBRARY AND MEDIA

Science	: College for Continuing Training
Remedial Education	: College for Continuing Education

SCHOOL LIBRARY AND MEDIA

Science	: Soweto College of Education
Technical Instructors' Course	: Indumiso College of Education

The following table (4.9) indicates teachers as students enrolment per course for 1989:

TABLE 4.9: Teachers as Students, 1989 one Year Specialization Courses (DET, 1989:286)

	N.TVL.	HIGH-VELD	JOHAN-NES-BURG	ORANGE-VAAL	O.F.S.	NATAL	CAPE	SOSHAN-GUVE	TOTAL
ART:									
Men	14	-	-	-	-	-	-	-	14
Women	13	-	-	-	-	-	-	-	13
SUB TOTAL	27	-	-	-	-	-	-	-	27
PHYSICAL EDUCATION									
Men	26	-	-	-	-	-	-	-	26
Women	23	-	-	-	-	-	-	-	23
SUB TOTAL	49	-	-	-	-	-	-	-	49
SCHOOL LIBRARIANSHIP									
Men	-	-	-	-	-	-	-	12	12
Women	-	-	-	-	-	-	-	17	17
SUB TOTAL	-	-	-	-	-	-	-	29	29
WOODWORK									
Men	-	-	-	-	-	-	-	-	-
MATHEMATICS AND SCIENCE									
Men	-	-	-	-	-	-	-	-	-
Women	-	-	-	-	-	-	-	-	-
SUB TOTAL	-	-	-	-	-	-	-	-	-
REMEDIAL EDUCATION									
Men	-	-	-	-	-	-	-	3	3
Women	-	-	-	-	-	-	-	34	34
SUB TOTAL	-	-	-	-	-	-	-	37	37
ONE YEAR TECHNICAL INSTRUCTORS CERTIFICATE									
Men	-	-	-	-	-	24	-	-	24
Women	-	-	-	-	-	9	-	-	9
SUB TOTAL	-	-	-	-	-	33	-	-	33
TOTAL:									
Men	40	-	-	-	-	24	-	15	79
Women	36	-	-	-	-	9	-	51	96
GRAND TOTAL	76	-	-	-	-	33	-	66	175

4.3.2.3 Enrolment of Students at Colleges of Education

During 1985, 5 268 students were enrolled at 10 colleges of education. In 1989, 9 314 students were enrolled at 14 colleges of education, which indicates an increase of 4 045 (DET, 1989:278-280). Table 4.10 shows enrolment according to diploma and levels of study.

TABLE 4.10: Enrolment of Students at Teachers' Colleges of DET according to Academic Years and Courses 1989 (DET, 1989:278-280)

DIPLOMA	N.TVL. VELD	HIGH- NES- BURG	JOHAN- VAAL	ORANGE	O.F.S.	NATAL	CAPE GUVE	SOSHAN-	TOTAL
FIRST YEAR									
PTD (Jun. Prim.)									
Men	1	7	9	3	-	-	-	-	20
Women	93	251	81	134	89	134	376	33	1191
SUB TOTAL	94	258	90	137	89	134	376	33	1211
PTD (Sen. Prim.)									
Men	75	136	34	82	14	54	136	27	558
Women	31	162	59	85	16	80	124	34	591
SUB TOTAL	106	298	93	167	30	134	260	61	1149
STD									
Men	83	51	45	112	-	73	30	31	425
Women	77	45	49	73	-	75	59	34	412
SUB TOTAL	160	96	94	185	-	148	89	65	837
STD (Technical)									
Men	-	32	36	-	-	44	45	-	157
Women	-	16	14	-	-	1	22	-	53
SUB TOTAL	-	48	50	-	-	45	67	-	210
TOTAL FIRST YEARS									
Men	159	226	124	197	14	171	211	58	1160
Women	201	474	203	292	105	290	581	101	2247
SUB TOTAL	360	700	327	489	119	461	792	159	3407

SECOND YEAR PTD (Jun. Prim.)									
Men	13	31	2	-	-	-	24	-	70
Women	65	149	92	44	47	95	260	26	778
SUB TOTAL	78	180	94	44	47	95	284	26	848
PTD (Sen. Prim.)									
Men	29	117	35	47	39	63	99	28	457
Women	36	132	65	58	62	46	94	30	523
SUB TOTAL	65	249	100	105	101	109	193	58	980
STD									
Men	87	62	60	127	-	109	72	47	564
Women	124	69	73	59	-	79	92	13	509
SUB TOTAL	211	131	133	186	-	188	164	60	1073
STD (Technical)									
Men	-	41	57	-	-	37	33	-	168
Women	-	23	40	-	-	-	40	-	103
SUB TOTAL	-	64	97	-	-	37	73	-	271
TOTAL SECOND YEARS									
Men	129	251	154	174	39	209	228	75	1259
Women	225	373	270	161	109	220	486	69	1913
SUB TOTAL	354	624	424	335	148	429	714	144	3172

THIRD YEAR PTD (Pre-Prim.)									
Men	-	--	-	-	-	-1	-	1	
Women	-	-	28	-	-	-	66	-	94
SUB TOTAL	-	-	28	-	-	-	67	-	95
PTD (Jun. Prim.)									
Men	4	-	3	-	-	-	7	-	14
Women	23	80	31	52	35	68	195	19	503
SUB TOTAL	27	80	31	52	35	68	202	19	517
PTD (Sen. Prim.)									
Men	22	32	24	42	67	51	94	18	350
Women	39	63	43	102	66	48	158	25	544
SUB TOTAL	61	95	67	144	133	99	252	43	894
STD									
Men	84	44	45	126	-	92	56	32	479
Women	93	102	86	80	-	56	73	21	511
SUB TOTAL	177	146	131	206	-	148	129	53	990
STD (Technical)									
Men	-	51	54	-	-	36	30	-	171
Women	-	22	39	-	-	-	7	-	68
SUB TOTAL	-	73	93	-	-	36	37	-	239
TOTAL THIRD YEARS									
Men	110	127	126	168	67	179	188	50	1015
Women	155	267	227	234	101	172	499	65	1720
SUB TOTAL	265	394	353	402	168	351	687	115	2735 +

Tables 4.9 and 4.10 show the different diplomas available to serving teachers and student teachers and their current enrolments. The courses are therefore available and teachers are trained, which will improve the quality of differentiated education for blacks.

Projections which are revised regularly by the DET regarding the number of teachers required at the beginning of the 21st century form part of the macro-planning function of the Teacher Education section. Various aspects are taken into consideration in these projections; the growth rate in pupil numbers and the envisaged teacher/pupil ratio of 1:30 (secondary) and 1:35 (primary) are two of the most important considerations at present (DET, 1988:78).

Serious attention is also given to ways in which the teaching corps can upgrade their qualifications, because it is believed that the quality of education depends

on the teacher qualifications. In order to improve matric results well-qualified teachers are needed.

As stated in the HSRC report (1981:paragraph 4.15.1) it is the opinion of the DET that the quality of serving teachers is the determining factor in the provision of quality education. The objective is therefore to achieve a balance in the supply and demand of adequately qualified teachers, not only for the different school phases but also for the different school subjects presented.

4.3.3 Technikons

4.3.3.1 Establishment of Technikons for Blacks in RSA

The Two Technikons, namely the Technikon Northern Transvaal and the Mangosuthu Technikon at Umlazi near Durban were erected in 1979 and became fully operational in 1982. The Mangosuthu Technikon is controlled by Kwazulu and therefore falls outside the scope of this research (Vos & Brits, 1987:94).

The Technikon Northern Transvaal (near Pretoria) has been established to provide for the growing need for post-matric technical training and is planned to accommodate 5 000 students (Vos & Brits, 1987:95). It was established in order to meet the demand by the private sector for Black technicians, commercial managers, administrators, paramedical staff and related professional careers in the RSA (Behr, 1984:216). This technikon falls under the jurisdiction of the DET.

Since April 1987 the Technikon Northern Transvaal has gained autonomy in accordance with the Education and Training Amendment Act, 1985 (Act 77 of 1985). It is subsidized, just like other technikons in the RSA, according to the South African Post Secondary (SAPSE) Information System.

4.3.3.2 Courses Offered

Courses offered by technikons cover almost all specialized careers which vary from occupations in the applied engineering, biological, chemical and physical sciences to the applied commercial sciences, the humanities, fine arts and the performing arts.

Courses in engineering and applied sciences are presented on a sandwich basis (Educamus, 1983:3). The students enter the service of an employer; for six months they attend theoretical classes full-time at a technikon; then for the following six

months they undergo appropriate practical in-service training at their place of employment:

After completing three semesters at the technikon and three at the place of employment the student qualifies for a National Diploma. Fourteen different courses are already offered, namely: Analytical Chemistry, Architecture, Building Surveying, Construction Supervision, Chemical Plant Operation, Electrical Engineering (Heavy Current), Electrical Engineering (Light Current), Medical Technology, Geology, Mechanical Engineering, Surveying, Civil Engineering, Telecommunication, Food Service Management and Food Technology.

Health-related sciences, commercial sciences and teacher training are one-year and three-year courses respectively, taken full-time at the Technikon. No in-service training accompanies the study period at the technikon, but the training is of such a nature that it is practically orientated. Already 10 different courses are offered in this way, namely: Community Health Nursing, Public Health, Teacher Training, Commerce, Cost Accounting, Private Secretaries Course, Public Administration, State Accounts and Electronic Data Processing Diploma, Diploma in Institute of Commerce and Business Training.

4.3.3.3 Admission Requirements

The minimum entrance qualification for technikon students is a Std. 10 certificate with relevant subjects or equivalent qualification. No student can be admitted when he does not have the necessary ability in subjects which have a technical bias, which proves a positive recognition of differentiation.

4.3.3.4 Student Enrolment

Student population at the Technikon Northern Transvaal descends even from outside the borders of the RSA as indicated in Table 4.11.

TABLE 4.11: Descent of Students for 1984 and 1989 (Goodey, 1986:136; DET, 1989:303)

PLACE	1986			1989		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
AREAS UNDER DET	612	144	756	980	593	1573
QWA-QWA	6	1	7	1	-	1
LEBOWA	68	13	81	155	36	191
GAZANKULU	34	4	38	70	10	80
KWAZULU	4	4	8	16	9	25
KANGWANE	-	1	1	25	31	26
KWANDEBELE	3	2	5	18	5	23
BOPHUTHATSWANA	182	49	231	225	108	333
CISKEI	-	1	1	12	-	12
TRANSKEI	13	7	20	16	14	30
VENDA	60	5	65	33	7	40
BOTSWANA	5	-	5	2	-	2
NAMIBIA	4	-	4	3	-	3
MALAWI	1	-	1	1	-	1
SWAZILAND	2	-	2	1	-	1
LESOTHO	-	-	-	1	-	1
TOTAL	994	231	1225	1559	813	2372

In 1981 the total enrolment was 306 as against 1 225 in 1984. This shows a remarkable increase of about 919. The total for 1984 dropped to a meagre 300 in 1986 due to students' boycotts. In 1989 the enrolment escalated to 2 372 (DET, 1989:300).

In as far as courses are concerned student enrolment per course for 1989 was as follows:

TABLE 4.12: Student Enrolment at Technikons according to Courses, 1989 (DET, 1989:322-328)

TECHNIKON NORTHERN TRANSVAAL

NAME OF COURSE	MEN	WOMEN	TOTAL
1. MANAGEMENT			
- ND COMMERCE			
1st year	10	10	20
2nd year	4	10	14
3rd year	17	28	45
- ND PUBLIC ADMINISTRATION			
1st year	148	70	218
2nd year	59	27	86
3rd	26	24	50
- ND MUNICIPAL ADMINISTRATION			
1st year	30	14	44
2nd year	15	3	18
3rd year	1	-	1
- ND PERSONNEL MANAGEMENT			
1st year	90	57	147
2nd year	20	11	31
3rd year	3	2	5
- COMPUTER DATA PROCESSING			
1st year	28	18	46
2nd year	12	5	17
3rd year	4	2	6
- DIPLOMA: INSTITUTE OF COMMERCE			
1st year	85	87	172
2nd year	46	29	75
3rd year	2	2	4
SUB TOTAL	600	399	999

NAME OF COURSE	MEN	WOMEN	TOTAL
2. SECRETARIAL TRAINING			
- ND PRIVATE SECRETARIES 1st year	1	19	20
2. SECRETARIAL: OFFICE ADMINISTRATION 1st year	29	66	95
2nd year	2	8	10
SUB TOTAL	32	93	125
3. HEALTH SCIENCES			
- ND AND NHD MEDICAL TECHNOLOGY 1st semester	24	17	41
2nd semester	66	25	91
3rd semester	56	38	94
- NDH PUBLIC HEALTH 1st year	38	24	62
2nd year	16	11	27
3rd year	20	4	24
- ND FOOD SERVICE MANAGEMENT 1st semester	13	35	48
2nd semester	2	10	12
3rd semester	-	3	3
- DIPLOMA: COMMUNITY NURSING SCIENCE 1st year	3	63	66
SUB TOTAL	264	232	496
4. PHYSICAL SCIENCES			
- ND METEOROLOGY 1st semester	-	-	-
2nd semester	-	-	-
3rd semester	-	-	-
SUB TOTAL	-	-	-

NAME OF COURSE	MEN	WOMEN	TOTAL
5. CHEMICAL SCIENCES			
- ND ANALYTICAL CHEMISTRY Pre-Technikon	-	-	-
1st semester	29	14	43
2nd semester	20	21	41
3rd semester	24	12	36
- ND CHEMICAL ENGINEERING Pre-Technikon	-	-	-
1st semester	24	-	24
2nd semester	20	2	22
3rd semester	7	-	7
- ND WATER CARE Pre-Technikon 3rd semester	- 6	- 1	- 7
SUB TOTAL	130	50	180
6. ELECTRICAL ENGINEERING			
- ND ELECTRICAL ENGINEERING (Light Current) Pre-Technikon	-	-	-
1st semester	22	1	23
2nd semester	16	-	16
3rd semester	9	-	9
- ND ELECTRICAL ENGINEERING (Heavy Current) Pre-Technikon	-	-	-
1st semester	22	1	23
2nd semester	10	-	10
3rd semester	2	-	2
SUB TOTAL	81	3	83

NAME OF COURSE	MEN	WOMEN	TOTAL
7. MECHANICAL ENGINEERING			
- ND MECHANICAL ENGINEERING Pre-Technikon	-	-	-
1st semester	30	-	30
2nd semester	27	2	29
3rd semester	8	-	8
SUB TOTAL	65	2	67
8. BUILDING SCIENCES			
- ND ARCHITECTURE			
1st semester	18	2	20
2nd semester	18	3	21
3rd semester	7	-	7
- ND BUILDING SURVEYORS			
1st semester	10	-	10
2nd semester	9	-	9
3rd semester	6	-	6
- ND CONSTRUCTION SUPERVISION			
3rd semester	-	-	-
SUB TOTAL	68	5	73
9. SURVEYING, MINING AND CIVIL ENGINEERING			
- ND SURVEYING			
1st semester	14	2	16
2nd semester	13	-	13
3rd semester	4	1	5
- ND GEOLOGY			
1st semester	2	1	3
2nd semester	5	-	5
3rd semester	2	-	2
- ND MINE SURVEYING			
1st semester	1	-	1
2nd semester	10	-	1
- ND CIVIL ENGINEERING			
Pre-Technikon	-	-	-
1st semester	29	2	31
2nd semester	23	1	24
3rd semester	10	-	10
SUB TOTAL	113	7	120

NAME OF COURSE	MEN	WOMEN	TOTAL
10.TEACHER TRAINING			
SECONDARY TEACHER DIPLOMA (Technical)			
ELECTRICAL			
1st year	46	6	52
2nd year	31	8	39
3rd year	19	5	24
MECHANICAL			
1st year	43	3	46
2nd year	34	-	34
3rd year	37	-	37
CIVIL			
1st year	17	1	18
2nd year	23	-	23
3rd year	10	-	10
SUB TOTAL	260	23	283
GRAND TOTAL	1613	813	2426

The total number of students for 1989 shows a considerable increase when compared with that of 1986 (refer to Table 4.11). This is an indication that under normal circumstances the technikon can attract reasonably good numbers to cope with the demand of the industry. Table 4.12 shows the availability of channels for differentiation and enrolments per channel.

4.3.3.5 Academic Staff

Most of the schools, the major division of the technikon, are divided into a number of departments with a head of department for each. The Technikon Northern Transvaal is no exception. The school of Physical Science, for instance, is divided into four departments namely, the Department of Mathematics, Physics, Chemistry and Applied Chemistry.

According to Goodey (1986:137) the academic personnel of the Technikon Northern Transvaal are properly educated, professional people who go about their task as a calling. Put in his own words, Goodey (1986:137) says: "Die akademiese personeel van die Technikon Noord Transvaal is almal goedopgeleide, professionele persone wat hulle taak nie slegs as 'n opvoedingstaak sien nie, maar as 'n roepingstaak en ook 'n opheffingstaak".

The following Table (4.13) shows the position of the personnel from 1984 to 1989:

TABLE 4.13 Personnel for 1984-1989 (DET, 1988:200; DET, 1989:318)

	1984	1986	1988	1989
RECTOR	1	1	1	1
VICE-RECTORS	2	1	2	2
DIRECTORS	9	5	4	6
HEADS OF DEPARTMENTS	19	21	13	14
SENIOR LECTURERS	28	31	27	22
LECTURERS	78	74	58	74
TOTAL	137	133	105	119

Out of 119 there were only 18 Black members of staff in 1989 divided as follows: one director, one senior lecturer and 16 lecturers. The majority were Whites. This indicates that there is a general shortage of qualified blacks to stimulate the provision of differentiated education.

4.3.3.6 The Relationship between Industry and Technikons

The composition of most technikon courses makes industry and commerce important partners of technikons. Most technical courses contain an in-service training component. Although it is the technikon's responsibility to ensure that the in-service training is appropriate and useful, the actual training is to some extent done by tutors from industry. Mutual trust between these two structures is therefore essential (Goodey, 1987:89).

Technikons and industry are interdependent. Without industry to provide people with jobs, the efforts of vocational education will be fruitless, and without technikons providing the necessary trained and educated manpower, industry and commerce will not be able to execute their tasks meaningfully and effectively.

Industry has certain obligations regarding technikon education. They are, inter alia, as follows (Goodey, 1987:89):

- creating the necessary job opportunities and sending students to study at the technikon;

- the equipping of laboratories and workshops;
- granting of bursaries to promising students;
- ensuring that the in-service component is appropriate and of a high standard;
- financing the technikon when establishing new courses and laboratories;
- discussions with technikon officials on a continuous basis regarding syllabi, curricula, didactical approaches and practical work. This can be done by correspondence, visits and telephone discussions or more formally by attending advisory committee meetings and seminars.

This, however, does not mean that industry should take over the technikon. It must only co-operate with the technikon. This will, however, stimulate differentiation of education.

4.3.4 Universities

4.3.4.1 Introduction

Before 1960, Black students who wished to obtain higher education in the RSA had the following choice of institutions of higher learning: they could attend, in limited numbers, the "open" universities of Cape Town and the Witwatersrand, where a practice of academic non-separation was followed; they could enrol at the University of Natal in segregated classes; they could become students at the Black University College of Fort Hare or the small part-time Kolege ya Bana ba Afrika in Pretoria, which prepared students for the degrees and diplomas of the University of South Africa; or finally, they could study by correspondence at the non-residential University of South Africa (Kgware, 1977:225).

In 1959 Parliament passed two acts of far-reaching significance in the history of higher education in South Africa. These were the Extension of University Education Act (45 of 1959) and the University of Fort Hare Transfer Act (64 of 1959). The first Act provided for the establishment of four university institutions for Blacks, Coloureds and Indians. These were the University of the North, mainly for the Sotho-, Tsonga- and Venda-speaking people, the University of Zululand for the Zulu, the University of Western Cape for the Coloured people and the University of Durban-Westville for the Indian population (Kgware, 1977:225).

The second Act provided for the transfer of the control of the University of Fort Hare from the Department of Education, Arts and Science (now the Department of National Education) to the Department of Bantu Education (now DET). In 1970 all

three Black universities attained the status of academic autonomy (Kgware, 1977:225).

Under Act 78 of 1976 the Medical University of South Africa (Medunsa) was founded as an autonomous university for the training of students for the medical, dental, veterinary and paramedical professions (Venter & Verster, 1986:76).

The need for providing general university education for Blacks residing in the urban areas of the RSA became a matter of concern to the government in the 1970s, and resulted in the establishment of the Vista University in 1981 in terms of Act 106 of 1981. Its administrative headquarters are in Pretoria, but it has decentralized campuses in Black townships at Bloemfontein, Port Elizabeth, Pretoria and Johannesburg and Welkom, Sebokeng, Daveyton. The University has no residential or sports facilities. It also provides correspondence courses for teachers wishing to improve their qualifications through its Campus for Further Training (Behr, 1988:195).

"A matter of concern by the government" also resulted in white universities being opened for Blacks in the last decade (Behr, 1988:198). All white universities have the freedom to decide on who to admit and who not to admit.

4.3.4.2 Courses of Study Offered

Black Universities offer courses of study leading to the following degrees, diplomas and certificates (Universities of the North, 1980-1988, Fort Hare 1984, Zululand 1988 Calendars):

*** FACULTY OF ARTS**

DEGREES:

IN ARTS:

Bachelor of Arts	B.A.
Bachelor of Arts (Honours)	B.A.(Hons.)
Master of Arts	M.A.
Master of Arts in Clinical Psychology	M.A.(Clin.Psych.)
Doctor of Literature	D.Litt.
Doctor of Philosophy	D.Phil.

IN LIBRARIANSHIP:

Bachelor of Library Science	B.Bibl.
Bachelor of Library Science (Honours)	B.Bibl.(Hons.)

Master of Library Science	M.Bibl.
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IN MUSIC:

Bachelor of Music	B.Mus.
Bachelor of Music (Honours)	B.Mus.(Hons.)

Bachelor of Music degree is offered in the University of Zululand and Fort Hare. The University of the North is still to introduce it.

IN SOCIAL WORK:

Bachelor of Arts in Social Work	B.A.(S.W.)
Bachelor of Arts in Social Work (Honours)	B.A.(S.W.)(Hons.)
Master of Arts in Social Work	M.A.(S.W.)

IN NURSING:

Bachelor of Nursing	B.Cur.
Bachelor of Nursing Education and Administration	B.Cur.(Eet.A.)

DIPLOMAS:

IN LIBRARIANSHIP:

Higher Diploma in Librarianship	H.Dip.Bibl.
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IN SOCIAL WORK:

Higher Diploma in Community Organization	H.Dip.Com.Org.
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IN NURSING:

Diploma in Nursing Education	Dip.N.E.
Diploma in Nursing Administration	Dip.N.A.
Diploma in Community Health Nursing	Dip.C.H.N.

*** FACULTY OF COMMERCE AND ADMINISTRATION**

DEGREES:

IN COMMERCE:

Bachelor of Commerce	B.Com.
Bachelor of Commerce (Honours)	B.Com.(Hons.)
Master of Commerce	M.Com.
Doctor of Commerce	D.Com.

IN ADMINISTRATION:

Bachelor of Administration	B.Admin.
Bachelor of Administration (Honours)/B.Admin.(Hons.)	
Master of Administration	M.Admin.
Doctor of Administration	D.Admin.

DIPLOMAS:

IN COMMERCE:

Diploma in Theory of Accountancy	Dip.T.A.
Diploma in Commerce	Dip.Com.

IN ADMINISTRATION:

Diploma in Public Administration	Dip.Public Admin.
Proficiency Certificate in Public	

* FACULTY OF EDUCATION

DEGREES:

Baccalaureus Paedonomise	B.Paed.
Bachelor of Education	B.Ed.
Master of Education	M.Ed.
Doctor of Education	D.Ed.

DIPLOMAS:

Senior Secondary Teachers' Diploma	S.S.T.D.
University Diploma in Secondary Education	U.D.S.E.
University Education Diploma	U.E.D.

* FACULTY OF LAW

DEGREES:

Bachelor of Law	B.Jur.
Baccalaureus Procuratoris	B.Proc.
Master of Education	M.Ed.
Bachelor of Laws	LL.B.
Master of Laws	LL.M.
Doctor of Laws	LL.D.

DIPLOMAS:

Diploma in Law

Dipl.Jur.

* FACULTY OF MATHEMATICS AND NATURAL SCIENCES

DEGREES:

Bachelor of Science

B.Sc.

Bachelor of Science in Agriculture

B.Sc.Agric.

Bachelor of Home Economics

B.Home Econom

Bachelor of Science (Honours)

B.Sc.(Hons.)ric.

Master of Science

M.Sc.

Doctor of Science

Ph.D.

ENGINEERING - ORIENTATED COURSE

The engineering-orientated course is designed to prepare students for training in the various fields of engineering. Initially, students who complete the proposed course at the University of Zululand may proceed to any South African University with an engineering faculty.

* FACULTY OF THEOLOGY

DEGREES:

Bachelor of Theology

B.Th.

Bachelor of Theology (Arts)

B.Th.(Arts)

Bachelor of Theology (Honours)

B.Th.(Hons.)

Master of Theology

M.Th.

Doctor of Theology

D.Th.

DIPLOMAS:

Diploma in Theology

Dip.Th.

CERTIFICATE:

Certificate in Theology

Cert.Th.

* INSTITUTE FOR PUBLIC SERVICE AND VOCATIONAL TRAINING

This qualification is only obtainable at the University of Zululand.

DIPLOMAS:

Diploma Juris

Dip.Jur.

Diploma Legum

Dip.Leg.

Diploma in Local Government &

Dip.L.G.A.

Administration	
Diploma in Organization and Method Study	Dip.O.M.
Diploma in Public Administration	Dip.P.A.
Diploma in Public Finance and Auditing	Dip.F.A.
Diploma in Data Processing and System Analysis	Dip.D.S.A.
Diploma in Co-operative Management and Administration	Dip.C.M.A.
Diploma in Advanced Public Administration	Dip.A.P.A.

The University of the North introduced a new faculty, the Faculty of Health Science which started functioning at the beginning of 1990. The following degrees are offered in this Faculty (Sowetan, 1989:8):

Bachelor of Nursing Science and Art	B.Cur.
Bachelor of Pharmacy	B.Pharm
Bachelor of Optometry	B.Optom.
Bachelor of Science (Medical Sciences)	B.Sc.Med.Sci.
Bachelor of Nutrition	B.Nurt.
Bachelor of Nursing Education and Administration	B.Cur.(Eet.A.)

DIPLOMAS:

Diploma in Nursing Education	Dip.N.E.
Diploma in Nursing Administration	Dip.N.A.

The up and coming Vista University provides full-time instruction for degrees in the faculties of Arts, Education and Managerial Sciences (S.A.Journal, 1987:4).

Courses at Medunsa are divided into three faculties, namely:

- Faculty of Dentistry
- Faculty of Medicine
- Faculty of Veterinary Science

Each faculty offers a number of degrees and diplomas (cf. Appendix B), proving the provision of differentiated education at tertiary level.

4.3.4.3 Admission Requirements

The admission requirement to all degree courses is matriculation exemption, except in exceptional cases.

In addition to the general admission requirements students are admitted to study in the Faculty of Mathematics and Natural Sciences only if they have a rating of 23 or more on the selection scale which is based on the results of the matriculation examinations. The rating is worked out of the Science subjects and English. The

following are the mark values (Universities of the North 1980 - 1988, Zululand 1988 Calendars):

TABLE 4.14 Matric Symbols Rating (Calendar: UNIN - 1980-1988; Zululand, 1988)

SYMBOL	SG	HG
A	8	9
B	7	8
C	6	7
D	5	6
E	4	5
F	3	4
G	2	3
H	1	2

4.3.4.4 Student Enrolment

More and more Black students are proceeding to the universities and as a result university enrolments are increasing yearly. The following table (4.15) indicates the annual increase (Behr, 1987:4):

TABLE 4.15 Student Enrolment at the Black Universities, 1980 - 1989 (DET, 1989:334)

UNIVERSITY	1980	1982	1986	1989	ANNUAL INCREASE INCREASE
Fort Hare	3 058	3 201	3 220	*-	2,61 %
The North	2 752	4 095	3 542	9 424	2,56 %
Zululand	1 671	3 011	3 514	5 556	1,26 %

* Fort Hare now falling under the Government of Ciskei.

Vista University had grown rapidly since its inception in 1982. The rapidity of its growth can be gauged from the perusal of Table 4.16 (Behr, 1987:4; DET, 1989:334)

TABLE 4.16: Enrolment at Vista University , 1982-1989 (Behr, 1987:4 & DET, 1989:334)

YEAR	FULL-TIME CAMPUSES	FURTHER TRAINING CAMPUS	TOTAL
1982	-	32	32
1983	610	2 400	3 010
1984	1 485	4 767	6 252
1985	3 055	7 082	10 137
1986	2 573	11 718	14 291
1989	5 564	18 142	23 706

4.3.4.5 The Relationship between Black Universities and Society

Universities are regarded as prominent social entities and often as key institutions in the development of underprivileged and underdeveloped societies (Totemeyer, 1987:53). It is only through academic excellence and community involvement that meaningful change in a developing society can be brought about (University of the North, 1988:3).

An attempt is made by all Black universities to play a meaningful role in community service, for instance in 1981 a group of 16 Lebowa farmers were invited to attend a course on maize production at the University's experimental farm. That was the beginning of a larger scheme to develop agriculture in Lebowa.

It is only through such exercises that the University could be seen as relevant to the needs of the nation it is serving.

4.3.5 Differentiation

4.3.5.1 Anthropological grounds

*** Differences of sex**

All teaching diploma courses at colleges of education are open to both males and females. But there is an inclination for more women to take pre-primary and junior primary courses than men, for instance in 1989 94 women as against only one man were in their third PTD (pre-primary) course and 2 472 women as against 104 men had enrolled for PTD (junior primary) course (cf. Table 4.10). This indicates that certain courses are preferred by women.

The technikons are also catering for both male and female students. All the courses are open to both males and females. For instance, in 1989, 19 females as against one male enrolled for the ND private secretary course (cf. Table 4.12). Other courses such as engineering (both electrical and mechanical) attract more males than females. For instance, in 1989, 27 males as against 2 were in their second year of mechanical engineering (cf. Table 4.12).

As is the case with both the colleges of education and technikons, the universities are catering for both males and females. However, certain degrees attract more men than women and vice-versa. The more feminine courses like Home Economics are done mostly by women. On the other hand B.A. (Theology) attracts more men than women. It is only on rare occasions where women register for this kind of degree.

* *Differences of aptitudes and abilities*

The entrance qualification to all courses at tertiary education is matric. For a student to be admitted to any tertiary institution matric is the passport mainly to indicate that he/she has the necessary aptitude and ability.

At colleges of education in the secondary teachers' diploma course the students are allowed to choose two subjects of specialization (cf. 4.3.2.2). Their choice is controlled by taking into account their aptitudes and abilities in those subjects.

For a student to qualify, say for Mathematics, he/she must have passed the subject at Std. 10 level. For a student to be admitted into the secondary teachers' diploma course (technical), such a student must have done technical subjects at matric level. This indicates the importance of aptitudes and abilities at colleges of education.

On the other hand, for a technikon a technically based matric is a prerequisite. In other words a student has to be technically educable for him to be admitted into a technikon (cf. 4.3.3.3). This expresses the idea of aptitude and ability. A student has to have the necessary aptitude and ability for him to gain admission into a technikon. The universities place emphasis on matriculation exemption. In the Faculty of Mathematics and Natural Sciences a selection scale is used. The ratings are based on matriculation examination results (cf. 4.3.4.3). In other words the university has to convince itself that the student in question has the necessary aptitude and ability before admission. Certain degrees require special abilities.

For instance, for a student to be admitted to do a degree in Music he/she would need to have the necessary aptitude for Music.

*** *Differences of interest***

Placement of students into different courses at tertiary level is based on interest. The disparity between women and men in the pre-primary and junior primary courses at colleges (cf. Table 4.10) among the enrolments for different courses at technikons (cf. 4.2) and among the different faculties at universities is indicative of the fact that interest plays an important role in the streaming of students.

However, interest cannot be separated from aptitude and ability. For instance, at colleges in the secondary course students are allowed the freedom to choose their subjects of specialization. The students choose subjects which interest them and for which they have ability. The same applies to technikons and universities. Freedom of choice plays an important role.

*** *Differences of age and level of development***

Chronological age does not play a dominant role at a tertiary level. What matters most is the students' academic age. During their first registration students are placed in first-year classes or courses. Their upward mobility is solely dependent on their academic progress. This accounts for the number of passes and failures in each course (cf. Table 4.12).

*** *Abnormalities and educationally neglected children***

There are no special tertiary institutions for the handicapped and the educationally neglected people. The handicapped people who manage to reach such academic heights are absorbed into the normal streams. However, it is unlikely that the seriously handicapped people may reach such high levels of education. This could be the reason why there are no special tertiary institutions.

4.3.5.2 Types of differentiation

*** *Individualization***

The methods, techniques and skills needed by a primary school teacher are to some extent different from those needed by a secondary school teacher. This necessitates both the primary school and the secondary school teachers to be trained separately. In the same way a pre-primary school teacher is trained

separately from a junior primary teacher and a senior primary teacher separately from a secondary teacher.

Similarly, the students who have registered for a particular course at technikons and universities are placed in the same class and receive individual tuition.

*** *Grouping***

Grouping at the tertiary institutions is discernible in the sense that people who do the same course and are on the same level are grouped together. In other words, a person doing, for instance, a first-year pre-primary diploma course or Computer Data Processing first-year or a Bachelor of Library Science first year at a college of education, a technikon or a university respectively will be grouped with other first-year students doing the same course to receive proper tuition.

Therefore grouping at tertiary institutions is done, *inter alia*, on the basis of the nature of the course one has enrolled for.

*** *Study Directions***

The colleges of education for Blacks in the RSA offer three different diploma courses, namely, pre-primary, primary and secondary diploma courses (cf. 4.3.2). The primary diploma is further subdivided into junior and senior primary diploma courses. The secondary diploma course is also sub-divided into general and technical courses. The implication here is that a student is exposed to a total of five study directions to choose from.

The technikons on the other hand offer at least ten study directions, namely, management, secretarial training, health sciences, physical sciences, chemical sciences, electrical engineering, mechanical engineering, building sciences, surveying, mining and civil engineering and teacher training (cf. Table 4.12). Each study direction has its own requirements for admission.

A distinction of eight faculties is made at Black universities in the RSA. They are the faculties of Arts, Commerce and Administration, Education, Law, Mathematics and Natural Sciences, Theology, Institute for Public Service and Vocational Training (University of Zululand exclusively) and the newly introduced Faculty of Health Science (University of the North exclusively) (cf. 4.3.4.2). At Medunsa three faculties are established, namely, Dentistry, Medicine and Veterinary Science.

The distribution of students into the aforementioned courses and faculties is to a large extent based on aptitudes, abilities and interest. This is therefore evidence that differentiation is made available at tertiary institutions in accordance with the model for differentiation (cf. 2.3.4).

In spite of the fact that tertiary education satisfies the model for differentiation, there is a disturbing imbalance between the enrolments at technikons and at universities respectively. In 1989, 2372 black students were at technikons as against 40 493 who were at universities. This is an indication that the Black population places emphasis on academic education at the expense of technical education (cf. Tables 4.11, 4.15 and 14.16). Black students still need to be made aware of the importance of technical education alongside academic education. Equal distribution would help in the upliftment of the country's economy.

4.4 SUMMARY

Throughout this chapter the aim has been to outline all courses of study made available to the Black population of the RSA at secondary and tertiary levels. In order to bring to the fore these courses, a closer look at the curricula and other related aspects of both secondary and tertiary education was necessary.

Under secondary education such aspects as phases of secondary education, technical secondary education, medium of instruction, examinations, career education and special education were addressed. On the strength of these aspects the author was able to address the issue of differentiation.

Under tertiary education, colleges of education, technikions and universities were addressed. On the strength of the multiplicity of courses available in these institutions, the issue of differentiation was addressed.

In the following chapter conclusions on the availability of differentiation in the school system for Blacks in the RSA will be drawn.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter all the issues which have been discussed in the previous chapters will be briefly recapitulated. Furthermore, findings will be discussed and recommendations with regard to further research will be made.

5.2 SUMMARY

The problem of research has been stated as follows:

- How does the school system for Blacks in the RSA provide for the different abilities, aptitudes and interests of the pupils?

The following sub-problems were derived from the problem of research:

- What is the theory of differentiation in the school system for Blacks in the RSA?
- How did the school system for Blacks provide for differentiation up to 1979?
- What provision for differentiation is made at present in the pre-primary, primary, secondary and tertiary education for Blacks?

Derived from the problem and sub-problems of research was the aim which was cited as follows:

- to ascertain through research how the school system for Blacks in the RSA provides for different abilities, aptitudes and interests.

In order to reach this aim the following sub-aims were formulated:

- to describe the theory of differentiation in the school system for Blacks;
- to describe how the school system for Blacks catered for Blacks up to 1979; and
- to ascertain and evaluate the provision of differentiation for Blacks at present in pre-primary, primary, secondary and tertiary education.

It is also worth mentioning here that in order to accomplish the aim of this research the following methods of research were used:

- Literature research, and
- Personal interviews.

All the above-mentioned issues were discussed in Chapter 1.

In Chapter 2 theoretical basis for differentiation and the historical perspectives on the school system for Blacks in the RSA were discussed. Also discussed in this chapter was theoretical model for evaluation of differentiation in the school system for Blacks. This model would be instrumental in ascertaining whether differentiation is made available or not.

In Chapter 3 attention was paid to the availability of differentiation in both pre-primary and primary education for Blacks in the RSA at present. In order to make a decision on this matter the curricula and related issues of both the pre-primary and the primary education were discussed. The chapter is concluded by making an evaluation of the availability of differentiation using the model discussed in Chapter 2.

In Chapter 4 the present status quo regarding differentiation in secondary and tertiary education was discussed. In order to make a decision on this issue the curricula of these levels were looked into. Special education, schools of industry and reform schools were also addressed. The chapter is concluded by making a decision on the availability of differentiation using the model which was discussed in Chapter 2.

5.3 FINDINGS

5.3.1 Pre-Primary Education

Pre-primary education is the concern of the parents. Even if the DET is involved in the running of pre-primary education, private pre-primary schools included, its efforts are limited to registration, inspection and professional advice (cf. to 3.1.1 and 3.1.2). The parents, assisted by local authorities, municipalities and industries, contribute financially to the maintenance of the buildings of pre-primary schools (cf. to 3.1.2).

However, there are state-aided pre-primary schools. These pre-primary schools are government subsidized to the tune of R3 000 per annum. A further amount of R100 is paid annually for every 3 pupils in excess of an enrolment of 30 (cf. to 3.1.2).

A distinction is made of different subjects such as Biblical Instruction, Creative Activities, Music and Movement and Language Development in the curriculum for pre-primary education but these subjects are integrated (cf. 3.1.5).

A form of differentiation is discernible in pre-primary education (cf. 3.1.6). Children are grouped according to their chronological age and each child is made to experience success at his own age level.

5.3.2 Primary Education

At the beginning of the primary school programme all the pupils are subjected to a school readiness programme. Through this programme pupils are differentiated, those who are school ready are allowed to continue with the normal Sub-standard A programme and those who need help are given the necessary attention (cf. 3.2.4). This is a strong form of differentiation.

In addition to differences in aptitudes and abilities, the primary education caters for differences of age and level of development, abnormalities and the educationally neglected children. Because at this stage pupils are not yet mentally developed to make choices, the primary school children are exposed to a general school programme (cf. 3.2.12). Therefore interest is not catered for at this stage.

Also discernible at primary school level are the types of differentiation. Individualization and grouping feature prominently (cf. 3.2.12). No study directions are available at primary schools.

5.3.3 Secondary Education

The secondary education in the RSA is divided into junior and senior secondary phases with the junior secondary phase serving as a bridging phase between primary and secondary education. Most of the subjects offered at this level are compulsory (cf. 4.2.1). Differentiation becomes apparent as the pupil progresses to the senior secondary Phase.

Secondary education caters for differences of sex. There are certain subjects which are offered to females and others to males (cf. 4.2.11). Differences of aptitude and ability are also provided for in that there are a variety of subjects from which pupils are expected to choose. Choice is based on the pupils' aptitude and ability coupled with interest (cf. 4.2.11).

Secondary education also caters for differences of age and level of development, the educationally neglected children and the abnormalities (cf. 4.2.11).

A further differentiation is found in the various types of differentiation, namely individualization, grouping and study directions (cf. 4.2.11). In each study direction the pupils are grouped according to their abilities and each group receives its individual attention.

5.3.4 Tertiary Education

The entrance requirement for all tertiary institutions is matric, except in exceptional cases where the universities place particular emphasis on matric plus exemption (cf. 4.3.4.3). At colleges and technikons a Std. 10 certificate suffices.

Although tertiary institutions are open to both males and females there are certain courses that attract more males than females or vice-versa (cf. 4.3.5.1). This is necessitated by the fact that certain courses are more feminine than masculine.

Tertiary institutions offer a multiplicity of courses for students to choose from (cf. 4.3.5.1). Placement of students into different courses is controlled by the student's aptitude, ability and interest. The three seem to be inseparable.

Differentiation also manifests itself in the grouping of students according to their academic age and development (cf. 4.3.6.1). The students taking the same course receive tuition together.

Particularly noteworthy is that there are no special tertiary institutions for handicapped people. The idea behind this could be that seriously handicapped people may not reach such academic heights (cf. 4.3.5.1).

5.4 RECOMMENDATIONS

Although there is provision for differentiated education in schools for Blacks, the teacher-pupil ratio renders teaching ineffective. The quality of the products from such circumstances is very low.

Schools for Blacks are overcrowded and this makes it difficult for the teacher to give individual attention. To find a solution to this crisis would mean improving the facilities at schools for Blacks; getting rid of the multiplicity of education authorities in this country and using some of the under-utilized facilities in white areas.

The Republic of South Africa needs to move rapidly towards a situation where communities will become involved more directly in planning and management of the school system. One education department would be the ideal.

So far there is no college or university offering a diploma for teachers for special education. A system of in-service training has been adopted by the DET. It would be to the advantage of special schools if one of the colleges could offer a diploma in special education to supplement the efforts made by Unisa.

There is a marked increase of the enrolment of Black students at technikons, but it is unfortunately not enough. There is still a chronic shortage of black skilled technicians and engineers in industries. More and more people should be prepared to take up such responsibilities.

5.5 PROBLEMS ENCOUNTERED DURING THE PERIOD OF RESEARCH

Most of the material for this research work was to be obtained from the DET. It was very difficult to penetrate the department. One had to go through a number of bureaucratic structures to get information and this was a tall order.

One other problem was that of travelling in an attempt to get empirical data.

5.6 FIELD FOR FURTHER RESEARCH

In this research work particular attention was paid to differentiated education based on aptitude, ability and interest to the exclusion of other aspects.

Consequently the following research themes could still be identified:

- Differentiated education based on culture
- Financial implications of differentiated education
- Facilities and differentiated education
- Maintaining a balance between the production and the demand of the private sector by technikons
- The university product and the workplace

5.7 CHAPTER SUMMARY

In this chapter all issues raised in the previous chapters have been briefly recapitulated.

The findings and recommendations based on the entire study have been made.

A few problems which were inhibiting during the period of research have been identified. And at the end a few fields for further research have been identified.

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EDUCATION AND TRAINING ACT NO. 90 OF 1979

[ASSENTED TO 20 JUNE, 1979]

[DATE OF COMMENCEMENT: 1 JANUARY, 1980]

*(English text signed by the State President)***as amended by**

Education and Training Amendment Act, No. 52 of 1980
 Education and Training Amendment Act, No. 10 of 1981
 Technikons (Education and Training) Act, No. 27 of 1981
 Education and Training Amendment Act, No. 74 of 1984
 Universities for Blacks, Technikons (Education and Training) and Education and Training Amendment Act, No. 71 of 1985
 Universities and Technikons for Blacks, Tertiary Education (Education and Training) and Education and Training Amendment Act, No. 3 of 1986
 Education Laws (Education and Training) Amendment Act, No. 95 of 1987
 Education Laws (Education and Training) Amendment Act, No. 31 of 1988
 Education and Training Amendment Act, No. 35 of 1989
 Education and Training Amendment Act, No. 42 of 1990

ACT

To provide for the control of education for Blacks by the Department of Education and Training; and to provide for matters incidental thereto.

1. Definitions.—In this Act, unless the context otherwise indicates—

“advanced technical education” means advanced technical education as defined in section 1 of the Technikons (Education and Training) Act, 1981;

[Definition of “advanced technical education” substituted by s. 28 (a) of Act No. 27 of 1981.]

“Black” or “Black person” means a Black as defined in section 1 of the Population Registration Act, 1950 (Act No. 30 of 1950);

“calendar month” means the period extending from a day in any month up to and including the day preceding the day corresponding numerically to the first-mentioned day in the following month:

[Definition of “calendar month” inserted by s. 1 of Act No. 52 of 1980.]

“combined school” means a school for primary and secondary education up to a standard higher than the seventh standard, but not higher than the tenth standard;

[Definition of “combined school” inserted by s. 9 (a) of Act No. 31 of 1988.]

“community school”

[Definition of “community school” deleted by s. 1 (a) of Act No. 74 of 1984.]

“Council” means the Council for Education and Training referred to in section 4;

“Department” means the Department of Education and Training;

“Director-General” means the Director-General: Education and Training;

[Definition of “Director-General” inserted by s. 1 (a) of Act No. 10 of 1981.]

“education” means any education and training, including—

(a) special education;

(b)

(c) technical and trade training;

(d) adult education;

(e) education provided in any pre-primary school; and

[Para. (e) substituted by s. 1 (b) of Act No. 74 of 1984 and by s. 5 (a) of Act No. 95 of 1987.]

(f) post-school education.

[Para. (f) inserted by s. 5 (a) of Act No. 95 of 1987.]

but does not include—

- (i) education provided by a university or university college established by or under any law;
- (ii) "training" as defined in the Black Employees' In-service Training Act, 1976 (Act No. 36 of 1976); and
- (iii) advanced technical education;

[Definition of "education" substituted by s. 28 (b) of Act No. 27 of 1981.]

"governing body", in relation to any State-aided school or private school, means the owner, person or body managing such school in terms of section 3 (8) or (9);

[Definition of "governing body" substituted by s. 19 (a) of Act No. 3 of 1986 and by s. 1 of Act No. 42 of 1990.]

"handicapped child" means a person between the ages of 3 and 23 years who in the opinion of the Director-General is capable of deriving benefit from a suitable course of education, but deviates to such an extent from the majority of persons of his age in body, mind or behaviour that he—

- (a) cannot derive sufficient benefit from the instruction normally provided in the ordinary course of education;
- (b) requires special education to facilitate his adaptation to the community; and
- (c) should not attend an ordinary class in an ordinary school because such attendance may be harmful to him or to other pupils in that class.

but is nevertheless educable and will derive sufficient benefit from education referred to in paragraph (b);

"independent state" means a territory which formed part of the Republic and which became an independent state in terms of an Act of Parliament;

"intermediate school" means a school for primary and secondary education up to a standard not higher than the seventh standard;

[Definition of "intermediate school" inserted by s. 19 (b) of Act No. 3 of 1986.]

"mentally severely handicapped child" means a person between the ages of 3 and 23 years who in the opinion of the Director-General is not capable of deriving benefit from a course of education, but who is nevertheless capable of being trained and is capable of deriving benefit from a suitable training programme;

[Definition of "mentally severely handicapped child", previously "mentally retarded child", substituted by s. 19 (c) of Act No. 3 of 1986.]

"Minister" means the Minister of Education and Training;

"national state" means any area for which a legislative assembly has been established in terms of section 1 of the National States Constitution Act, 1971 (Act No. 21 of 1971);

"nursery school"

[Definition of "nursery school" deleted by s. 1 (c) of Act No. 74 of 1984.]

"officer" means an officer or employee as defined in section 1 of the Public Service Act, 1957 (Act No. 54 of 1957);

"parent" means a parent who in law or by virtue of an order of a competent court has the custody or control of a child, or a legal guardian, or in the absence of such parent or guardian, the person with whom the child resides and to whom the parent or guardian has entrusted in writing the custody or control of such child, or if the child has no parent or legal guardian, the person with whom the child resides and who has the actual custody or control of such child;

[Definition of "parent" inserted by s. 9 (b) of Act No. 31 of 1988.]

"post-school education" means instruction and training provided at a technical college with a view to the pursuance of a vocation or the development of a social or recreational skill;

[Definition of "post-school education" inserted by s. 5 (b) of Act No. 95 of 1987.]

"pre-primary school" means a school for the education of children of the age of three years and above but below the age at which they may be admitted to any school other than a pre-primary school;

[Definition of "pre-primary school" inserted by s. 1 (d) of Act No. 74 of 1984.]

"prescribe" means prescribe by regulation;

"primary school" means, subject to the provisions of section 5A, a school for education up to a standard not higher than the fifth standard;

[Definition of "primary school" substituted by s. 19 (d) of Act No. 3 of 1986.]

"private school" means a school other than a public school or a State-aided school;

[Definition of "private school" substituted by s. 1 (e) of Act No. 74 of 1984.]

"public school" means any school referred to in section 5 (1);

[Definition of "public school" inserted by s. 1 (f) of Act No. 74 of 1984.]

"reform school" means a school for the reception, care, education and training of children sent thereto under the Criminal Procedure Act, 1977 (Act No. 51 of 1977), or transferred thereto under the Child Care Act, 1983 (Act No. 74 of 1983);

[Definition of "reform school" inserted by s. 5 (c) of Act No. 95 of 1987.]

"regulation" means a regulation made under this Act;

"school" means any school, special school, pre-primary school, school of industries, reform school, class, part-time class, night school, college, technical college, centre, institute or any other institution for the education of Black persons;

[Definition of "school" substituted by s. 1 (g) of Act No. 74 of 1984 and by s. 5 (d) of Act No. 95 of 1987.]

"school attendance officer" means an officer charged with the duty to ensure that children who are in terms of section 37 (1) required to attend a school, attend a school regularly;

"school of industries" means a school for the reception, care, education and training of children sent or transferred thereto under the Child Care Act, 1983 (Act No. 74 of 1983);

[Definition of "school of industries" inserted by s. 5 (e) of Act No. 95 of 1987.]

"secondary school" means, subject to the provisions of section 5A, a school for education from a standard higher than the fifth standard but not higher than the tenth standard;

[Definition of "secondary school" substituted by s. 19 (e) of Act No. 3 of 1986 and by s. 9 (c) of Act No. 31 of 1988.]

"Secretary"

[Definition of "Secretary" deleted by s. 1 (b) of Act No. 10 of 1981.]

"special education" means education or training of a specialized nature, including—

- (a) such psychological, medical, dental, paramedical and therapeutic treatment (including the performance of operations);
- (b) such provision of artificial medical aids and apparatus;
- (c) such care and maintenance in a school hostel, hospital or other institution; and
- (d) such transport and escort and other services.

as are provided to meet the needs of a handicapped or mentally severely handicapped child;

[Definition of "special education" amended by s. 19 (f) of Act No. 3 of 1986.]

"special school" means a school in which handicapped or mentally severely handicapped children receive special education, either on a full-time or on a part-time basis, and includes a class which is attached to an ordinary school and in which such children receive special education;

[Definition of "special school" substituted by s. 19 (g) of Act No. 3 of 1986.]

"State-aided school" means a school in respect of which grants-in-aid or subsidies are made in terms of section 9 or in respect of which a loan was granted in terms of that section, and which the Minister has by written notice to the governing body in question declared to be a State-aided school for the purposes of this Act;

[Definition of "State-aided school" substituted by s. 19 (h) of Act No. 3 of 1986.]

"State school"

[Definition of "State school" deleted by s. 1 (h) of Act No. 74 of 1984.]

"subsidy", in relation to any State-aided school, includes the provision of school furniture, equipment, stores, stationery and other assistance in kind for the purposes of education at such school;

[Definition of "subsidy" inserted by s. 1 of Act No. 35 of 1989.]

"teacher" means the principal or any member of the teaching staff of a school;

"Teachers' Council" means the Teachers' Council for Education and Training referred to in section 31;

"technical college" means a school for post-school education and such other education as the Minister may determine;

[Definition of "technical college" inserted by s. 5 (f) of Act No. 95 of 1987.]

"this Act" includes any regulation.

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2. Control and administration of education, and organizing of and report on activities of Department.—(1) It shall be the function of the Department under the direction and control of the Minister to perform all the work necessary for or incidental to the general administration of education for Blacks.

(2) The Department may organize its activities or any part thereof in regions, areas and inspection circuits determined by the Minister from time to time on the recommendation of the Commission for Administration.

[Sub-s. (2) substituted by s. 2 of Act No. 35 of 1989.]

(3) The Director-General shall after the end of each year submit a report on the activities of the Department to the Minister, and the Minister shall lay such report on the Table in Parliament.

[Sub-s. (3) substituted by s. 20 of Act No. 3 of 1986.]

3. Determination of education policy.—The Minister may after consultation with, or consideration of proposals made by, the Council, from time to time determine the general policy to be pursued in regard to education in schools within the framework of the following principles, namely—

- (a) that education in schools maintained, managed and controlled or subsidized by the Department shall have a Christian character, but that the religious conviction of the parents and the pupils shall be respected in regard to religious instruction and religious ceremonies;
- (b) that the universally accepted educational principle of the use of the mother-tongue as the medium of instruction be observed: Provided that this principle shall be applied at least up to and including standard two: Provided further that the wishes of the parents shall be taken into consideration in the application of this principle after standard two, and also in the choice of one of the official languages as the medium of instruction where the mother-tongue cannot be used as the medium of instruction after standard two;
- (c) that it shall be the aim and objective with the co-operation of the parents to introduce compulsory school attendance and free tuition (including free school books) in all areas;
- (d) that in the provision of education the ability, aptitude and interest of the pupil as well as the training needs of the country shall be taken into account, and that appropriate guidance shall be given to pupils in this regard;
- (e) that there shall be co-ordination with the other departments of education with regard to syllabuses, courses and examination standards, and that the matriculation or senior certificate or an equivalent examination of either the Department of National Education or the Joint Matriculation Board shall be conducted;
- (f) that recognition be given to the active involvement of the parents and the communities in the education system through parent-teachers' associations, local or domestic committees or councils or in any similar authoritative manner; and
- (g) that school health services be introduced in conjunction with the hospital and health services of a provincial administration.

[Para. (g) substituted by s. 3 of Act No. 35 of 1989.]

4. Council for Education and Training.—(1) There shall be a Council for Education and Training consisting of not fewer than 20 members to be appointed by the Minister.

(2) The Council shall advise the Minister in regard to the general policy that should be pursued in connection with education in schools and teacher training, in so far as the professional aspects and guiding principles of such education and training are concerned.

(3) The constitution, duties, powers, privileges and functions of, and the quorum for and procedure at meetings of, the Council, the executive committee and other committees of the Council, and the period of office of the chairman, vice-chairman and other members of the Council, shall be as prescribed.

[Sub-s. (3) substituted by s. 2 (a) of Act No. 52 of 1980.]

(4) The Department shall place a full-time secretary at the disposal of the Council with such remuneration and allowances, if any, as may be determined by the Minister with the concurrence of the Minister of Finance and on the recommendation of the Public Service Commission.

(5) The fees and allowances, if any, payable to a member of the Council or any committee of the Council who is not in the full-time service of the State, shall be determined by the Minister with the concurrence of the Minister of Finance.

[Sub-s. (5) substituted by s. 2 (b) of Act No. 52 of 1980.]

(6)

[Sub-s. (6) deleted by s. 2 of Act No. 74 of 1984.]

5. Establishment, erection and maintenance of public schools.—(1) The Minister may out of moneys appropriated by Parliament for this purpose establish, erect and maintain—

(a) pre-primary, primary, intermediate, combined and secondary schools:

[Para. (a) substituted by s. 3 (a) of Act No. 74 of 1984, by s. 21 of Act No. 3 of 1986 and by s. 10 of Act No. 31 of 1988.]

(b) schools where education or training is provided in any trade, technical, commercial, agricultural, domestic science, homecraft or any other vocational direction;

(bA) schools of industries and reform schools;

[Para. (bA) inserted by s. 7 (a) of Act No. 95 of 1987.]

(c)

[Para. (c) deleted by s. 29 of Act No. 27 of 1981.]

(d) colleges of education;

[Para. (d) substituted by s. 3 (b) of Act No. 74 of 1984.]

(e) special schools;

(f) centres for adult education;

(g) hostels, quarters for teachers and caretakers of school buildings, school clinics and any other appurtenances of schools; and

(h) any other type of school which he deems necessary for education.

(2) Public schools may be classified by the Minister in such categories or sections of schools as may be determined by him, and he may combine two or more such categories or sections in one school.

[Sub-s. (2) substituted by s. 3 (c) of Act No. 74 of 1984.]

(3)

[Sub-s. (3) deleted by s. 3 (d) of Act No. 74 of 1984.]

(4) The Minister may at any time—

(a) suspend the activities at a public school, or any class thereof, for such period as he may determine; or

(b) close or disestablish a public school,

but, if a council, committee, board or other body has been established for such school in terms of section 7, only after consultation with such council, committee, board or other body.

[Sub-s. (4) substituted by s. 3 (e) of Act No. 74 of 1984 and by s. 7 (b) of Act No. 95 of 1987.]

(5)

[Sub-s. (5) deleted by s. 3 (f) of Act No. 74 of 1984.]

5A. Establishment of fifth standard of secondary school.—The Director-General may in his discretion in a particular case establish a fifth standard at a secondary school.

[S. 5A inserted by s. 22 of Act No. 3 of 1986.]

6. Certain schools deemed to be public schools.—Any school, including a nursery school, hostel, quarters for teachers and caretakers of school buildings, school clinic and any other appurtenance of a school, established or deemed to be established before the

commencement of the Education and Training Amendment Act, 1984, under any provision of section 5 or 6 of this Act, shall be deemed to be established as a public school under the corresponding provision of section 5, as amended by section 3 of the said Education and Training Amendment Act, 1984, and anything done or deemed to be done before that commencement in terms of any provision of this Act in relation to a State school or a community school, shall be deemed to be done under the corresponding provision of this Act, as amended by the said Education and Training Amendment Act, 1984.

[S. 6 substituted by s. 4 of Act No. 74 of 1984.]

7. Establishment of councils, committees, boards and other bodies for public schools, and conferring of certain powers in regard to community schools upon certain other bodies. —

(1) With a view to providing for the active involvement of parents and the community in education in order to make provision for the performance and exercise of particular duties and powers in connection with the control and management of public schools and in order to make provision that the Director-General shall be advised regarding prescribed matters in connection with the control and management of public schools the Minister may for any such school or schools establish such local or domestic councils, committees, boards or other bodies as he may deem expedient, and he may accord representation on such council, committee, board or other body to any person.

[Sub-s. (1) substituted by s. 36 of Act No. 71 of 1985.]

(2) The —

- (a) constitution, qualifications for membership, duties, powers and functions of, and the term of office of members of, councils, committees, boards or other bodies established in terms of subsection (1), shall be as prescribed;
- (b) allowances, if any, payable to such members shall be determined by the Minister with the concurrence of the Minister of Finance.

[Sub-s. (2) substituted by s. 3 of Act No. 52 of 1980.]

(3) The Minister may at any time disestablish any council, committee, board or other body established in terms of subsection (1), or withdraw such duties, powers or functions determined by him in a particular case from such council, committee, board or other body: Provided that before exercising his discretion in terms of this subsection the Minister shall afford to the council, committee, board or other body concerned an opportunity of making representations in such manner as the Minister may determine relating to the proposed disestablishment or withdrawal.

(4) The Minister may in regard to the management of a public school impose or confer upon or assign to any body established by or in terms of any Act of Parliament any duty, power or function referred to in subsection (2), as well as such other duty, power or function as he may determine in a particular case: Provided that such imposition, conferment or assignment shall only take place after consultation with the Minister or authority under whose jurisdiction such other body is functioning and that such body shall carry out, exercise or perform such duty, power or function subject to the provisions of this Act and in so far as such carrying out, exercise or performance is not contrary to the provisions of the Act by or in terms of which such body was established.

(5) The provisions of subsections (3) and (4) shall not be construed as authorizing the Minister, in the case of a council established under subsection (1) for a school of industries or a reform school, to withdraw a duty, power or function imposed, conferred or assigned upon or to such council by or under the Child Care Act, 1983 (Act No. 74 of 1983).

[Sub-s. (5) added by s. 8 of Act No. 95 of 1987.]

8. Registration and management of private and State-aided schools. —(1) Any person who wishes to provide education to a Black person, except at a public school, shall apply to the Department for the registration of a school, and he shall not provide such education before the school has been registered in terms of this section.

[Sub-s. (1) amended by s. 5 of Act No. 74 of 1984.]

(2) The Minister may after consideration of an application referred to in subsection (1) in his discretion register a school as a State-aided or private school and he may classify such school at such registration in such categories or sections of schools as he may determine, and he may combine two or more categories or sections in one school.

(3) The provisions of subsection (1) shall not apply to—

- (a) a correspondence college registered in terms of the Correspondence Colleges Act, 1965 (Act No. 59 of 1965), and providing a course exclusively by means of correspondence;
- (b) a school established, maintained or controlled by a church solely for the purpose of providing purely theological training to prospective ministers of religion or evangelists, and any school providing exclusively religious tuition;
- (c) any person providing without reward informal education which does not lead to the acquisition of any diploma, certificate or statement; or
- (d) a school registered or approved by another education department and providing education to a Black person whose enrolment at such school has been approved by such department.

(4) Any registration under subsection (2) may be made subject to such conditions as the Minister may deem fit, and the Minister may at any time—

- (a) withdraw or amend any such condition or impose further conditions as he may deem fit;
- (b) withdraw any registration under subsection (2) if he is of the opinion that any condition imposed in respect thereof has not been complied with or that other good and sufficient reasons for such withdrawal exist:

Provided that the Minister shall not act under paragraph (a) or (b) unless he has first afforded the governing body concerned a reasonable opportunity of submitting in such manner as the Minister may determine, representations to him in regard to the proposed action.

(5) Any person who contravenes the provisions of subsection (1), whether as a member of the governing body or owner of such school or as a teacher thereat, or any person who admits any Black person to a school which is not registered or exempted from registration in terms of this Act, shall be guilty of an offence and liable on conviction to a fine not exceeding R2 000 or to imprisonment for a period not exceeding one year or to both such fine and such imprisonment.

[Sub-s. (5) amended by s. 11 (a) of Act No. 31 of 1988.]

(6) Any person who has been convicted of an offence referred to in subsection (5) and who at any time after such conviction carries on the activities in respect of which he was so convicted may again be charged and punished in respect of such activities.

(7) Any State-aided or private school which is in existence at the commencement of this Act and registered or approved or deemed to have been registered or approved as such in terms of any law repealed by section 45, shall be deemed to have been registered in terms of the provisions of subsection (2), and any condition to which the registration or approval of such school is subject at such commencement shall be deemed to have been imposed under this Act.

(8) The owner of any State-aided or private school registered or deemed to have been registered in terms of this section, may manage such school himself or he may, subject to the approval of the Director-General, appoint or authorize any person to manage such school on his behalf and subject to the provisions of this Act, and such person shall for the purposes of this Act be known as a governing body: Provided that in the case of a private, or State-aided, special school, the governing body shall be a body consisting of the owner, or his representative, who must be a person approved by the Director-General, and such other persons as may be determined in the prescribed manner.

[Sub-s. (8) amended by s. 23 of Act No. 3 of 1986 and by s. 2 (a) of Act No. 42 of 1990.]

(9) Notwithstanding the provisions of subsection (8) the Minister may, in the case of a State-aided school situated on a farm, other than a special school, after consultation with the owner, determine that the governing body that must manage such school, shall consist of the owner or his representative, who must be a person approved by the Director-General, and such parents of pupils enrolled at the school, as may be elected or determined in the prescribed manner: Provided that the governing body shall not take any decision—

- (a) which will impose a financial burden or contractual liability on the owner, without the owner's consent; or
- (b) which is in conflict with a condition imposed in terms of subsection (4).

[Sub-s. (9) added by s. 2 (b) of Act No. 42 of 1990.]

9. Making of grants-in-aid or subsidies and loans in respect of State-aided schools.—

(1) The Minister may out of moneys appropriated by Parliament for the purpose make grants-in-aid or subsidies and loans to the owner or governing body of any school (including any hostel attached thereto) registered or deemed to have been registered in terms of section 8.

(2) The making of grants-in-aid or subsidies and loans in terms of subsection (1) shall be effected on such basis and subject to such conditions as the Minister with the concurrence of the Minister of Finance may in every particular case determine, and subject to such other conditions as may be prescribed.

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(3) Any grant-in-aid, subsidy or loan in existence immediately before the commencement of this Act and made in respect of any State-aided school or hostel under any law repealed by section 45, shall be deemed to have been made in respect of such school in terms of subsection (1) with effect from such commencement, and any condition to which such grant-in-aid, subsidy or loan is subject immediately before such commencement shall be deemed to have been imposed under subsection (2).

(4) The Minister may at any time in his discretion terminate, reduce or withdraw any grant-in-aid, subsidy or loan made in respect of a State-aided school or hostel in terms of this section if the Minister is satisfied that the conditions of such grant-in-aid, subsidy or loan are not complied with or if there are other good and sufficient reasons for such termination, reduction or withdrawal: Provided that before exercising his discretion under this subsection, the Minister shall afford to the governing body or owner in question an opportunity of making representations relating to the proposed action in such a manner as the Minister may determine.

9A. Erection and maintenance of buildings for State-aided schools.—(1) Notwithstanding anything to the contrary in this Act contained the Minister may, if he registers a school as a State-aided school in terms of section 8 (2)—

- (a) out of money appropriated by Parliament for this purpose;
- (b) on the prescribed terms and conditions; and
- (c) against the registration of a long lease in favour of the State over the land on which the school is erected or about to be erected.

erect and maintain the necessary building or buildings for such school.

(2) The powers of the Minister under subsection (1) shall include the power to maintain the buildings of an existing school, or to add to an existing building or buildings, or to erect and maintain additional buildings at an existing school.

[S. 9A inserted by s. 12 of Act No. 31 of 1988.]

10. Taking over of management and control of State-aided or private school by Minister.—(1) The Minister may with the concurrence of the Minister of Finance and with effect from a date determined by the Minister take over the management and control of a State-aided or a private school, or any part thereof, as a public school, if—

- (a) the owner or governing body of the school in question has agreed thereto; or
- (b) the registration of such school is withdrawn in terms of section 8 (4) (b).

(2) The taking over of the management and control of any such school shall be on such conditions concerning the take-over of the property of such school as may be agreed upon between the Minister and the owner or governing body concerned.

(3) As from the date of any such taking over the school concerned shall be deemed to be a public school, and the owner or governing body concerned shall cease to have any rights, powers or duties in regard to such school.

[Sub-s. (3) amended by s. 6 of Act No. 74 of 1984.]

(4) If any property which by virtue of a trust, donation or bequest was vested in or would have accrued to any owner or governing body, devolves upon the Department, the Director-General shall deal with such property in accordance with the conditions of such trust, donation or bequest.

(5) As from the date referred to in subsection (1) the rights and liabilities acquired or incurred by the owner or governing body in question for the purposes of or in connection with the school concerned shall pass to the Department.

11. Establishment of, and appointment, promotion and discharge of teachers in, public schools.—(1) The teaching establishment at any public school shall be determined by the Minister on a basis to be laid down from time to time with the concurrence of the Minister of Finance and on the recommendation of the Commission for Administration.

(2) The power of appointment, promotion or discharge of teachers in public schools shall, subject to the provisions of this Act, vest in the Minister.

[S. 11 substituted by s. 7 of Act No. 74 of 1984.]

12.

[S. 12 amended by s. 4 of Act No. 52 of 1980 and repealed by s. 8 of Act No. 74 of 1984.]

13. Establishment of, and appointment, promotion and discharge of persons employed at, State-aided schools.—(1) Subject to the provisions of subsection (2)—

- (a) the establishment at a State-aided school shall be determined by the Minister on the basis laid down from time to time with the concurrence of the Minister of Finance;

- (b) the power to appoint any person at a State-aided school or to promote or discharge such a person shall be vested in the governing body in question, subject to the approval of the Minister: Provided that in the case of the discharge of such person such approval shall be previously granted;
- (c) the salary, salary scale and allowances of any person appointed on a full-time basis under paragraph (b) in a post in respect of which a subsidy is paid by the State shall be determined by the Minister on the recommendation of the Public Service Commission and with the concurrence of the Minister of Finance; and
- (d) the conditions of service and leave privileges of teachers employed full-time at a State-aided school in posts in respect of which subsidies are paid by the State shall be as prescribed.

(2) If in the opinion of the Minister a governing body fails to have a vacant subsidized teaching post referred to in subsection (1) suitably filled within a period regarded by the Minister as reasonable, and such failure is in the opinion of the Minister prejudicial to the State-aided school, the Minister may appoint a teacher to such post, and such appointment shall be deemed to have been made in terms of subsection (1) (b).

(3) Any teacher who immediately before the commencement of this Act is employed in a post at a State-aided school referred to in section 8 (7) shall be deemed to have been appointed in terms of subsection (1) (b) of this section to such post: Provided that any unqualified teacher and any teacher who at the said commencement has already attained the age of 65 years, in the case of a male, and 60 years, in the case of a female, shall be deemed to have been so appointed on a temporary basis.

[Sub-s. (3) amended by s. 5 (a) of Act No. 52 of 1980.]

(4) Any disciplinary proceedings in respect of misconduct committed by any teacher referred to in subsection (3) before the commencement of this Act may be continued or instituted by the governing body as if such misconduct had been committed after such commencement.

(5) Any teacher employed in terms of this section in a subsidized post at a State-aided school shall, for the purposes of the Workmen's Compensation Act, 1941 (Act No. 30 of 1941), be deemed to be a Government employee, unless the Minister determines otherwise in any particular case.

(6) The services of a teacher who is employed in a permanent capacity in a post in respect of which a subsidy is paid by the State at a State-aided school, shall be deemed to have been terminated by the governing body with effect from the date on which he attains the age prescribed as his pensionable age by or under any pension law which applies to him, or, in the case of a teacher whose pensionable age is not so prescribed, with effect from the first day of the month following the month in which he reaches the age of 65 years, in the case of a male, and 60 years, in the case of a female: Provided that such teacher may thereafter, subject to the provisions of subsection (1) (b), be appointed on a temporary basis.

[Sub-s. (6) substituted by s. 5 (b) of Act No. 52 of 1980.]

14. Appointment of teachers additional to determined teaching establishments at public schools.—(1) The Minister may with the concurrence of the Minister of Finance and on the recommendation of the Public Service Commission appoint teachers additional to the teaching establishments at public schools determined in terms of section 11 (1), to perform such services and work as the Minister may from time to time determine.

(2) The provisions of sections 11 (2) and 17 (1) shall apply *mutatis mutandis* to teachers appointed under this section.

FACULTY OF MEDICINE

Degrees

Bachelor of Diagnostic Radiography	B Rad (Diagn)
Bachelor of Medicine and Bachelor of Surgery	MBChB
Bachelor of Nursing Education and Nursing Administration	B Cur (I et A)
Bachelor of Nursing Science and Art	B Cur
Bachelor of Occupational Therapy	B Occ Ther
Bachelor of Science in Dietetics	BSc (Diet)
Bachelor of Science (Medical)	BSc (Med)
Bachelor of Science in Physiotherapy	BSc (Physiotherapy)
Bachelor of Occupational Therapy (Honours)	B Occ Ther (Hons)
Bachelor of Science in Dietetics (Honours)	BSc (Diet) (Hons)
Bachelor of Science (Medical) (Honours)	BSc (Med) (Hons)
Bachelor of Science (Medical) (Psychology) (Honours)	BSc (Med) (Psychology) (Hons)
Master of Family Medicine	M Prax Med
Master of Medicine (Anaesthesiology)	M Med (Anaes)
Master of Medicine (Anatomical Pathology)	M Med (Anat Path)
Master of Medicine (Chemical Pathology)	M Med (Chem Path)
Master of Medicine (Clinical Pathology)	M Med (Clin Path)
Master of Medicine (Community Health)	M Med (Comm Health)
Master of Medicine (Dermatology)	M Med (Derm)
Master of Medicine (Forensic Medicine)	M Med (Med Forens)
Master of Medicine (Geriatrics)	M Med (Geriat)
Master of Medicine (Haematology)	M Med (Haemat)
Master of Medicine (Internal Medicine)	M Med (Int)
Master of Medicine (Medical Administration)	M Med (Med Admin)
Master of Medicine (Microbiology)	M Med (Micro)
Master of Medicine (Neurology)	M Med (Neur)
Master of Medicine (Neurosurgery)	M Med (Neuro Chir)
Master of Medicine (Obstetrics and Gynaecology)	M Med (O et G)
Master of Medicine (Orthopaedics)	M Med (Orth)
Master of Medicine (Ophthalmology)	M Med (Ophth)
Master of Medicine (Otorhinolaryngology)	M Med (L et O)
Master of Medicine (Paediatrics and Child Health)	M Med (Paed)
Master of Medicine (Physical Medicine)	M Med (Med Phys)
Master of Medicine (Plastic and Reconstructive Surgery)	M Med (Plast Chir)
Master of Medicine (Psychiatry)	M Med (Psych)
Master of Medicine (Radio Diagnostics)	M Med (Rad Diagn)
Master of Medicine (Radio Therapy)	M Med (Rad Ther)
Master of Medicine (Surgery)	M Med (Chir)
Master of Medicine (Thoracic Surgery)	M Med (Thorac Chir)
Master of Medicine (Urology)	M Med (Urol)
Master of Occupational Therapy	M Occ Ther
Master of Science in Clinical Psychology	MSc (Clinical Psychology)
Master of Science in Dietetics	MSc (Diet)
Master of Science in Physiotherapy	MSc (Physiotherapy)
Master of Science in Psychology	MSc (Psychology)
Master of Science (Medical)	MSc (Med)
Doctor of Medicine	MD
Doctor of Philosophy	PhD

Diplomas

Diploma in Nursing Administration	Dip N A
Diploma in Nursing Education	Dip N E

Post-Graduate Diplomas

Diploma in Hospital Dietetics	Dip Hosp Diet
Diploma in Public Health	Dip P H
Diploma in Medical Administration	Dip M A
Diploma in Industrial Medicine	Dip I M
Diploma in Medical Physics	Dip Med Phys
Diploma in Tropical Medicine and Hygiene	Dip T M & H

FACULTY OF DENTISTRY

DEGREES AND DIPLOMAS OFFERED

BDS (Bachelor of Dental Surgery)
 B Dent Ther (Bachelor of Dental Therapy)
 B Oral Hyg (Bachelor of Oral Hygiene)
 B Dent Ther (Hons) (Bachelor of Dental Therapy (Honours))
 Dip PH (Diploma in Public Health)
 M Dent (MFOS) (Master of Dentistry (Maxillofacial and Oral Surgery))
 M Dent (Master of Dentistry) (Community Dentistry)
 M Dent (Master of Dental Science)
 PhD (Doctor of Philosophy)
 D Dent (Doctor of Dentistry)

FACULTY OF VETERINARY SCIENCE

The following degrees are offered in the faculty:

Bachelor of Veterinary Medicine and Surgery	BVM.Ch
Master of Veterinary Medicine (Anaesthesiology) ..	M Med Vet (Anaes)
Master of Veterinary Medicine (Aves)	M Med Vet (Aves)
Master of Veterinary Medicine (Laboratory Animal Medicine)	M Med Vet (Lab Anim Med)
Master of Veterinary Medicine (Medicine)	M Med Vet (Med)
Master of Veterinary Medicine (Microbiology)	M Med Vet (Microbiology)
Master of Veterinary Medicine (Nutritional Patholo- gy)	M Med Vet (Nutr Path)
Master of Veterinary Medicine (Pathology)	M Med Vet (Path)
Master of Veterinary Medicine (Specialist Practition- er)	M Med Vet (Prac)
Master of Veterinary Medicine (Theriogenology)	M Med Vet (Therio)
Master of Veterinary Medicine (Veterinary Public Health)	M Med Vet (Vet Public Health)
Doctor of Philosophy	PhD
Doctor of Veterinary Science	DVSc