pective recruits to teaching.

"More than three quarters (78,1 per cent) of the prospective teachers are Afrikaans speaking, while only 16,0 per cent are English speaking; 4,4 per cent Afrikaans- and English-speaking, and 1,5 per cent speak other languages" (75).

A final finding which is of interest for our purposes is that more girls than boys are encouraged to take up teaching. There is a greater tendency for girls to be encouraged by parents, teachers and friends than for boys and, in addition, it is more common for boys to be advised against teaching than it is for girls (76).

The work of Venter (77), while of no direct value for purposes of this dissertation, mentions that of first year students entering teaching in 1964, 81,7 per cent had obtained second class passes in their school-leaving examination, while only 18,3 per cent had obtained first-class passes (78), a point which supports the contention of both MacMillan and Haasbroek that recruits to teaching are sub-standard academically.

There are some studies which have examined the basis of selection used for screening prospective candidates to teaching (79,80), but none of these is relevant at this point other than in one significant aspect. Spies (81) has claimed that

"It is clear that the selection of prospective teachers is extremely unsystematic and unscientific. It appears, too, that in respect of the aspects which are most concerned in selection, that is, physical suitability, personality traits,
intellectual suitability, interest in and aptitude for the teaching profession, interest in sport and cultural activities, the personal interview and the factors which must be judged during selection to ensure ultimate success in teaching are, it appears, not used as criteria in selection..."

If this contention is correct, it is to be expected that many recruits to teaching will be unsuited to the profession, and that many of them will fail to complete the course of training. It may even be expected that those who qualify as teachers, but who are unsuited to teaching, will leave the profession in favour of other occupations (82,83).

3.9 A Summary of Points Arising from the Literature

From the literature available on recruitment to teaching, it would seem that the following fairly reliable points emerge:

3.9.1 There are more female than male recruits to teaching

3.9.2 There are more Afrikaans-speaking than English-speaking recruits to teaching, with the exception of Natal

3.9.3 The most common reason given for selecting teaching as an occupation is 'Service to Nation and Country'

3.9.4 The majority of recruits come from families where the occupation category of the father is comparable to that described as 'lower middle class' and 'upper working class' in other countries
3.9.5 The academic standard of recruits to teaching is below average when the group is viewed as a whole and, in Natal at any rate, the academic standard of males is lower than that of females.

3.10 Some Common Factors which emerge from the Literature reviewed

Comparisons are sometimes odious and nearly always dangerous. Even where common factors may be thought to exist when different groups are compared, or even when overt similarities are apparent, it is necessary to bear in mind that the underlying reasons for apparent similarities may be such as to make the apparent similarities develop into actual differences. Nevertheless, acknowledging that what appear to be similarities may in fact be very real differences, it is possible to list tentatively some areas in which overt similarities between the systems viewed in this chapter may be seen to exist.

3.10.1 In all the systems considered, women constitute the majority in the occupational group. They are greatest in number in the USA, less in number in the United Kingdom, and least in number — but still a majority — in South Africa.

3.10.2 Teaching has constituted an avenue of social mobility in Britain and may, in fact, still do so, albeit to a lesser extent than was formerly the case. Likewise in the United States there seems
to be reason to suppose that teaching can serve as an avenue of mobility, although it need not necessarily do so. No information is available on the social origins of white teachers currently teaching in South Africa.

3.10.3 The greatest number of teachers in the United Kingdom have been recruited from the lower middle class and the upper working class, with some exceptions. A similar set of circumstances has been seen to prevail in the United States of America. Research done in South Africa on prospective recruits (84) suggests that the majority of them are drawn from the lower administrative and the semi-skilled occupational groups, categories which correspond at least superficially to the 'lower middle class' and the 'upper working class' referred to in Britain and the United States.

3.10.4 Teachers are considered in both the United States and Great Britain to fall into the Intermediate classification of occupations, which excludes them from classification with the professions. It has been argued that the teacher in South Africa is, at least for census purposes, considered to be a professional.

3.10.5 It has been seen that there are apparent differences in social class origins between the teachers who teach in different types of schools, both in the United States and in Great Britain, albeit for
entirely different reasons. While there seem to be differences between teachers in English- and Afrikaans-medium schools in South Africa, it is not clear whether the differences are related to social class or to cultural background and language differences.

3.10.6 In all the systems considered, non-graduates constitute a greater proportion of the teaching force than do graduates. In all the systems considered, there has been discerned a continual movement towards the improvement of entrance qualifications to the profession, most usually by the lengthening of the training period prior to entering the profession.

It must be stressed again that similarities may be only apparent, and it is freely acknowledged that the factors - social, cultural and other - which have given rise to these similarities, are vastly different.

3.11 Some Questions which arise from the Literature

One of the most obvious points that arises from the literature is that comparatively little is known about some of the more personal aspects of teachers. Little is known, for example, about their interests, about their view of themselves, about their view of the profession and their motivation for being in it at all (85).

It is clear that the financial rewards are slight, and that recognition by the community seems also to be lacking, even in the case of
University teachers in the United States of America (86).

Reports of research carried on in South Africa show that wastage is high, both while students are undergoing training, and also once the trained teacher takes his place in the classroom. In other countries there seems to be differential status within the profession, varying traditions associated with different kinds of school and the like.

What of South Africa? Do such traditions exist here? If so, in what form do they exist, and why? Are there any differences between the motivation of Afrikaans- and English-speaking teachers in South Africa? Why are there even more Afrikaans-speaking teachers than their total proportion as a percentage of overall population warrants?

All these — and many others — are questions which arise: questions to which it would be useful to have some sort of answers or, at least, some tentative suggestions as to answers.

It is towards some of these questions that this present research is directed. It would be futile to suppose that all the questions can even be considered. It should be possible, however, to obtain data on a number of the questions which arise.

The nature of the questions to be considered will be dealt with in the next chapter.
NOTES TO CHAPTER THREE

1. There are a number of sociological works which consider the question of social forces. Obviously the most satisfactory of these for our purposes are those which deal with education as well. Of the available works, the following treat the concept of teaching as a social force quite adequately:

Ottaway, A.K.C

Hodgkinson, H.L.
Education in Social & Cultural Perspectives. Prentice-Hall, Inc., N.J. 1962; Chapter 4, pp. 110-139

2. The concept of 'answerability' or 'accountability' in education has become increasingly popular as the economic aspects of educational investment have become more widely recognised. As principles of business management, which require some sort of return for capital invested, begin to be applied to teachers, and as teachers begin to be described as 'managers of a learning situation', it is hardly surprising that foundations and governments, which invest large sums in education, are demanding to know whether they are getting value for their money. A plethora of works in this field has developed, ranging from scholarly treatises by economists to diatribes by some of the angry educational writers of the day. The following references are useful:

Vaizey, John
Education for Tomorrow.
3. A useful list of references for historical documentation of certain aspects of British education is the following:


See also the proceedings of a Conference on Accelerated Economic Development in Southern Africa, held under the auspices of the South African Institute for International Affairs at the University of the Witwatersrand in March 1971.


1. Floud, J. & Scott, W.

5. Floud, J. & Scott, W.

6. Floud, J. & Scott, W.

7. Floud, J. & Scott, W.

8. Floud, J. & Scott, W.

9. Floud, J. & Scott, W.

10. Jackson, B. & Marsden, D.

11. Banks, O.


13. Tropp, A.

14. Elyth, W.A.L.

15. Banks, O.


The School Teachers. Heine-mann, London 1957

'Recruitment to Teaching in England and Wales' IN Hal-say, A.H., Floud, J. and Anderson, C.A.


Op. Cit. p. 527

Op. Cit., p. 531

Op. Cit., p. 533

Op. Cit., p. 539


Social Mobility in Britain. Routledge & Kegan Paul, London, 1953; p. 34

Op. Cit., p. 262


'Women and Bureaucracy in the Semi-Professions' IN Etzioni, A. (ed.) The Semi-Professions and Their Organisation.
17. Banks, O.  
Op. Cit., p. 111

18. At a public lecture given at the Johannesburg College of Education in the early part of 1971, Professor John Vaizey, using Canada as an example, maintained that there were three criteria for a profession: knowledge, scarcity, and few women. He maintained that as long as teachers were in ample supply, and that as long as teaching was a primarily female occupation, its status would be low.

19. Manzer, R.A.  
Teachers and Politics.  
Manchester University Press, 1970; pp. 109-113

20. Ostroff, A.  
'Economic Pressure and the Professor' IN Sanford, N. (ed.) The American College p. 448

21. Bibby, J.  
'Rewards and Careers',  
Higher Education Review, III, 1970

22. Knapp, R.H.  

23. The references quoted are by no means an exhaustive list. They serve to provide a picture of the situation as it is understood at the present time. There follows a list of additional references, most of which support the points already made in the text.

Brookover, W.B. & Gottlieb, D.  
A Sociology of Education.  
American Book Co., New York, 2nd ed. 1964; pp. 299-300
Crane, D. 'Social Class Origin and Academic Success'
Sociology of Education, XLII, 1969


Musgrave, P.W. The Sociology of Education.
Methuen, London, 1972; Chapter

24. See in this connection arguments advanced by the following:
Wilson, B. 'The Teacher's Role - a Sociological Analysis',

25. Not the least of the reasons for this apparent ignorance seems to be the fact that, in Colleges of Education, at least, British, rather than American textbooks on the Sociology of Education are used or, in the Afrikaans Colleges, Afrikaans texts which tend to stress Dutch and German research. The fact that the South African school system is probably closer to the British than to the American model may also be a relevant factor.


27. Carlson, R.O. 'Variations and Myth in the Social Status of Teachers',
28. One of the problems raised by the study of Carlson is its age. Reported in 1951, it would certainly have applicability to some of the teachers in the profession for the past 20 to 25 years. Whether it has modern applicability is not clear.


32. There is considerable literature which dwells on the concept of the school as a middle-class institution, and which considers the possibility that children of low socio-economic status are materially disadvantaged purely because they do not fit in with the values of the school. The psychosocial theories of Bernstein with regard to language have also had some impact. The following references deal with the matter - if not overtly, then at least by implication:


Jackson, B. & Marsden, D.

Bernstein, Basil

Mays, J.B.

Brookover, W.B. & Gottlieb, D.

33. See the following, for example:


The elucidatory arguments are to be found in references scattered through the notes from note 26 onwards. For an adequate summary of them, however, see the general work by Brockover, W.B. & Gottlied, D., as well as the general text by Banks, O. The work by Lieberman is more specialist and comprehensive and seeks to give a variety of explanations for the phenomena he describes.

Education in South Africa is not a unitary system. At least four main systems are to be discerned, and within these there are many sub-systems again. The four main systems are those for White Education, which is falling increasingly under the Department of National Education; Bantu Education, which falls under the Department of Bantu Education; Indian Education, which falls under the Department of Indian Affairs; and Coloured Education, which falls under the Department of Coloured Affairs. Because of the great diversity of the systems and because of the special social problems with which South Africa is confronted, the issue is least clouded when only one
of the groups is looked at at any given time. For purposes of this dissertation, the White group is to be examined. This group is in itself a diverse group, as there are schools for English and Afrikaans pupils run by the State, as well as a variety of private schools, some run by the Church (notably Catholic and Anglican), while others cater for specific language groups, e.g. German and Greek. To examine any of the other systems in addition would be to confuse the issue even further than is the case at present.

43. A possible reason for this is that research in South Africa is still in its infancy as far as the social sciences are concerned. The limitations of available funds have dictated other priorities. There can be no doubt also, that feelings between the English- and Afrikaans-speaking groups could be generated if such comparisons were to be made. In a general sense, however, the following publications are extremely interesting:

Lever, H.

Lever, H.
Ethnic Attitudes of Johannesburg Youth. Witwatersrand University Press, 1968

Lever, H. & Wagner, O.J.M.
'Who likes school?' Humanitas, Vol. I, No. 2; Republic of South Africa, undated.
44. For a general description of the system see


For comments on social mobility and the emergence of an African middle class, see

Nkole, Nimrod Journal of Race Relations

45. Each of the four provinces produces at the end of each year an Education Report. Appended to each of these reports for each province is a Statistical Supplement dated for the year in which it was produced.

46. See the most recent Statistical Supplement to the Report of the Transvaal Education Department (most recent edition 1969). It is also clear that more Afrikaans-speaking men choose teaching as a career than doe English-speaking.

47. Of especial significance for the Transvaal in this connection is the Statistical Supplement to the Education Report of the Transvaal Education Department published for 1969. See also the document 'Significant Educational Statistics' published by the Department of National Education in 1971.

48. In the early stages of teaching it was possible for pupils who left school in Standard Six to do a one-year or two-year post-school diploma (called the T1 & T2 respectively). Such teachers are almost certain to have retired by this stage.

49. The two-year primary school diploma was abandoned at Colleges of Education in the Transvaal in 1962.

50. The National Education Act of 1967 (Act No. 39 of 1967) has laid down new and far-reaching requirements for education in South Africa. Among them is an
emphasis on improved qualifications for teachers in training.

51. In this connection see


52. In terms of the requirements of the Education Act of 1967, Secondary School teachers must be trained at a University, and primary school teachers 'may' be trained at a University. Certain problems arise with regard to the training of teachers in subjects like Home Economics, Basic Techniques and Physical Education. In the case of these subjects, students make use of the facilities at a College of Education by arrangement with the authorities, but are registered as students of the University in question, and are registered at, and selected by, the University.


55. Refer to Paragraphs 3.2. and 3.4 above.


57. The following main occupation categories are utilised:
1. Professional, Technical and related worker
2. Administrative, Executive and Managerial
3. Clerical worker
4. Sales worker
5. Farmer, fisherman, lumberman and related worker
6. Miner, quarryman and related worker
7. Worker in transport and communications
8. Craftsman, production worker and labourer

58. The following occupations are listed under the main category entitled 'Professional, Technical and Related Worker':

Architect, Quantity Surveyor
Engineer: civil, mechanical, electrical, etc.
Surveyor, land etc.
Chemist, physicist etc.
Veterinary surgeon, biologist etc.
Medical practitioner, dentist etc.
Nurse, midwife etc.
Medical auxiliary services
Other medical
Professor, teacher etc.
Jurist, advocate etc.
Draughtsman etc.

59. The following writers, amongst others, consider University teachers to be professionals in the true sense:

[Further text follows...]

...
Banks, O & Goldschmidt, D

Op. cit., p. 149


Goode, W.J.


60. Katz, F.E.

'Nurses.' IN Etzioni, A. (ed.) Op. cit., Chapter Two

61. It must be stressed that the emphasis is on the phrase for purposes of census. The debate as to the status of teachers in Chapter 2 has indicated what are the problems encountered when trying to style teaching a profession.

62. UNESCO World Survey of Education

Kay, S.A. Education in Canada, SYMPOSIUM 1971/72

63. The statistical supplements to reports for all provinces with the exception of Natal indicate that this is the case.

64. See reference cited at note 31.

65. MacMillan, R.G. & Grieve, C.S.

A Study: some aspects of first-year student teachers in training at the University of Natal and in the Natal Training College. Department of Education, University of Natal, 1970