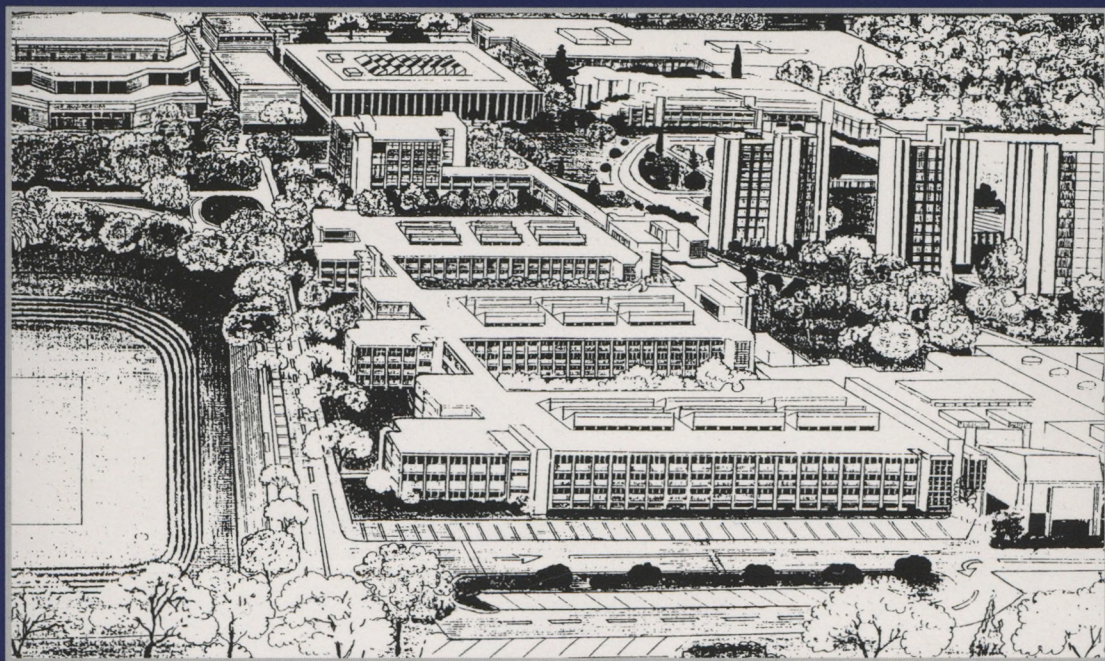
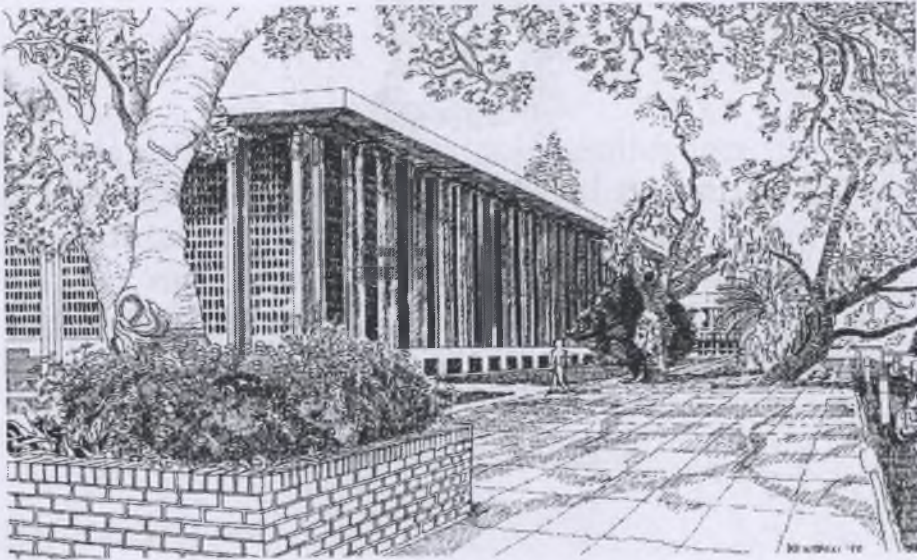




THE JOHANNESBURG
COLLEGE OF EDUCATION

Years of Transition

A. NAPIER BOYCE



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To my daughters Olwen and Louise

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Front cover: Sketch of the JCE Campus in Parktown
by Solomon Mathobela

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PREFACE

While writing this history I seemed to be living in three dimensions of time: past, present and future. This may not have been the best scenario for an objective study of the subject; some will contend that history, should be concerned with the past only.

It has been said that history could be viewed as if one were looking out of the back of a moving car: all the nearby scenery is a blur that starts to come into focus somewhere down the road. Admittedly this study of the recent past may lack perspective, but I have had access to primary source material: minutes of meetings, official correspondence and publications of education departments. Unfortunately, this record is sadly lacking in anecdotes; this recent history has not yet matured.

For an understanding of the history of the College during the period 1983 to 2000 the reader should be aware of the political tensions of the times which inevitably affected the College. In the 1980s, as in the decades before that, the College was subjected to the authoritarian control of the Transvaal Education Department which endorsed and implemented the policies of the National Party. Rectors were not permitted to deviate from the regulations of the Department. A sense of frustration was felt by the members of staff who rejected the ideological basis of the policies thrust upon them: the apartheid policies of the government were unacceptable to the majority of the staff and students.

During the early nineties certain of the restrictions imposed on the College were relaxed, but it was only the advent to power of the new government in 1994 which made possible the process of transformation of the College which is the subject of this book.

The effects of recent and fundamental changes in educational policy are experienced almost daily, indeed this brief history has become the study of a college in transition.

It is inevitable that my thoughts should stray into the future; the recommendations of the working group, which in 1999 investigated the incorporation of the College with Wits, were mentioned in the epilogue of my earlier history of JCE published in 1999. At the time of writing this preface; there is still some uncertainty about the details of the model of incorporation which will be adopted.

My purpose in writing this history is to ensure that there will be a record of the achievements of the Rector and his staff in facing the challenges of a changing society.

I believe that JCE under a new name will continue to make a significant contribution to the education of teachers. I trust that this history will be an inspiration to those who will guide the destinies of the new college.

Part 2 of the history consists of contributions made by lecturers, past and present, who describe another dimension of the work of the college; projects, excursions and support for practising teachers in the schools. My role in this section of the book has been to collate the material and to edit contributions.

Napier Boyce

ACKNOWLEDGEMENTS

The author wishes to acknowledge with gratitude the encouragement and support of the following persons:

The Rector of the Johannesburg College of Education, Professor Graham Hall without whose initiative this book would not have been produced. Henry Blagden of the staff of the library who found important archival material and gave me access to the annual College diaries which he had collected over the years. Mrs Liz Freemantle, the Rector's Secretary who was at all times a patient intermediary. Virginia Ribeiro, secretary and receptionist to the Vice-Rector who typed the manuscripts willingly and efficiently in her spare time and amid many distractions. Stephen Mohlala, the College courier, who faithfully conveyed manuscripts and typescripts to and fro between College and Elm Park.

Henry Blagden, Trish Burrus, Paul Goldschagg, Honey Gluckman, Jennifer Hallett, Annabelle Lucas, Patricia Meyer, Mike Myburgh, Gail Natrass, John Nowlan, Grace Nurden, and Clive Webber for their contributions to chapters.

Allison Chisholm, of the Library staff, who preserved press reports of *The Star* and the *Rosebank / Killarney Gazette* in a scrapbook in the archives.

Gavin Marchant, lecturer in computer studies, who supplied valuable information about the current administration of the College.

INTRODUCTION

The Johannesburg College of Education was founded in 1909, the lecturing staff of three and their handful of students being accommodated in four rooms of the old technical college in Eloff Street.

A building erected on a bleak Braamfontein ridge was opened in 1915, with about 60 students. Student enrolment had increased to 286 by 1949. A rapid rise in student numbers necessitated extensions to the building in the late 1950s but lecture room accommodation proved inadequate as enrolment soared to 1 700; a new campus was urgently needed.

A large section of the suburb of Parktown East was acquired by the Transvaal Provincial Administration in 1963, and the building of a new campus commenced, it was not until the end of 1977, however, that the College moved to Parktown.

Throughout its history the College has enjoyed a close relationship with the University of the Witwatersrand. A formal agreement in 1976 forged new links between the two institutions.

When the Parktown campus was officially opened in October 1979, it was considered to be one of the finest in the country: sportsfields, lecture theatres, the Linder Auditorium, a library with a valuable collection of books and residences to accommodate 1 200 students. JCE is well-known as an educational and cultural centre.

The history of the College for the first 70 years was published in 1999.

PART ONE

RECTORS

PROFESSOR R C CONACHER
JULY 1983 – SEPTEMBER 1989

PROFESSOR G N HALL
OCTOBER 1989 - JANUARY 2001

PROFESSOR R C CONACHER (1983-1989)

Professor Conacher was appointed Rector of the College in July 1983 in succession to Professor Napier Boyce.

He had taught geography at the Potchefstroom Boys High School for 5 years and subsequently served with distinction as a Vice Principal and Principal of high schools on the East Rand. He was appointed as a Inspector of Education before his appointment as Rector.



Professor Rod Conacher

CHAPTER 2

AN EDUCATIONAL CENTRE AND A DIVERSITY OF INTERESTS

The campus with all its facilities made a significant contribution to the cultural life of the community and became a centre for educational activities of a great variety.

CONFERENCES

The Linder Auditorium and the many tiered lecture theatres made it the ideal venue for conferences. For many years the Transvaal Teachers Association and later the NUE held their annual conferences on campus. International gatherings such as the Montessori conference, the Education of the Gifted Conference and the International Wild Life Presentation, used the auditorium. In 1986 the following multi-racial functions were held on campus: ⁽¹⁾

Linder	Regional Conference – of the Department of Education and Training
Linder	Foundation for Business Studies: Graduation
Linder	Toastmasters Conference
Linder and Lecture Block	TTA Pre-primary Schools Conference
Linder and Exams Hall	Pick 'n Pay Awards Evening
Linder	J H B Centenary: Gala Evening
Linder and Lecture Block	Montessori Conference
Linder and Lecture Block	“Child of Gold” – International Gifted Child Conference
Linder and Lecture theatre	English Academy Silver Jubilee

Linder and Technika Block	SAILIS Conference
Linder and Lecture Block	TTA Annual Conference
Linder and Lecture Block	Resources of Southern Africa Conference

It was estimated that about 12 000 members of the public visited the Linder Auditorium every month.

OPEN DAY

In May 1987 an open day was organized. Parents of students, prospective parents, past students and the public generally were invited to come on to campus. A variety of tours, conducted by senior students, was offered so that visitors could see the nature of work and the facilities of each department. Lectures were arranged so that prospective students could get a taste of what College would be like. It was estimated that about 800 prospective students and their parents attended the open day. A report in *The Star* of 15 May 1987 extended an invitation to the public.

DEATH OF CHAIRMAN OF COLLEGE COUNCIL

Mr Leslie Lucas-Bull, chairman of Council, died on 1 May 1986 at the age of 73; he had given dedicated service to the College for ten years.⁽²⁾

MUSIC

The National Symphony Orchestra made the Linder Auditorium its base for several years until its demise in 1999. Many other organizations which fostered a love of music used the auditorium e.g. PACT Symphony orchestra, SA Society of Music Teachers, Transvaal Education Department.

The chairman of the South African Association of Theatrical Managements Des Lindberg secured permission to use the Linder Auditorium and the Space Frame, although audiences would be multi-racial, a matter to which reference will be made later in the chapter.

STUDENT LEADERSHIP

A highly successful seminar for student leaders had been held at Warmbaths in 1987. This was followed by training sessions for student leaders on the campus. Professor Conacher reported the success of this venture to the College Council:

"The investment in management training session for student leaders which was held at the end of last year seems to have yielded very positive benefits and was followed up this year by a day-long work session in which each club and society identified goals for the year and planned how to realize those goals and the benefits of that have already been seen."

One student society, which benefited from these seminars was the Student Christian Association which, as the Rector reported, had increased its membership to 100 and had become "a very vibrant organization thanks to some very powerful student leadership."

"OUTREACH" PROGRAMMES

The Community Service projects, introduced by the Department of Education Studies in 1978, continued to be most successful. (Honey Gluckman, one of the organizers of the Community Education project, has described this more fully in Chapter 21).

Paulette Bethlehem continued to organize "Enrichment" courses for practising teachers of other education departments, a series which she had started in 1981. These courses, in which College lecturers participated, were offered on Saturday mornings for a period of 10 weeks.

In a letter to the Rector of 13 June 1988 Mrs Bethlehem expressed her satisfaction because the courses were concerned progressively more with enriching qualified teachers rather than attempting to provide teacher training.

SPORTING ACTIVITIES

The annual inter-college athletic meetings had never been a happy day for JCE, in fact, when the author was Rector, this was known as the day of annual humiliation. But during the years when Professor Conacher was Rector there was a revival of interest in athletics. In 1986 the Rector reported to Council as follows:

"During the Annual Inter-College Athletics we did not do as well as we would have liked to but the positive aspect was that in 1984 there were about 150 supporters, in 1985 there were about 450 and this year there were about 950 from College who went along with great enthusiasm. We took revenge at the Inter-College Gala where we came away with double the number of points of the next College."

In 1987 JCE hosted the meeting when about 10 000 spectators, including the Director of Education and senior Head Office personnel, were present. As Professor Conacher reported to Council "the athletes competed with dignity and vigour; student participation was enthusiastic and responsible."

In the annual swimming galas JCE always outclassed its opponents. College generally performed well on the cricket field in spite of the shortage of male students. The Rector reported in 1986 that College had five teams playing in the Transvaal League. With pride he informed the College Council that one of the cricketers, Brian MacMillan, had played regularly for Transvaal and had been identified as one of the most promising cricketers in the country. In 1987, however, JCE lost to NKP!

TRUST FUND

The trustees of this fund, which had been founded in 1986, identified the "outreach" programme as an area of need. The term "outreach" was a generic term which was used when the focus was on community awareness and teacher-upgrading.

An interesting statement appears in the Rector's report to the College Council on 24 March 1986 when it was agreed that offers of money had been refused because:

- We believe that we should not take on more community projects than we can handle
- We want our students to enter these projects with commitment, as it is necessary and desirable for the students to give of themselves.
- An excess of donated money would tend to reduce students' participation and commitment.⁽³⁾

A copy of a letter written in 1988 (the precise date is uncertain) and addressed to the Anglo American and De Beer's Chairman's fund requested continued funding in support of the Community Education project of the College. Excerpts from the letter follow:

As a result of the Community Education project at the Johannesburg College of Education about fifty organizations have been helped. These include:

- children's homes
- institutions keeping the mentally and physically disabled
- literacy and upgrading programmes for black children and adults
- multi-racial camps for children
- holiday camps
- rural schools for blacks

As a result of previous generous sponsorship by the Chairman's Fund, a number of additional programmes have been organized and run by JCE. For example:

- Pre-primary training workshops for black teachers, which this year catered for 450 teachers at two workshop sessions.
- Non-racial weekend Contact Venture camps at Kloofwaters which this year ran 6 camps involving 288 children.
- College Holiday Youth Programme (CHYP) programmes during April and July for 160 children of all races.

These and other projects, which enabled students to travel to rural areas and provide help of a variety of aspects to rural mission schools, will be in jeopardy if sponsorship ceases. Not only will the recipients of these projects be deprived of help, but the students themselves will be deprived of the unique opportunity to acquire understanding through these experiences:

- Valuable knowledge which can only come from close interaction with people of other races and cultures;
- New attitudes as a result of such interaction;
- Skills such as planning, organizing, budgeting and catering. Many students have asserted that such activities with the Community Education project are those they found truly educational.

APPLICATIONS FOR PERMISSION TO USE COLLEGE FACILITIES

Applications by outside organizations to use the facilities of the College were referred to the College Council. In cases where a multi-racial attendance at the function was intended, the Council would have to refer the application to the Director of Education. Many of the functions already mentioned in this chapter were multi-racial and permission had been given.

One letter from the Director of Education granting permission is quoted as an example:

14 March 1986

*The Rector
Johannesburg College of Education
27 St Andrews Road
PARKTOWN
2193*

JOHANNESBURG COLLEGE OF EDUCATION: USE OF PROVINCIAL FACILITIES BY PERSONS OF OTHER RACES OR MULTI-RACIAL GROUPS

In response to your letter of 28 May 1985 about the use of JCE facilities by persons of other races, I have pleasure in advising you that permission has been granted for the multi-racial use of the Linder Auditorium and associated toilet facilities for symphony concerts and other performances by the SABC and PACT, until further notice.

*JDV Terblanche
Director of Education⁽⁴⁾*

In two cases the outcome of the application was in doubt and had been referred to the Minister of Education.

In the case of the application from Michael O'Dowd, secretary of the English Academy, who wished to use the Linder Auditorium for its Silver Jubilee conference, the application included accommodation in the men's residence. Permission was granted to use the auditorium but accommodation in residence was refused.⁽⁵⁾

In the second case, application from the SA Association of Theatrical Managements, represented by Des Lindberg, a blanket permission was sought to open all and any performances at the Linder to all races without further approval being necessary.

Apparently Des Lindberg had exchanged numerous letters with the Minister of Education and Culture without receiving a conclusive answer. The Minister had referred Lindberg to the Chairman of Council. His letter dated 13 October 1986 to the Chairman of Council is quoted to illustrate the growing pressures of the time to abandon race discrimination.

LINDBERG'S LETTER

We request blanket permission for our members to open all and any performances they stage at the Linder to all races without any further prior approval being necessary.

Please understand the SAATM'S dilemma. Should this permission not be granted in line with that enjoyed by PACT, our member management, the membership of the JCE and the status of the auditorium will be in jeopardy.

I am instructed by my executive to convey to you the seriousness of the situation and to request your immediate and positive response in order to avoid publicity damaging to you and indeed to our international cause of non-racial. The SAATM members are pledged on pain of expulsion to follow a non-racial policy in presenting drama, dance and music for the public.

It is our view that the present status of JCE is potentially dangerous to that cause at a time when South Africa cannot afford to be seen to be pursuing the old and rejected policies of racial discrimination. We urge you to remain associated with our organization and its ideals and policy.

Should this become embarrassing for us as a body, we shall have no hesitation in disassociating ourselves from your criteria as they exist today.

We make no apology for our stand which has thus far averted some of the disastrous consequences of a total cultural boycott. Miraculously our members have maintained credible and vital links with international forces in the world of theatre and music.

But even in the face of total isolation, we are resolved to stand firm by the decisions taken by the SAATM, a body of which you are a member.

I urge you to respond to our request in time to avoid ambiguity as to your stance regarding racial discrimination in the performing arts.

*Yours sincerely
Des Lindberg
Chairman ⁽⁶⁾*

(Note: He was chairman of the South African Association of Theatrical Management)

Des Lindberg subsequently withdrew his application for the use of the Linder despite the fact that he was aware of the procedures which had to be followed for the use of the auditorium by mixed audiences. A newspaper article appeared in August to which the Rector replied in detail. The Rector was of an opinion that Lindberg had been seeking free publicity by using the press in this way.

As has been mentioned, Paulette Bethlehem had applied every year for permission to conduct an "Enrichment" course at College. In 1988 her application was discussed at the Council meeting of 28 June. For some unknown reason Dr Paine had drawn the attention to a TED Circular Minute of 1988 and stressed that when facilities were used by outside organizations requests had to be submitted to the Director of Education for approval. There had been no relaxation of the rules, but permission was given for the following multi-racial functions to be held in 1988:⁽⁷⁾

Super Stars Competition

Endangered Wildlife Trust Lecture

Londolosi Productions Film for Endangered Wildlife Trust

Wits Business School Graduation Ceremony

Christian Artists Conference

READ Symposium Mary McLarty Theatre

Maths Olympiad Exams Hall & Boyce Block

SACEE Choral Verse Festival

Drakensberg Boys' Choir Festival ⁽⁸⁾



Linder Auditorium was frequently used for symphony concerts.

CHAPTER 3

ADMISSION OF STUDENTS – “WHITES ONLY”

On 7 March the Staff Association of the College adopted this resolution:

The Staff Association of the Johannesburg College of Education resolves to call for the integration of all education institutions within South Africa into a single system which is designed to fulfil the needs of a genuinely democratic society.

In the light of this resolution, the Staff Association commits itself to the following:

- To press for the opening of the Johannesburg College of Education to all prospective students, without consideration of colour or creed;
- To instigate debate and research with a view to formulating a suitable approach towards preparing teachers for an integrated educational system;
- To seek opportunities for formal and informal liaison with individuals and groups, with a view to broadening the base of such debate and research;
- To assist, wherever possible, educators, students and parents who are engaged in the search for a just and integrated education, and to learn from their needs and expectations;
- To incorporate, in whatever way possible, the principle of a single, integrated education system into the aims, approaches and contents of academic and professional courses, thereby encouraging a democratic and critical approach to issues relating to education.

This resolution was tabled at a meeting of Senate on 12 March 1986 which then submitted a shortened version to the College Council later in the month:

“Senate requests College Council to seek permission of the Minister of Education for the removal of race as a criterion for admission to the Johannesburg College of Education”. ⁽¹⁾

COUNCIL’S REACTION

The matter was briefly discussed and the following was recorded in the minutes:

As each person is employed in terms of the Public Service Commission regulation the members of the State Department have to abide by the Minister’s decisions. Whilst individuals have their own rights to affiliate and join organizations, technically the Staff Association is not a registered political party and is constituted under the College which is instituted in accordance under the blanket authority Act 39 of 1967. Therefore the unanimous decision of the Council is that we cannot accede to the request of the Staff Association, this decision being taken because the Staff Association, as it exists and in fact as it is constituted, does not have the right to put forward such decisions and in fact the feeling of the Council was the individuals constituting the request under the banner of the Staff Association are skating on thin ice. ⁽²⁾

The Chairman of Council also released the following statement to the Press:

“The request to open the Johannesburg College of Education to all races falls outside the jurisdiction of this Council.” ⁽³⁾

The following points were also recorded in the minutes of the Council:

- Staff employed at JCE is subject to the Education ordinance.
- The Staff Association was essentially a private body with no standing in the College or in the state organization.
- It was agreed that the memorandum from the Staff Association could not be supported by the Council as the Staff Association as a body had no legal standing.
- It was noted further that this matter fell outside the jurisdiction of the Council.

- It was agreed further that a press statement would be released by the Chairman of Council. ⁽⁴⁾

The Rector expressed his concern that a Staff Association resolution had also been “leaked” to the press. In the opinion of some members of Council this action could lead to disciplinary steps being taken.

The College Senate discussed this response at its meeting on 4 June and replied to Council with the following statements.

1. The response from the Council to the original proposal that “Senate requests College Council to seek the permission of the Minister of Education for the removal of race as a criterion for admissions to JCE Courses” was inadequate for the following reasons:
 - a) Senate is unconvinced that this proposal received separate consideration from that made by the Academic Association by Council. Thus Senate unanimously agreed that the proposal be put once more to Council.
 - b) The response was inadequate in its lack of detail. Council has a duty to respond to its Senate directly and fully (rather than by means of a public press statement) and to represent Senate’s views in its consultations with other bodies.
 - c) The proposal requires Council to make a request NOT to rule on admissions policy. It in no way predetermines the route Council might choose to direct this request.
 - d) Council has failed to respond to the document of motivation for the proposal.
 - e) The proposal does not prescribe the way in which the Minister might choose to implement the decision – should he be prepared to accede to the request. The ways in which this might be implemented are legion.
2. Senate agreed unanimously that documents describing the parameters of power of both Senate and Council should be made available to members of Senate. Without these documents no meaningful debate to the response from Council is possible. ⁽⁵⁾

A LIVELY DEBATE IN COUNCIL

Professor White conceded that at their previous meeting they had given only cursory attention to the Senate's resolution. Consequently Council decided to look again at Senate's resolution. Dr Paine was of an opinion that the Senate was confused about its powers; Council was not responsible to Senate, he said. Dr Paine continued by asserting that Council was empowered to function only within the parameters which have been set by the Education Act, and that Council did not have the right to go beyond the terms of the 1976 agreement between Wits and the Administration. Professor White concluded that, if the powers of Senate and Council were restricted in this way, they would not have the power to recognize the opening of College courses to non-white students. Professor Freer however suggested that a way should be found to channel the Senate's request to the Minister of Education; he added "we are in a state of national crisis, we are in a state where there is a shortage of teachers. If we put the lid on the kettle and do not allow the steam to escape what will happen is that there will be other routes sought because we will not have allowed the steam to escape."

Dr Paine advised Council that the correct route to follow would be to see the Director of Education and then the Minister. ⁽⁶⁾



Derrick Lewis and Professor Conacher share a joke.

MEETING WITH DIRECTOR OF EDUCATION

It was agreed that Colonel Opperman, Professor White and the Rector would discuss the matter with the Director of Education to inform him of their intentions to discuss the matter with the Minister.

Colonel Opperman and Professor White interviewed the Director and reported to Council on 30 September 1986; The Director had told them that only the Minister, Mr J Clase, could decide the matter. A letter of 9 July 1987 was addressed to Dr Bredenkamp requesting that he should arrange an interview with the Minister.

Meanwhile the Council had doubts about the wisdom of the "open College" policy and its decision was rescinded, Council needed more time to consider the implications involved in the "open" policy and consequently a subcommittee was formed.⁽⁷⁾

A subsequent letter confirmed that the subcommittee was reconsidering the matter.⁽⁸⁾

A letter from the Director of Education, dated 23 September, informed Council that, as requested, an interview had been arranged with the Minister so that the deputation from College could state its point of view on the matter of multi-racial admission. The Director concluded his letter indicating that he planned to take no further action in the matter.

The Chairman interviewed the Minister of Education and Culture, Mr Clase, on 18 August 1987 in Cape Town and reported to College Council 15 September. The Minister had indicated *inter alia* that:

- The unutilized components of educational institutions were being investigated by his Department.
- Any decision taken in relation to JCE would have to apply to other colleges of education.
- Other Education Departments would have to request his Department to provide training for their students and pay for such training.⁽⁹⁾

Meanwhile the subcommittee appointed by the Council had met on 8 September and suggested that the following recommendation should be made to the Minister:

- The Council of the Johannesburg College of Education requests that the Minister of Education, House of Assembly, grant permission to the College to conduct teacher education courses for other Departments of Education.
- The Council is of the opinion that the College should initially make a particularly useful contribution to the educational

interests of the country by providing in-service upgrading courses for teachers. Permission, if granted, would enable the College to make full use of its facilities and retain personnel who would otherwise become redundant.

- It is understood that other Departments of Education would, if they wished to make use of the service, seek permission from the Minister of Education and Culture, House of Assembly, and that the service provided would be paid for.
(The other departments mentioned above refer to the education departments of the so-called “homelands” or self-governing states.)

No progress had been made towards an “open College”. The College Senate then decided that a one-day seminar should be held to explore the possibilities of expansion and development of the College.⁽¹⁰⁾

Professor Andre le Roux of Edgewood College had presented a paper to the Committee of Rectors (there were 17 Rectors of white colleges!) which suggested that colleges should diversify their function and adopt an open admission policy or offer courses to other teacher education institutions. The alternative, said Professor Le Roux was the closing of colleges through rationalization.⁽¹¹⁾

CHAPTER 3

16 JUNE 1986

As 16 June approached tension on campus grew: some members of staff and students were concerned about security in the event of violence erupting in the townships; others were troubled by conscience because they were fully aware of the injustices in the provision of education; the attitude of a few, however, could be described as confrontational.

The Rector wrote to the Director of Education requesting that 16 June be recognized as a College holiday, but his answer was an emphatic "no". Another letter was sent inquiring whether members of staff might apply for leave as a matter of conscience, to which the Director replied that leave could not be granted for reasons of conscience.

The Rector sent a notice to staff on 24 April informing them that it had been decided that 1 May would be a normal college day for staff and students; lectures might not be cancelled.

At a meeting of Heads of Department, Professor Conacher announced that the 16, 17 and 18 June would be normal lecturing days for staff and students. ⁽¹⁾

In a letter of 9 June addressed to students, the Rector answered questions which he knew students were asking; what should be their role on 16 June and what action would be expected of them? He answered these questions in these words:

Our role at JCE is, I believe, to resist rhetoric and emotional appeals, but rather to act within the law and, with a basis of sound knowledge, to prepare to educate the children who will be placed in our care. That is why on June 16 we will express our concern at the state of unrest, our sympathy for those who have suffered and our appreciation for those who strive to restore peace in our country. We will do so without interrupting our programme of preparation to meet the educational needs of the country. We do so in the sure knowledge that man is not absolute and that in humble obedience, we may seek guidance from our Creator.

At a meeting of the Heads of Department on 9 June, the subject of security on 16 June was discussed. It had become apparent that many members of staff and students were concerned about their safety. Furthermore, there appeared to be considerable confusion and unhappiness about expectations from the College on 16 June.

It was agreed that no tests would be scheduled for that day. It was also accepted that, although the day would be regarded as a normal working day, students would ultimately make their own decisions about attendance at lectures. ⁽²⁾

In an address to staff on 13 June, of which a transcript exists, the Rector made the following statements:

"I believe it is important that we as a College are not silent on the issues that concern us in education but that we should express ourselves by using appropriate channels and by acting within the law. I believe that it would be inhuman not to express our sympathy for those who have suffered as a result of violence. We will take the opportunity to do so in a sober and responsible manner."

As professional persons, members of staff were subject to rules of conduct specified in the powers of the College Council as stated in the agreement of November 1976 between the Transvaal Provincial Administration and Wits. ⁽³⁾ The Transvaal Provincial Ordinance of 1953 also defines misconduct in clause 89. ⁽⁴⁾

JUNE 16th ACADEMIC SERVICE

On June 16th there will be an Academic Service at St George's Church, Sherborne Road, Parktown from 12:45 to 13:30.

Professor G Ashby (University of the Witwatersrand) and Dr A Maker (St Columbia's Presbyterian Church) will conduct the service, and the preacher will be Mr C Molebatsi, M.A.

(Wheaton), Director of Youth Alive Ministries in Soweto.

I trust that there will be a convincing response to this invitation by all staff and students who feel able to identify with this way of marking a solemn occasion.

ARRANGEMENTS

To give us sufficient time, the 5th period will end at 12:30 and the 6th period will begin at 14:00.

Parking near the Church may be a problem because of the businesses in the vicinity, but the Church is only a ten minute walk from College.

DRESS

Staff are requested to wear academic dress. Students are welcome to do so where convenient. ⁽⁵⁾

Professor Conacher arranged an academic service to be held at St George's Church in Parktown and it is of interest to note the advice which Professor J Dugard, Dean of the Faculty of Law at Wits, gave the Rector:

"Service must begin with a public announcement to the effect that we are holding the gathering to pray for the nation and the current state of affairs, to reflect on the past and the future and not to commemorate any incident which occurred on June 16 1976 or the adoption of the Freedom Charter. All speeches may not refer to any specific incident or people involved in events on June 16 1976." ⁽⁶⁾

Such was the repression of the times.

Extracts from minutes of individual departmental meetings during the period 2 to 13 June indicate that the Rector's instructions about 16 June had been conveyed to the lecturing staff.

DEVELOPMENTS FOLLOWING 16 JUNE

In addressing the College Council a few days later the Rector reported:

May Day and June 16 were very sensitive issues on the campus. It had been decided that these days were to be normal lecture days. A Church Service was organized for 16th June as an appropriate response; the service was well attended by both staff and students. ⁽⁷⁾

Professor Conacher informed the Council that nine lecturers had not come to work on 16 June but two of them had had the courage to come to his office to inform him of their intentions; two of the others had written to him. To quote the Rector's own words:

"My response to the persons who saw me and to those that subsequently wrote to me was to reaffirm my decision. I asked them to complete a leave form, but I made it clear that I would not endorse that leave...I believe it was their right as individuals"

In the lively debate which followed, Dr Paine, T.E.D representative on the Council, reacted strongly:

"Mr Chairman this can be seen as insubordination as the rector gave a correct and legitimate order and people chose to stand up and say that they are not prepared to listen to what you say, so if we don't make recommendations to the Director I think we are failing in our duty because we have a responsibility towards the Director for the orderly management of the College and if you allow people to just disregard the Rector and what he is doing, well we might as well shut up shop" ⁽⁸⁾

A variety of reasons were given by lecturers who had stayed away for their application for leave ranging from “a day of mourning” to urgent private affairs. The text of one of the letters has been included in this chapter. ⁽⁹⁾

Friday 13 June

Dear Professor Conacher

I had arranged to have a meeting with you to inform you of this, but since it was cancelled, I have to write to you.

Because of personal conviction I shall not be attending College on Monday 16 June, and have cancelled my lectures. I shall, however, be attending the Academic Service at St George's at lunch time, as that seems to me a valid activity for that day. Thank you for allowing it to be organized – although it is a pity it is not on JCE Campus. I shall pray for you, for Mr Venter, and for the College; for greater understanding, love and justice in our College and in our country; and for myself that I will not turn to hating.

Yours sincerely

In August the Rector addressed a letter to the Director of Education: it was marked PERSONAL. The letter listed nine names of lecturers who had been absent on 16 June. Enclosed in the letter were the supporting documents which indicated the various notices sent to staff and students stating the arrangements which had been made for 16 June. ⁽¹⁰⁾

On 22 August 1986 the Rector signed an affidavit confirming the list of names of persons absent from College on 16 June 1986.

In March the following year (1987) the Senate raised the question of lectures on 16 June, particularly in the light of the University's decision to close on that date. Council was requested to approach the Director of Education.

At its meeting on 24 March 1987 the Council passed this resolution:

“Council noting that the University of the Witwatersrand would be closed on 16 June, recommends that 16 June be declared a college holiday. Agreed that the Rector would write to the Director of Education requesting that 16 June be declared a College holiday. If this recommendation is not supported by the Director of Education, then a letter requesting permission for staff members who, as a matter of conscience, wish to be absent on 16 June, be sent to the Director. If leave is not

granted as paid leave, then it is recommended that it be granted as unpaid leave.”⁽¹¹⁾

The Rector in a notice to staff on 10 June 1987 reported that the Director of Education had replied that 16 June would be a normal working day for all staff and students and that no provision would be made for the granting of leave for Urgent Private Affairs for reasons of conscience.⁽¹²⁾

A year later, on 25 June 1988, a special staff meeting was convened by the Rector who explained that the application forms of lecturers who had absented themselves had been submitted to Head Office in the normal way. He had, however, received no further information. He said: *“I have no further knowledge of what has transpired, nor have I been consulted by the Director in this regard.”*

Professor Conacher reminded his staff that legal procedures as laid down in the Ordinance had to be followed. The matter was sub judice and he had no comment, but was happy to answer questions.

On 30 March 1988 the Chairman of Council, Colonel Opperman, had written to the Director of Education requesting that the Council be informed of the outcome of the inquiry. He added that Council would appreciate copies of any correspondence sent to members of staff, as it was rumoured that they had received letters.

A month later the Chairman was informed of the reasons for the delay: legal proceedings instituted against members of staff, who were charged with misconduct, might take another 3 months.⁽¹³⁾

The T.E.D. decided to pursue the matter against six members of the teaching staff and a Commission of Inquiry, under the chairmanship of a senior magistrate, was established. On 22 January 1988, the Rector was summoned to give evidence before the Commission which met at the Johannesburg Magistrate’s court. Proceedings were held in camera and the records of the Commission of Inquiry are not available.

Six of the persons, who were alleged to have been absent from College on 16 June 1986, received letters from the Director of Education on 29 October 1988 informing them that after considering the report of the *Commission of Inquiry* (Author’s italics) they had been found guilty in terms of section 93 (2) of the Ordinance of 1953, and that leave without pay would be granted. Two of the lecturers who had admitted their absence from duty, were given leave for urgent private affairs without pay.⁽¹⁴⁾

CHAPTER 4

THE PROCESS OF SELECTING STUDENTS FOR ADMISSION

It would be impossible in this short history to explain how students were selected for admission from year to year; it will suffice to focus on the years 1986 to 1988.

QUOTA SYSTEM

It had been TED policy for many years to impose a quota in order to control the admission of first-years. Quotas were determined by projecting the needs of white schools of the TED. Students fell into two broad categories: those who entered into an agreement with the TED and contracted to teach in TED schools on completion of their courses of training. In return all tuition, and, if necessary, residence fees were paid by the TED. Secondly, non-agreement students, at one time mostly married women, paid their own way.

In August 1983 the Rector, Professor Conacher, reminded Council that the staffing allocation was dependent on student enrolment which was calculated on the tenth day of the first term of the academic year. ⁽¹⁾

Over a period of years the fluctuation of student numbers posed problems and created instability in the composition of lecturing staff. At one time the number of non-agreement students was not included when the annual staffing allocation was decided, but in October 1983 the Rector was informed that non-agreement students would be considered in calculating the staffing allocation. ⁽²⁾

Four years later, however a directive from the TED restricted the number of non-agreement students to 15 per cent of the prescribed total of 365. ⁽³⁾ Quotas of first years for 1987 will be found in Appendix A.

An earlier letter from the Director of Education stated that, if the number of male applicants for agreements was insufficient, then remaining agreement vacancies might be filled by female students. ⁽⁴⁾

A year later, however, in stipulating the quota, the latter decision was rescinded: the quotas for male and for female students might not be exceeded; if the number of male applicants for agreement was

insufficient, the vacancies in the quota for males might not be filled by female students.⁽⁵⁾ The attention of Council was drawn to this matter at its meeting in September 1987.⁽⁶⁾ (Details will be found in Appendix A Table 2)

There was a different quota for secondary diploma courses. For 1987 the number of students who might be admitted to the first year were:

- Technika: 10 students
- Home Economics: 6 students
- Physical Education a special selection procedure was followed.⁽⁷⁾

The College Senate considered this quota inadequate for the three departments concerned and requested that it should be reviewed.⁽⁸⁾

In September a letter to the Director of Education expressed concern about the viability of the secondary school courses at College because of the reduction in staffing. A possible rationalization of courses was suggested: PCE should conduct the courses in Physical Education and Home Economics, while JCE would provide for courses in Physical Science and Technika.⁽⁹⁾

There was the possibility that, if the staffing allocation was inadequate, these secondary school courses would not be viable.⁽¹⁰⁾

There was also the fear of staff being declared redundant. At a meeting of Heads of Department, Mrs Webber and Mr Lewis suggested that lecturers be warned of the possibility in good time so that they would be able to apply for posts advertised in a recent gazette and apply for posts elsewhere.⁽¹¹⁾

Colonel Opperman, Chairman of Council, sent all members of staff a "personalized" letter to reassure them that permanent staff were protected by the provincial ordinance of 1953 in respect of salaries and conditions of service.⁽¹²⁾

For 1988 the quotas were:

- Technika: 10 (Selected by the College.)
- Home Economics: 8 (Selected by the TED)
- Physical Education: 8 (Selected by the TED)⁽¹³⁾

Table 3 in Appendix A is of interest because it gives a more detailed analysis of what happened during the processes of selection, that is from the time applications were received until the students registered.

Fewer students means fewer posts at JCE

**By Zenaide Vendeiro,
Education Reporter**

The Johannesburg College of Education has lost 50 lecturers since last year — about half have been laid off this year — because of a decline in the number of students, says the rector, Professor Rod Conacher.

Professor Conacher said that because of the decline in the white birth-rate, student quotas at white colleges of education were decreasing every year and facilities were being rationalised.

The quotas are set by

the Transvaal Education Department (TED) which annually determines how many teachers will be required the year after the intake qualifies.

"Since staffing is related to the number of students, this college and others have had to reduce their number of posts," said Professor Conacher.

The college had lost five permanent members of staff this year, all of whom had been re-deployed elsewhere by the TED. Other lecturers, he said, were temporary members of staff whose appointments were not confirmed this year.

Professor Conacher said the quality of education at the college would not suffer. "The ratio of lecturers to students remains the same. Three years ago we had about 2 000 students and next year we will have about 1 300."

Fewer students means fewer posts at JCE.

SELECTION PROCEDURES

A more rigorous selection process had become necessary as the number of applications received increased. The Rector had reported that there were 980 applicants for 278 places in the first year of 1987. The necessary selection criteria had to be investigated and refined.

Colonel Opperman, Chairman of Council, had inquired how many students could be accommodated at the College should restrictions be lifted. Professor Conacher replied explaining that the buildings had been designed for 2 500 students.

For the year 1987 the following selection procedures were adopted for diploma students.

1. **MINIMUM ADMISSION REQUIREMENTS** matric estimate, basic health requirements, citizenship.
2. **MINIMUM SELECTION REQUIREMENTS:**
 - 2.1 **Matric Estimate:**
D symbol for English, and 11 points on scale
Higher Grade Subjects A=6, B=5, C=4, D=3, E=2, F=1
Standard Grade Subjects A=4, B=3, C=2, D=2, E=1
 - 2.2 **Confidential Report from School (TED 53)**
Satisfactory profile and final symbol – usually B or B+
 - 2.3 **Selection Questionnaire**
Questionnaire designed by Staff of JCE which sought to assess language ability, flexibility of thinking, problem-solving ability, some general knowledge, and which also gave some indication of personality suitability for teaching. Criteria were not quantified, but rather overall assessment by, as far as possible, three members of staff, into categories suitable, doubtful, unsuitable.
Candidates in the ‘doubtful’ category were then further selected by rank-ordering on final matriculation results in conjunction with the remarks and comments on the TED 53 (Confidential Report)
 - 2.4 **Motor Competency Test – for applicants for the Secondary Physical Education Course.**

QUESTIONNAIRE USED FOR SELECTION OF STUDENTS IN 1988

Mrs Webber reported that in 1987 for the first time applications had been screened in an attempt to assess potential in terms of teaching ability. The positive effect of the questionnaire had been that applicants

had been reassured that they had had a fair hearing. It was interesting to find that applicants who had achieved fairly good examination results had not performed well in answering the questionnaire. The questionnaire had been modified to include more biographical information.

At the request of the Department of Professional Studies a simple mathematics section had been introduced; this was justified as primary school teachers would have to teach the subject. The Department of Afrikaans had also contributed to the questionnaire as all students were compelled to complete an Afrikaans course comparable to first-year university level. The English Department would also be contributing a section of the questionnaire in the future.⁽¹⁴⁾

TECHNIKA SPECIALIZATION

As one of the tables given below gives figures for Technika as a specialisation, it is necessary to explain the inclusion of this subject in the curriculum.

For many years Industrial Arts had been offered as a specialisation for the Higher Diploma in Education (Secondary); this was a combination of wood work and metal work. This specialization, as well as Home Economics, continued to be taught in prefabricated structures on the lower field of the old campus in Hoofd Street, because the new tutorial blocks had not yet been constructed. Security risks posed a problem during these years of a divided campus.

The new Home Economics and Technika building was officially opened by the Director of Education, Dr Bredenkamp, on 18 October 1985.

Home Economics students moved to their new centre in 1986. Industrial Arts was phased out in schools and a new subject, Technika, introduced as a specialization in the HDE (Secondary) course at College. The subject Technika consisted of the following components:

- Technika Civil
- Technika Mechanical
- Technika Electrical
- Technika Drawing
- Maths Technical
- Physical Science (Technika)
- Technika Electrical & Electronics

The Technika Centre today has a lecture theatre for 100 students, a technical drawing room for 40, a computer laboratory for 10, and workshops for woodwork, civil engineering, electrical engineering, motor mechanics, electronics, fitting and turning and welding for 15 students each.

The rules for the Technika specialization were approved by the College Senate in March 1987 ⁽¹⁵⁾ and the syllabuses by the Senate in March 1988. ⁽¹⁶⁾

A Technika centre was completed on the new campus in 1986 and the building named the Conacher Block.

At a meeting of Council Mr Hall spoke of the College's appreciation to the TED for the considerable sum of money invested in the Technika Centre which made it potentially the finest technical centre in the country, but explained that a large sum of money had yet to be invested to complete the workshops, especially for equipment necessary for electrical engineering and electronics. Mr Hall emphasized the staffing needs of the centre in order to mount the course adequately over 4 years.

The Director of Education initiated an investigation into the possibilities of rationalization of courses at colleges of education. Mrs Webber was appointed to examine the situation at JCE. ⁽¹⁷⁾

QUOTAS FOR 1989

At a Council meeting in June 1988 it was announced that as a consequence of a reduced quota the College would lose 25 staff members of which a significant number were on the permanent staff. Mr Hall pointed out, that dependent on the student drop-out rate during the year, the staff cut-back might increase. The College was reassured that the TED would make every effort to redeploy staff who might become redundant. ⁽¹⁸⁾

RATIONALIZATION OF COURSES AT COLLEGES OF EDUCATION

The Director of Education in a letter of 13 July 1989 announced the rationalization of HDE secondary courses. As from 1990 JCE only would be responsible for training in Technika teachers for English-medium schools, and from 1992 the training of teachers for Technika and Home Economics at PCE would be phased out. ⁽¹⁹⁾

80th BIRTHDAY CELEBRATION

The 80th birthday of the College was celebrated in September 1989 with dignity and pride at a number of functions which were organized by Frances Graves, Vice-Rector.

A birthday banquet was held in the Linder Auditorium building on 20 September. This was followed by an open day when the public enjoyed a programme consisting of displays, video and slide shows, demonstrations of new teaching strategies, talks and lectures, science experiments, and guided tours. Other events included the planting of trees, a carnival and a charity marathon. *The Star* and *Rosebank Gazette* reported on this memorable occasion. ⁽²⁰⁾

JCE celebrates its 80 years with September open day 11/9/89

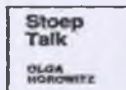
Eighty years ago, 66 young people enrolled for the first time in what was to become the Johannesburg College of Education.

Among early graduates was artist Walter Battiss and Herman Charles Bosman led those who were to become great writers.

Later this September, when, it is hoped, the JCE's jacarandas will be in full bloom, past and present well-wishers will flock to the college's lovely and spacious grounds on Parktown Ridge.

One very special event for former students and staff will be an elegant and formal 80th birthday banquet in the Linder Auditorium on Wednesday evening, September 20. Telephone (011) 643-6413 for details.

On Tuesday September 26 the college will be open to welcome a host of people, including



prospective teachers, friends and relatives, parents and new pupils at the Gifted Child Centre — anybody and everybody concerned with the vital role of education in South Africa's future

ENTERTAINMENT

The open day promises great interest. From 8.30 in the morning until well into the evening lecturers and students will entertain the public with gym displays, drama, music, Zulu dancing and song, pasta cookery, environmental dancing, science

experiments and a variety of demonstrations and tours.

The event will showcase the work of a college which has pioneered reading and music laboratories, micro teaching, evaluation theories and a unique community education project, which serves 50 organisations a year.

The students travel to remote understaffed farm schools in Natal and learn about Zulu culture as they help the teachers there. In Johannesburg they are involved in literacy teaching and counselling children in Hillbrow.

There is a charming footnote to the invitation: "If there's something else you think we should be doing on our wonderful campus — we probably are! Join us on September 26. Admission is free."

Birthday celebrations.

REDUNDANCIES

In August 1989 the College was informed that a quota of only 10 percent of non-agreement students would be admitted and consequently another 10 staff members became redundant in 1990. The effect on staff morale was noticeable. ⁽²¹⁾

The possibility of restructuring of specialization courses by curtailing subjects or even the elimination of entire departments was considered, a policy which might be unwise as the College might grow again. ⁽²²⁾

This table shows the total number of students who were registered at Wits but received tuition on JCE campus.

Course and Year	Registration figures for 1986	Registration figures for 1985
B Primary Ed I	145	140
B Primary Ed II	114	97
B Primary Ed III	94	76
B Primary Ed IV	75	63
	428	376
HDE Home Economics		
1 st Year	-	20
2 nd Year	14	8
3 rd Year	4	7
4 th Year	7	6
	25	41
HDE Technika (Industrial Arts)		
1 st Year	-	8
2 nd Year	5	5
3 rd Year	2	5
4 th Year	5	4
	12	22
HDE Physical Science		
1 st Year	22	14
2 nd Year	10	7
3 rd Year	5	2
4 th Year	4 (2+2 repeats)	8
	41	31
HDE Physical Education		
1 st Year	-	56
2 nd Year	32	54
3 rd Year	43	36
4 th Year	39	25
	114	171

Total 641

WITS registrations - B Primary Ed and H.D.E

THE RECTOR TRANSFERRED TO PRETORIA

In June it was announced that Professor Conacher would be transferred to Head Office in Pretoria and become Chief Superintendent Initial Teacher Training with effect from 1 October 1989. ⁽²³⁾

At a farewell function Professor Conacher expressed his appreciation of having had the privilege of working at JCE. He had enjoyed the academic rigour and sincere purpose with which the College pursued its tasks.

Mr Lewis, Vice-Rector of the College, expressed regret at having to lose Professor Conacher, but wished him well in his new position in Pretoria. It was comforting, he added, to know that the College would have a chief liaison person at Head Office.

PROFESSOR GRAHAM HALL (1989-2001)

Graham Hall joined the College Science Department as a lecturer in physics in 1967. He gave valuable service as Dean of Knockando for eleven years and as chairman of the Educational Technology Committee contributed to the pioneering work of the College in the use of Closed Circuit Television and micro-teaching. In 1981 he was appointed a Vice-Rector and in this capacity did sterling work in controlling the examination system which imposed an academic discipline on staff and students and which laid the foundation for JCE's reputation for academic excellence. In October 1989 he was appointed Rector.



Professor Graham Hall

CHAPTER 5

WINDS OF CHANGE BLOW ON THE CAMPUS

When the State President, F W de Klerk, made his historic announcement early in 1990, Professor Hall realized that fundamental changes would occur in South Africa and these would affect the College. In his report to Council he declared:

The changes that are going to take place will affect every aspect of our lives and JCE will not, nor does it wish to, remain isolated from these changes. Fundamental changes in educational policy at all levels are necessary if the present crisis, particularly in black education, is to be addressed in a meaningful way. ⁽¹⁾

ADMISSION TO COLLEGE

As has been mentioned in earlier chapters, the restrictive nature of the admission policy of the College had been a matter of concern to the College Senate. Another three meetings were held in 1990 and four motions were submitted to the College Council:

- “That this Senate requests the Council to call upon the State President to establish a single Department of Education for all the people of South Africa.”
- “That this Senate reaffirms its conviction that the Johannesburg College of Education should admit students on a non-racial basis and requests the Council to take this matter up again with all possible vigour.”
- “That this Senate affirms the conviction that the Johannesburg College of Education should admit students on a non-racial basis to the Residences of the College and requests the Council to take this matter up with all possible vigour.”
- “That this Senate affirms the conviction that the Johannesburg College of Education should appoint staff on

a non-racial basis and requests the Council to take this matter up with all possible vigour.”⁽²⁾

When the College Council had endorsed these resolutions, a special meeting of Senate was convened on 17 May 1990 to formulate specific proposals arising from the resolutions concerning the open College policy. After much discussion with College departments, a document was drawn up which indicated the implications of the open admission policy in such matters as finance, curriculum and staffing.⁽³⁾

The Chairman of the College Council, Colonel JD Opperman, had informed the Minister of Education and issued a press statement.⁽⁴⁾

In June 1991 the Minister of Education announced in the House of Assembly his decision to devolve the admission policy of all colleges to their college councils. The Chairman of the College Council acknowledged this announcement by issuing a press release of 28 June 1991.

In October 1991 the College Council resolved to obtain permission to admit students who were registered either at the College or Wits on a *non-racial* basis.

“That the Minister of Education, House of Assembly, grant permission for all students who are full-time registered students at JCE or are full-time registered students at Wits and enrolled at JCE, to be admitted to JCE residences.”⁽⁵⁾

In motivating this request it was pointed out that there were 44 Black students registered for the B. Primary Education Degree. In terms of the agreement between the University and the Transvaal Provincial Administration, these students were registered students of the University and enrolled at JCE. These students might not be accommodated in JCE residences. The College Council considered the position to be invidious and resulted in resentment on the part of black students who regarded it as discriminating against them and demeaning.⁽⁶⁾

CURRICULUM CHANGES

For a number of years it had become increasingly apparent that the structure of the curriculum of the Higher Diploma in Education in Senior and Junior specializations presented problems and that a revision of the curriculum was necessary. School principals were complaining that primary school teachers were over-specialized: schools needed primary school teachers who were generalists rather than narrow specialists.

Students complained about the duplication within subject methodologies which led to boredom and irritation.

The major revision of the curriculum required considerable time and effort on the part of lecturing staff. All departments of the College had to be given the opportunity of contributing to the discussion on this revision of the curriculum. The College Senate discussed the matter during meetings on the 14 March, 17 May and 3 October 1990. The Rector reported progress to the College Council at intervals.

Finally Professor Hall reported the successful implementation of the revision to Council at its meeting on 17 March 1992.

A NEW DIPLOMA

A Further Diploma in Education with specialization in Teacher Education aimed at teachers wishing to be employed at colleges of education was discussed by the College Senate in October 1990. Discussion continued in September 1991 and June 1992. Finally the Senate was informed that the new diploma had been approved by the advisory Committee on Teacher Training in September 1994.⁽⁷⁾ Nevertheless the College Senate decided that it would be wise to ascertain the need for such a diploma before the College committed itself to offering such a course.

The College announced that it would be introducing the Further Diploma in Education in 1996, the admission requirements being:

- An approved degree, and a recognized diploma or a higher diploma in education.
- Three years experience in teaching and / or lecturing.

ACADEMIC STAFF

It had been the policy of the TED to base the allocation of staff for the following year on student enrolment calculated on the tenth college day.

The Rector informed the College Council in April 1989 that the student enrolment was 1 313 with 119 members of staff. Because of this reduced number, the staff lecture load had been increased. As student numbers dropped to 1 309 in 1990 the College was granted 114 lecturer posts.

College was notified at the commencement of the year 1991 that the staff allocated would be 107, a loss of 7 members of staff. Retrenchments and redundancies were inevitable. This was clearly an unsatisfactory situation and the morale of staff was adversely affected.

USE OF COLLEGE FACILITIES

For many years permission for the use of college facilities had to be approved by Head Office in Pretoria. In accordance with the policy of devolution, the decision to grant permission for the use of facilities was delegated to the Rector in consultation with Council. ⁽⁸⁾

The facilities at College were still extensively used for educational and cultural activities. By the end of August there had been more than four hundred such events on campus. The devolution of decision-making regarding the use of this campus to the College Council had worked well. Rock concerts, a fireworks display, prawn festivals and funerals were the types of applications that had been refused. ⁽⁹⁾

RATIONALIZATION

An early attempt at rationalization was made when Head Office of the TED decreed that JCE would be the only English-speaking college responsible for training Technika teachers as from 1990 and Home Economics teachers as from 1992. Therefore students enrolled at PCE for these specializations would transfer to JCE. These students were welcomed. ⁽¹⁰⁾

In June 1991 the Chairman informed Council that he and Professor Hall had been summoned to Cape Town where they were informed of the intended amalgamation of JCE and PCE. This would result in:

- A new college under a new name, on JCE campus;
- A newly appointed College Council;
- A newly appointed Rector;
- Newly appointed staff
- 1st year students not being admitted to PCE in 1992, and the phasing out of 2nd, 3rd and 4th year students at PCE to be completed by the latest 1993, the earliest 1992. ⁽¹¹⁾

The Chairman of Council proceeded to issue a press release in which *inter alia* there appeared these paragraphs:

The Council notes with concern the decision by the Minister to rationalize colleges of education. The Council believes that the decision to close colleges is wrong because indications, contained in the recently released Education Renewal Strategy Discussion document, are that there will be a serious shortage of teachers before the end of the decade. The College Council contends that there is a need for an expansion in the teacher training programme and not a contraction. The Council takes this step in the firm belief that, if

rationalization takes place and the proposed amalgamation of colleges is allowed to happen, it will result in irreparable damage to the colleges concerned and the loss of teacher educator expertise which will be to the ultimate detriment of South African education. ⁽¹²⁾

The Rector of the College, nevertheless, received a letter from the Director of Education which set out details of the proposed amalgamation of PCE and JCE. ⁽¹³⁾

The immediate implications of these instructions from Pretoria stunned College staff: all members of staff including the Rector would have to re-apply for their posts!

The Rector's report to the College Council in October was introduced by this statement:

The Rector had observed that the poor economic climate, the country-wide violence and the uncertainty about our future had all contributed to making this a particularly demanding and stressful year. These things had affected the academic staff and administration staff, general assistants and students. Never before had he experienced such a high level of anxiety among staff and students. ⁽¹⁴⁾

Later in his report the Rector stated his opposition to amalgamation. He reported that JCE had made its position known regarding the rationalization process: that the amalgamation was to be seen in an 'own affairs' context and therefore Council had opposed the amalgamation. He had met staff and students and had informed them of JCE's opposition to the amalgamation. A statement had been issued, via the TTA, which had been sent to all members of the profession. The Rector had spoken to the staff and the Chairman of Council at PCE and had conveyed to them JCE's belief that PCE should not be closed. He referred to information he had received regarding a recent statement made by a new Minister of Education. The Minister had attempted to justify the closure of colleges by saying that these facilities would be made available for education. ⁽¹⁵⁾

The Rector then proceeded to explain in detail the plans for transferring PCE students to JCE.

APPOINTMENT OF NEW ACADEMIC STAFF

In all the documents of this period reference is made to the *New College* which must have seemed for older members of JCE extremely odd.

At the first meeting of the new College Council in June the appointment of a new rector was considered. Only one candidate had been placed on the short-list by the Selection Board of the TED. The appointment of Professor Hall as Rector was proposed, seconded and supported without reservation by all, and thus reflected the support of both universities represented, namely the University of South Africa and University of the Witwatersrand. ⁽¹⁶⁾

At a subsequent meeting of the Council the Rector announced that the staff structure would be changed: the quota for the allocation of staff had been reduced and there would be fewer senior staff posts. The consequence was that there were senior staff members in positions which no longer existed. The staffing complement had been reduced from 178 staff members and 5 vice rectors to a staff of 82 and 2 vice rectors for the *new* college. (There had been a reduction in student numbers but not proportionate to the reduction of staff.) ⁽¹⁷⁾

Members of staff who did not wish to apply for posts, which would be advertised in vacancy lists, could opt for early retirement or severance packages.

Two types of vacancy lists would be prepared: an internal vacancy list for which members of staff of the former JCE and PCE and Goudstad Onderwyskollege were eligible to apply. The second vacancy list would be the external gazette of the new college for which senior staff and others in the teaching profession were eligible to apply. The new college would be in a position to attract the very best candidates. ⁽¹⁸⁾

A subcommittee to attend to applications for posts in the interval vacancy list was approved as follows: it would deal with applications from the Internal Vacancy List.

It was agreed that this committee would meet on 4 August 1992 to prepare recommendations for the consideration of a full Council meeting on 7 August 1992. The selection committee which met on 4 August under the chairmanship of the Rector consisted of Professor D Freer and Mr R C Conacher. (Mrs Webber had recused herself from the meeting.) This selection committee met again on 22 September to consider more senior posts advertised in a special gazette. Professor Peter Randall joined the committee. On this occasion Dr J Pretorius of the Department of Education and Culture attended.

NEW COLLEGE COUNCIL AND SENATE

A new College Council and Senate had to be appointed, the composition and functions of which had to be reviewed as a result of the closure and amalgamation of the two colleges. Owing to the urgent need to appoint new staff, the matter of new constitutions for these two bodies was postponed until after the Council and Senate had been appointed. The final meeting of the old College Council was held on 6 October 1992.

The constitutions of the College Council and Senate were published in a Government Gazette of 29 May 1992. The new Senate met for the first time on 31 March 1993. The Chairman proposed that the name of the new college should be the Johannesburg College of Education and asked the committee members to feel free to express their views. Mr Conacher felt that any other name would be contrived, but that PCE should be asked whether they would be satisfied with this proposal.

Admiral Everlein (former Chairman of PCE Council) stated that in his dealings with students from PCE, they referred to the new college as JCE and no other suggestion had come his way. Professor Hall said that after eighty-five years, JCE had gained a reputation and considerable credibility both in South Africa and overseas: it would be a pity to lose this. He was not insensitive to the feelings of others but in terms of cost it would also be cheaper to keep the same name. Professor Charlton wished to express his appreciation to PCE for their generosity in this matter – a sentiment that was echoed by the other council members. The council agreed that the name of the new college would be the Johannesburg College of Education.⁽¹⁹⁾



Mr Henry Bennett, the newly appointed Chairman of Council, with the Rector, Professor Graham Hall.

ACADEMIC STAFF FOR 1993

When the appointments for the new year had been completed, it was realized that 55 members had taken the option of early retirement which was more than the Rector had anticipated; fifty per cent of the staff were new appointments; some entire departments had to be restaffed. He had persuaded some of the retiring staff to serve for another six months in a temporary capacity for the sake of continuity and to assist newly appointed staff.

At the Council meeting in March 1993 Professor Hall reported that the year had started very successfully. Enrolment was up but the integration of PCE staff into the staff had presented some problems.⁽²⁰⁾

At the commencement of the year College had a full complement of 82 staff, but the allocation of staff was subsequently recalculated as the tenth college day enrolment had risen: eleven additional posts became available to the College.⁽²¹⁾ Table 4 in Appendix A gives details of the 1993 Student Enrolment.

In his report to Council in June 1993, the Rector stated that the integration of PCE staff had not been as easy as the PCE student integration who had taken the transfer in their stride. One or two staff members found the adjustment from a small campus to JCE difficult to make.⁽²²⁾

The Rector reported that the period early May to 16 June had been a difficult time for students. In an attempt to defuse some of the issues, JCE had acted as host to a series of meetings between the NEC, ANC, Parents organizations, the TTA, the Catholic and Independent schools. These meetings had been a useful forum better to understand some of the issues around the present education crises. Professor Hall had been approached by the delegates from the Peace Secretariat and business communities sponsoring schools to act as honest broker in terms of some of the issues around disturbances in Alexandra. The Black students on campus had behaved responsibly during these stressful times and the climate on campus was such that for the first time Black students had stood for election to the SRC. Elections had taken place but Black candidates who stood for election had been unsuccessful. Professor Hall observed that if the Black candidates had received the support of the Black students, they would have been overwhelmingly elected. Three PCE students stood for election and had been elected.⁽²³⁾

Mr Lewis reported that the B Primary Ed students had indicated that they wanted to be part of the JCE graduation ceremony. Professor Randall said that the Faculty Council, which represented university students on JCE's campus, had requested that the students continue to

graduate at Wits, as well as somehow being involved in the JCE ceremony. After discussion, Mrs Webber suggested that in order to make the exercise meaningful, besides being congratulated by the Chairman of Council and the Rector, the students could receive a copy of the 'Teacher's Act of Dedication' and take part in the reading of the Act. This was arranged.

STUDENT ACTIVITIES

The Rector continued to report student activities to Council especially cultural achievements and achievements on the sports field.

Black students requested permission to establish a branch of an association which would be affiliated to one at Wits. The reason advanced for the need of an association separate from the College SRC was:

The apolitical stance which JCE SRC had adopted and also the fact the SRC did not address the needs of Black students and bearing in mind their diverse backgrounds and the need to represent Black opinion.⁽²⁴⁾

Council approved of this request.⁽²⁵⁾

ADMINISTRATIVE PROBLEMS

Costs continued to rise during 1990, and the strict monitoring of expenditure, made possible by the computerized budget control system introduced in 1989, continued. There was a substantial increase in the cost of security which made this the single largest budget item.⁽²⁶⁾

There were frequent complaints about the shortage of qualified administrative staff to manage the accounts section.⁽²⁷⁾

The chairman of the Finance Committee had commented on the fact that TED tertiary institutions had never been able to attract suitable administration personnel. Dr Paine stated that College was tied into Public Service Procedures as far as administrative personnel were concerned. In his personal opinion, a solution would be for Council to employ persons for specific tasks, but the problem was that these persons were required to work under the supervision of a Public Official. At Head Office, which was faced with the same problem, professional persons were required to do administrative tasks. The best solution would be for colleges to be allocated a sum of money to cover salaries, and the employment of personnel left to the colleges.⁽²⁸⁾

About a year later the Rector expressed the hope that greater autonomy would extend to administrative services at College. Until such time as the Council was in a position to appoint administrative staff, JCE would not be in a position to administer the College's affairs effectively. It was the Rector's opinion that the administrative staff should not fall under the Commission for Administration.⁽²⁹⁾

In September 1994 the Executive Council noted with concern the current position of the administrative staff:

"in particular the additional responsibilities which the Rectorate were expected to carry. The present position was unacceptable."

It was agreed that the Chairman of Council would write to Dr Paine informing him of the seriousness of the situation and seeking his support in the appointment of senior administrative personnel. JCE was not able to function effectively without adequate staffing and the Rector and Council could not be expected to be responsible without the necessary staff.⁽³⁰⁾

In his report to Council in October 1992 the Rector stated that colleges had been informed that a new financial dispensation would apply to colleges. Apart from the salaries of academic and administrative staff, the College would be responsible for the running costs of the College. This would give the College a certain amount of autonomy and flexibility in decision-making in financial matters.⁽³¹⁾

The devolution of the authority to manage its own financial affairs dated from 1 January 1993, but the TED continued to pay the salaries of academic staff as has been mentioned.⁽³²⁾

With regard to the autonomy enjoyed by the College, Professor Hall said that the financial autonomy was welcomed. The ability to distribute resources and to make purchases to College's advantage had been a considerable improvement on the old TED order system. Professor Hall welcomed an extension of this autonomy in that the Council could determine the tuition and residence fees of all students. As a result of the devolution of responsibility to the College the entire budget had to be restructured; the budget rose to about R4 million.

The major problem facing Council in the immediate future was the maintenance of buildings. The buildings were worth millions and maintenance was undertaken by the Public Works Department (PWD). This was confined to crisis management as PWD did not have a structured maintenance programme. It was reasonable to assume that financial assistance would shrink to a minimum in the future, and therefore the College would have to assume the responsibility of the maintenance of buildings on campus. To this end, an amount had been

set aside in the budget under Renovation and Maintenance in an attempt to build up a reserve to cover the anticipated expenditure. The College however did not enjoy sufficient autonomy with regard to the appointment of academic staff. ⁽³³⁾

ROSALIE BLATCHFORD – HER TRAGIC DEATH

Rosalie Blatchford, Head of Department of Women's Residences had retired at the end of 1992 but had agreed to remain on the staff in a temporary capacity for a year; she had offered her services to train her successor. ⁽³⁴⁾

She was killed on the Ben Schoeman Highway one evening travelling from Pretoria where she had planned to retire.

The three Rectors, with whom she had served with loyalty, remember her as an excellent organizer who cared for her students with understanding and kindness. She commanded respect of deans and students; she was quiet and firm in maintaining discipline. The author recalls the many formal House dinners; they were gracious social occasions. Rosalie also cared for her elderly mother. Students and staff will always remember her attractive French poodle who accompanied her everywhere she went.



*Farewell function for Derrick Lewis:
Rector with Francis Graves and Derrick Lewis*

FAREWELL TO DERRICK LEWIS

Derrick, who had served the College with efficiency and loyalty, retired at the end of 1993 after 37 years, a remarkable achievement.

The author paid tribute to Derrick in his history of the College of earlier years. Professor Hall paid this tribute:

"The contribution he had made to the management of the College was obvious in many ways but some may not be aware of the wholehearted support every Rector had received from Mr Lewis. He had come to rely on Mr Lewis and was most appreciative of the efficient manner in which he always undertook any task asked of him."

A NEW AGREEMENT

The original agreement of November 1976 was between Wits and the Transvaal Provincial Administration. Amendments had been made from time to time, and by 1993 the College Council decided that a new agreement should be drafted as many of the clauses were no longer relevant.

Dr Pretorius pointed out that the new agreement would be between JCE and Wits and that the TED was not involved. The advent to power of the ANC, marked the demise of the TPA. Therefore a new agreement had to be made in any case. ⁽³⁵⁾

AGREEMENT

entered into by and between

the COUNCIL OF THE JOHANNESBURG COLLEGE OF
EDUCATION
herein represented by

Mr H J Bennett
(in his capacity as Chairman of the College Council)
and

the UNIVERSITY OF THE WITWATERSRAND
herein represented by

Prof R W Charlton
(in his capacity as Principal and Vice-Chancellor)

This agreement was signed on 20 April 1994.



Vice-Chancellor and Registrar sign the Agreement.

NORTHWARDS TRUST FUND

A Trust fund had been founded in 1986 (Refer to Chapter 1). The Trust Fund had negotiated the purchase of Northwards as announced by the Rector in his annual report of 1990. ⁽³⁶⁾

The Chairman of Council acknowledged receipt of the letter referring to the transfer of the title of the property to the Trust Fund on 5 January 1990. In terms of the conditions of transfer, the Trust accepted full responsibilities for the upkeep and maintenance of Northwards and undertook to complete all necessary repairs. The Rector announced it was the intention of the Trust that Northwards should be used for educational, cultural, and social activities. Negotiations were underway between the Trust and Gencor Ltd for a major restoration programme to be undertaken by Gencor.

The Council was informed on 17 March 1992 that the deed of sale was ready to be signed.

CHAPTER 6

WIDENING THE HORIZONS OF JCE

In March 1993 the Rector, Professor Hall, asserted that the College *"in anticipation of the new dispensation, should shift its emphasis from a narrowly defined one of providing white teachers for the Transvaal Education Department. As a regionally or nationally based entity, the College should be addressing the needs of a much broader community and to this end JCE was already involved in various outreach projects."*⁽¹⁾

In October he repeated that the role and focus of the College in the future would change. JCE would continue to produce teachers of quality, but the change would be that the College would no longer address the narrowly defined and specific needs of the TED and would be servicing the needs of the region under which it would fall. JCE needed to emulate the example set by its students with their outreach programmes and service the needs of the community both at in-service and pre-service levels.⁽²⁾

In response to a letter received from Professor Sinclair, then Deputy Vice Chancellor of Wits, the following resolution was proposed for adoption by Senate:

The Johannesburg College of Education accepts the need to foster regional collaboration among post-secondary educational institutions and agrees to participate in a regional structure that will be formed to discuss issues pertinent to post-secondary education.

Professor Hall had led the discussion, but unfortunately, in spite of the significant changes in South Africa in 1994, tertiary educational powers had not been devolved to the provinces; educational standards for teachers training were determined at national level but the administration of colleges of education remained at provincial level. Rectors of colleges were disappointed that their institutions were still excluded from the tertiary sector.

AGREEMENT WITH KANGWANE

As early as 1991 the College Senate had pressed for the right to admit non-agreement and non-racial students for 1992.

The Rector had been charged by Council to address the issue by offering to render service to other educational authorities. Letters had been sent to educational departments except the Transkei, Ciskei, Bophuthatswana and Venda as these were 'foreign' states. KwaZulu had not been approached as this was Edgewood's territory.⁽³⁾

A decision had been taken by College to advertise in the media to attract a comprehensive range of applicants. The Rector had approached the "independent" states offering to render service on their behalf at JCE but only KaNgwane had taken up the offer. Interest had been shown by 900 black applicants. Application forms had been sent out and 111 firm applications from black students had been received. Every application had been considered by the Rector and Mrs Graves. The admission criteria had been the same for black and white students; academic results, headmasters' reports and recognition for post matric subjects completed were taken into account in deciding whether students should be accepted.

Of the 111 black candidates, 18 were offered places. Interest was shown only in Senior Primary courses and future recruitment drives would have to motivate Junior and Pre-primary teacher training. The cut-off points rating from matriculation results was established at 17 but a significant number of the 111 black applicants had a points rating of below 8.⁽⁴⁾

The question was raised whether there were any financial implications regarding the agreement with the KaNgwane government. The Rector replied that, if the agreement were the same as that between the KwaZulu government and Edgewood, the following would apply:

- An agreement would be entered into between KaNgwane and the Department of Education and Culture
- Students would be trained on the JCE campus
- The KaNgwane government would be responsible for the bursaries of their students as well as payment.⁽⁵⁾

ORANGE FARM

In response to a request from the community at Orange Farm, JCE in conjunction with the Rotary Club of Parktown was offering assistance to teachers in that community, who had no practical training, to be trained in such a way that they were better able to perform the functions that

were expected of them. A programme had been devised whereby the teachers were bussed to the College on a Saturday morning and a curriculum had been devised to serve the specific needs of the Orange Farm community.⁽⁶⁾

The success of the Orange Farm project was reported to Council in October, only a few months later.

Features which had emerged from the Orange Farm venture were that it had been a joint venture between JCE, the community and its teachers, and that it was funded largely by external sources. Creative and innovative approaches to the curriculum needed to be devised to service these communities. By being partly funded from external sources, these programmes could be appropriately staffed with JCE taking a major responsibility for curriculum development and in the management of the programme. Whatever programmes were devised in the future, they should ultimately lead to some form of certification.

Outreach programmes were extended to the training of teachers who serviced the needs of the informal sector. The Orange Farm project saw thirty teachers 'qualifying'. At the 'graduation' ceremony JCE was asked to continue with the project to enable such teachers ultimately to qualify. There were other informal settlements in the PWV area and Professor Hall felt that these should be identified and similar programmes offered to under-qualified teachers serving these communities.⁽⁷⁾

COMMUNITY EDUCATION PROJECTS

Community education projects, where students engaged in activities for the benefit of others, were aspects of student involvement which were encouraging and gratifying. Projects ranged widely: gifted children projects in Soweto and Alexandria; Little Eden project for mentally retarded children; Gateway Village project for handicapped adults; eleven students were engaged in teaching and caring for children in cancer wards of local hospitals; basic literacy programmes on campus and in the Witbank area; thirteen students were engaged in environmental programmes in the KaNgwane Game reserve; renovations to the buildings at Babannago High School; thirty-seven students initiated and organized holiday projects for disadvantaged children of all races.

These community service projects started in 1978 as an integral part of final-year students' course in the Department of Educational Studies. (The reader is referred to an earlier history of the College by Boyce,

pages 158 – 160). Honey Gluckman, a former Senior lecturer at the College, will continue the history of this project in chapter 21.

ACADEMIC SUPPORT PROGRAMME

In May 1990 a document explaining the nature of an academic support programme had been circulated.

A form of Academic Support (AS) had been provided for B Prim Ed students on an irregular and ad hoc basis for some years. The focus had tended to be on African, English second-language speakers (EL2), in an attempt to help them with linguistic difficulties especially as these pertained to the understanding of academic readings and abstract concepts. Staff however, had little, if any, control over the socio-economic and political difficulties encountered by some students. Research undertaken by the Academic Support Department at Wits indicated that many students perceived these difficulties to be more hampering than language difficulties. A serious lack of suitable accommodation, time to study, the ability to acquire prescribed books and the general life style which promoted intellectual activity was for many African students one of the more serious stumbling blocks to graduation.⁽⁸⁾

As the student population changed, JCE needed to be able to offer adequate academic support for students from disadvantaged backgrounds. Some support was being provided but the programme needed to be extended. The Wits Council of Education had offered to finance an extended academic support programme. A committee had examined the programme and the following proposals were made to the Wits Council: that JCE departments would appoint tutors on a part-time basis to assist with academic support, the tutoring role would be extended to include senior students and they would be paid on an hourly basis. Should the proposal be accepted, a pilot project would operate the following year; at the end of the year an independent assessment would be made to advise on the continuation of the programme.

Graham Keats had notified all Heads of Department at College that he required the names of all lecturers who were willing to serve as tutors, information which was needed by the end of November 1993. The possibility of using senior students as tutors was suggested.

GOALS OF THE COLLEGE

These had been clearly stated in the annual College diary since 1986 and served to direct academic and professional programmes. To quote the diary of the year 2000 (page 12) the goals were:

- To provide initial training and education for teaching and for a life-long career in education;
- To foster an ethos which includes integrity, tolerance, enquiry, initiative, enthusiasm and responsibility;
- To demonstrate commitment to, and open communication with, the practising profession and the community;
- To be a centre of expertise and research for education and teaching.

The College aims to prepare students for their immediate task in the classroom and to give them knowledge of the scope of education in all its dimensions. The development of the necessary flexibility to make informed responses within the dynamics of education is one of the primary aims of this institution.

The proud ethos of JCE is to uphold the principle of academic integrity and the pursuit of excellence in the field of education. Both require a mode of enquiry which aims at the critical analysis and evaluation of educational material and leads to the formulation and expression of reasoned opinion. Because we believe that the questions raised and the answers reached in this process of enquiry must not be inhibited by pressure or expediency, JCE is committed to academic freedom without which its academic integrity cannot be maintained.

The College is committed to open communication of skills and knowledge with the practising profession and with a wide student community. It therefore aims to be a centre of expertise and research for education and teaching which will serve all the people of South Africa.



Vice-Rectors Kevin Tait and Mike Myburgh with the Rector.

THE COLLEGE SENATE

In terms of the agreement of 1976 between Wits and the Transvaal Provincial Administration the Senate was vested with the final authority in academic matters.

Items on the agenda of the three Senate meetings held every year included:

- Curriculum developments such as the diploma and certificates which were being offered to assist unqualified or underqualified teachers (this is referred to in chapter 10).
- Examinations arrangements such as the appointment of external examiners.
- School Experience: there were frequent discussions of revised programmes by way of experiment, the responsibilities of Liaison Tutors, a new manual for the guidance of students on continuous teaching experience, and a new form for the evaluation of students' performance in the classroom.⁽⁹⁾

Frequent mention was made in minutes of the difficulties experienced by students who had opted for township schools which were often disrupted by unrest in the locality. SADTU strikes also created logistical problems. A report to Council, however, indicated that students' work in schools was only slightly disrupted by the general elections of 1994.⁽¹⁰⁾

The JCE-Wits Liaison Committee, under the chairmanship of Professor Hall, met at regular intervals to discuss the curricula, syllabuses and examinations of the Higher Diploma in Education (Secondary). These courses were for students specializing in Mathematics, Home Economics, Physical Education, Commerce and technical subjects. Minutes of this Liaison Committee were submitted to the College Senate for discussion.

Professor Hall reported that an academic audit had been completed. There was no doubt that the greatest drain on resources were the smaller courses offered. In terms of a new staff/student ratio, JCE would have to decide whether College would continue to offer as wide a range of subjects as it had in the past. Course and lecturer evaluation was currently being undertaken. A staff evaluation form had been devised with the assistance of ASDEC whereby the students were asked to evaluate the course and the lecturer presenting the course. The results of the lecturer evaluation would be confidential and sent to the lecturer

concerned. The course evaluations would be processed and discussed with Heads of Departments. Professor Hall expressed his concern regarding the academic content of certain courses; the upgrading of the standard would be gradual but he was confident that it would be achieved. This matter had been discussed with the departments concerned. A lecturer and course evaluation was conducted in 1998.⁽¹¹⁾

SCIENCE EDUCATION

A very successful Science Fair and Primary School Science Olympiad was held early in May 1990. (JCE had taken initiatives to promote closer cooperation with certain NGOs e.g. the Primary Science programme which was given offices on campus and worked closely with staff in the Science Department.) Over 2 000 primary school pupils with parents and teachers visited the Science Department. 200 students and the Science Department staff guided the pupils in numerous Physics, Chemistry and Biology experiments. Fifty-three schools took part in the Science Olympiad; certificates and trophies were presented to the winning school and winning pupils.⁽¹²⁾

College also presented a Science Fun Day at which school children spent the afternoon in the Science laboratories.

PHYSICAL SCIENCE FOR SECONDARY STUDENTS

While Professor Graham Hall and David McMillan were physics and chemistry lecturers in the science department, a Higher Diploma in Education was established in association with the University of the Witwatersrand to train secondary school physical science teachers. The shortage of such teachers in South Africa was, and still is, critical but there has been a steady stream of qualified matric science teachers from JCE into schools. Each year the number of such teachers from JCE, all with second year qualifications in physics and chemistry, has far exceeded those who obtained a post-graduate qualification from the University. From 1998 onwards there have been a number of these JCE students who have continued with studies in science education for a B Ed qualification.

Elizabeth Harris, who lectured in chemistry and was later Head of the Science Department, introduced a number of programmes to improve the quality of physical science teaching in schools. These included workshops for Grade 9 and matric pupils to come to JCE for practical work, a number of workshops which were run in schools in the Northern province and an interest in promoting the use of microchemistry kits in

schools. Close links were also established with various chemical industries, such as the schools programme at AECI, and students at the College participated in tours and developing video material.

MUSIC EDUCATION

A broadly based music workshop held for music teachers had been very successful. Music teachers and their students from colleges and schools had spent two days on campus on a project financed by College and Shell South Africa.

USE OF COLLEGE FACILITIES

The facilities continued to be used extensively by a wider community. The NSO had made the Linder Auditorium its new home and the sports fields were extensively used by schools, particularly schools with limited facilities. The launch of the Rugby World Cup Festival was to take place on campus; the Gauteng Education and Training Forum and the Gauteng Curriculum Development Institute were utilising College's office facilities. The College had been approached with an offer to develop the stadium and its hockey fields for the benefit of the College, schools and community. JCE's central situation made the development of the stadium an issue that needed to be seriously considered.⁽¹³⁾

PROMAT COLLEGE

In October 1993 the Rector was informed that Promat College had been closed by the trustees of that college. The council of Promat asked the College to accommodate about 144 of their students in their second and third years of study.

Derrick Lewis analysed the differences between the courses of Promat and JCE and concluded that it would not be possible to grant credits for courses completed at the first and second year levels. The admission of Promat students would also have staffing and financial implications. After lengthy correspondence it was decided to admit students on an "ad hominen" basis.

Subsequently the Rector informed Council that only 20 first year students had been admitted.⁽¹⁴⁾

REGIONAL CO-OPERATION

Professor Hall said that this was an initiative taken by the university when a large number of institutions had met to form an informal association which could become a significant force in the future. Council formally supported the resolution taken by the JCE Senate that, “the Johannesburg College of Education accepts the need to foster regional collaboration among post-secondary educational institutions and agrees to participate in a regional structure that will be formed to discuss issues pertinent to post-secondary education.”⁽¹⁵⁾

A donation from the John Bell Trust made possible the establishment of an English Language teaching project with a unit on campus. The main focus of the project was the teaching of English as a subject in colleges of education, as well as the use of English as a medium of instruction in colleges. This it was hoped would improve the quality of the teaching of English in colleges of education. In 1995 conferences and workshops were organized on JCE’s campus focusing on language syllabuses and setting of examination papers.

Consultation and contact with other colleges, Wits, interested parties and NGOs involved in language education had taken place. The reaction from other colleges had been generally positive and it had been acknowledged that the project was essential. A seminar and workshop were planned which included all the colleges in the region and representatives from the NGOs, with the purpose of establishing the mutual needs of the language departments in the colleges, and to agree on a structure which would produce concrete achievements before the end of the year.⁽¹⁶⁾

It is fitting to include in this chapter on wider horizons of the College a tribute to Professor Hall whose vision had been responsible for many initiatives which the College had taken.

An example of this broadening of the goals of College was his declaration made to Council in June 1994. He stated that colleges of education needed to respond speedily to the changes in society. In terms of some of the courses offered at College the response needed to be creative. As examples he cited:

- The re-introduction of the Diploma in Education.
- A Further Diploma in Education for teacher education was being considered.
- Two modifications to the national criteria, namely Environmental Education and Technology were being submitted.

- Senate was proposing the introduction of a Certificate in Education as an alternative route to qualification. ⁽¹⁷⁾

Another response to the changing times was in the mode of delivery. College needed to consider distance education for in-service programmes and the upgrading of qualifications. The establishment of the Bureau for In-Service Teacher Development under Dr Nowlan was a result of this response and the College Trust would continue to support Dr Nowlan in the endeavour. (Refer to Chapter 10) ⁽¹⁸⁾

A third response was the need for articulation between institutions. Institutions needed to be more flexible in their approach towards courses completed at different institutions to facilitate the horizontal mobility of students. ⁽¹⁹⁾

IN-SERVICE TEACHER DEVELOPMENT

In an appendix attached to a letter from the Director General of the Department of Education, dated 12 April 2000, there appeared this statement:

The highest priority at the moment is not the pre-service training of teachers, but the in-service upgrading and / or re-skilling of teachers. There are approximately 80 000 teachers not yet professionally qualified. There is also an urgent need for comprehensive training of teachers in Outcomes Based Education. To achieve this requires a 'delivery' system that can provide training to more than 40 000 educators. ⁽²⁰⁾

Refer to Chapter 10 for a full account of the in-service teacher development programmes initiated by the College.

THE HAROLD HOLMES LIBRARY

Without doubt access to books remains an indispensable source of knowledge, and all College departments were dependent on the services of College librarians.

Patricia Meyer, Senior Librarian, has kindly contributed this account of developments in the library during the period 1983 – 2000.

LIBRARIANS

The Library was loyally supported by its student evening workers, by the liaison lecturers in the academic departments, and by the College

Rectors and Vice-Rectors. And it was enriched by the diverse personalities of the library staff who came and went over the years. Most of them remembered their spell in the Library as a happy time. For its staff, the College Library was a wonderful place to be. Why?

It was partly because of the people who went there. Most of them were young, bright and friendly. Sometimes they laughed too loudly, and sometimes they were flustered and, occasionally, irritable, but they were always hopeful and they were seekers. They sought – and sometimes found – resources, information, occasions for amorous dalliance, sociability, warmth in winter. Some even found knowledge, quietness or refuge. All libraries have their regular users, people who find the collection indispensable to their work and even, in a few cases, to their leisure. Black students made particularly intensive use of the facilities available to them, whether it was the daily newspapers, the reference books or the Internet.

It was partly because of the collection. Harold Holmes was not a library of narrow specialization. It housed a wide ranging general collection, with special strengths in educational studies and children's books, as well as countless oddities and unforeseen unnecessary treasures. And there is no doubt that children's books will quicken the eyes of cataloguers, and enliven the trolleys of shelvees as no other books can.

But there was something about the place itself. Was it the red carpet? Was it the rain and sun in the courtyard or the calls of the birds there or the shadows of the great palm trees? Was it the changing light from morning to evening as the sunlight played over the dark wooden bookshelves with their brightly coloured freight? Whatever it was, the Harold Holmes Library drew an astonishing intensity of love and loyalty from its staff.

STATEMENT ON LIBRARY POLICY

Our primary obligation is to support the day to day work of the academic departments providing “initial training and education for teaching”. We buy stock in consultation with lecturers who liaise with us weekly, helping us to choose the materials that will be most useful to their students. The guidelines below are applied:

- We give preference to those materials likely to be used by the greatest number of students. As tertiary students, our borrowers need undergraduate level publications for their assignments and their research. We also keep a large collection of children's

books, both fiction and non-fiction, for use by our students during their school experience, and because, as students of primary education, they need to familiarize themselves with the best in children's books.

- Sometimes a highly specialized work on a postgraduate level will be bought, if we have the assurance that it will be used for our lecturers for college course preparation.
- More than half of the available allocation is spent on journals and about 5% on posters and audiovisual materials. The rest is used to buy books. Lecturers themselves decide what proportion of their department's share will be spent on the various media.

Liaison between librarians and academic staff takes place so that student interests can be fostered. However, librarians do have direct contact with student borrowers, from which arises the following:

- A part of our financial allocations is spent at the discretion of the librarians on reference works and works of general interest, based on our experience of interacting with students in the library.
- One copy of each prescribed book is placed on reserve so that all students may have access to it. We only buy multiple copies of prescribed and recommended books if very large numbers of students are involved.
- We accept relatively high noise levels around the issue desk and photocopiers, but there are other areas where silence is mandatory; a library should be a refuge for those who need a quiet place for private study.
- Ensuring that our students get into the habit of using libraries with confidence is one way of fostering "initiative and responsibility". We teach the students to use library catalogues and reference materials. This is done daily on an informal basis in response to problems encountered by students in search of materials for their assignments and lessons. Quickly finding the item would not be as beneficial to the student as showing her how to find it for herself. This tuition is part of the Library's contribution to the education of reflective and adventurous teachers who, in the course of "a life-long career in education" will be capable of functioning independently of tutors, bureaucrats and restrictive textbooks.

Although our first priority is to support the current college curriculum, we also like to think that our rich and varied book stock offers every student the opportunity to become a well-read, cultured person with a wide general knowledge. Thus, for those students who choose to avail themselves of it, this library provides an alternative because we believe there is more to being a student of education than completing the current assignment or cramming for the next exam. This is part of our contribution to “the formulation... of reasoned opinion” and to academic freedom. While we make every effort to acquire books and journals incorporating recent research in various academic fields, we also acknowledge the enduring value of many of the older publications on our shelves. Weeding is done on a very selective basis. Books are withdrawn when their physical condition has deteriorated or when their content – and this applies more to scientific and technical fields – is no longer accurate.

Because our library is old and comparatively large, it contains what is probably one of the most important South African collections of material on education. Thus it has the potential to be “a centre of research for education and teaching”. In furtherance of this aim, we catalogue to internationally accepted standards, using AACR2 and Dewey. Records of non-fiction acquisitions are sent to the joint catalogue produced by the State Library, and we participate in their inter-library lending network.

Membership, with limited borrowing rights, is granted to practising teachers in our local area “to demonstrate commitment to ... the practising profession.”

NEW CATALOGUE 1982 – 1993

Encouraged by the new College Librarian, Meg van Warmelo, the Library began cataloguing according to international standards. It was important to transcend the inconsistencies of an era that predated the international standard. From January 1984, all new acquisitions were catalogued according to the Anglo-American Cataloguing Rules, second edition. Now it was possible to send records of JCE holdings to the National Joint Catalogue through which they would be accessible to researchers outside College. This new hard-copy format of the eighties was to provide a basis for the automated database which arose from the computerization process of the nineties. Books processed from 1984 were among the first to be entered into the new automated database.

PRETORIA COLLEGE OF EDUCATION STOCK 1992 – 2000

As has been explained in Chapter 5, PCE and JCE were amalgamated in 1992. Between 4 and 15 May 1992, teams of JCE library staff travelled to Pretoria to select stock from the PCE library. In certain subject areas, virtually the entire stock was transferred to the Harold Holmes Library. The PCE librarians could not have been kinder or more helpful during what must surely have been a very trying period for them.

By November 1992, delivery of between 16 000 and 18 000 books had been successfully effected. All went smoothly, the only glitch being the mysterious disappearance of a snackwich-maker, bequeathed by the PCE library staff to their ever-hungry colleagues further south. Ah well, the students continue to enjoy the real legacy of the PCE library. Their books were of high quality, relatively new and a most precious acquisition for JCE. Even where the same classification scheme is followed by two libraries, there is always room for interpretation. To prevent the possible separation on the shelves of books with the same subject matter, the PCE books were checked for consistency before being integrated with the existing stock. In the years that followed, the effects of rising book prices were mitigated to some extent by the steady addition of PCE stock to the JCE collection.

COMPUTERIZATION 1993 – 2000

From March 1993, at the urging of the Rector, the drive to computerize the College Library rapidly gained momentum. Library staff consulted and visited librarians at several institutions of comparable size and similar goals. In April 1993 the Rector selected a software package from among those favoured by library staff. By June 1993 cables had been laid, a file server and three computers had been installed, and staff were partially trained in the use of the software. For the next few years library work was dominated by the electronic capture of the records in the card catalogues. From January 1994 each new acquisition was catalogued online. The standardized computer-friendly records from 1984-1993 were entered into the new database. The retrospective conversion services of the Library of Congress in Washington DC provided some 24 000 records while the speedy entry of abbreviated records for other pre-1984 stock continued apace. By May 1996 all posters and all books acquired during the previous twelve years had been captured together with many of the earlier acquisitions.

When the Rector decided to terminate the arrangement with the software suppliers and order custom-made software for the Library, he

chose a company with no previous experience of library systems. Their programmers had to consult Mark Sandham, the librarian with responsibility for computer services. The resulting package went live at counter in March 1997. It was a great success and is now selling very well to large school libraries and small municipalities throughout South Africa and beyond.

TRIBUTE

Mrs Meg van Warmelo began work at JCE in 1980. She was College Librarian from 1981 to 1992 during which time she instituted logically structured manual procedures and work flows, introduced the library liaison system and urged the computerization of the library. In the eighties Meg laid the foundation for the modernization that was carried through in the nineties under the leadership of Professor Hall. It was entirely due to her efforts that the postgraduate library diploma was acknowledged for salary purposes by the provincial departments of education. She was versatile, resourceful and efficient. She was also reasonable, humane and fair. These qualities earned her the lasting loyalty and respect of her staff. On Meg's last day at work the library maintenance staff sang for her and enfolded her in a ceremonial blanket. As this tribute drew to a close, there was hardly a dry eye in the Library.

CHAPTER 7

BLACK STUDENTS UNREST

On 17 June 1994 the Rectorate met representatives of SASCO (South African Student Congress) to discuss the latter's grievances. A record of agreements reached between the College Rector and students was signed. The following four statements were agreed upon:

- As SASCO does not recognize the elected SRC, it was agreed that SASCO have direct access to the Rector to represent the interests of its members.
- The Rector will establish a fully representative forum, including the SRC, to review and, if necessary, propose amendments to the SRC constitution. Once the Rector has constituted the forum, it will decide what future role the Rector has to play in its proceedings.
- The sole responsibility of the forum is to review the SRC constitution.
- Proposed amendments arising out of the proceedings of the forum will follow the constitutional route to be adopted. ⁽¹⁾

A week later the Rector addressed the College Council about problems he had experienced with two unrelated matters viz. the activities of the College branch of SASCO, which at that time numbered thirty students, and secondly, staff labour relations.

The validity of the existing SRC had been challenged as SASCO had not been involved in drafting the constitution. (A SASCO member had been elected to the SRC the previous year and had been in a position to assist with amendments to the constitution at the time). The SRC President had met with SASCO but no specific objections to the constitution had been put forward. ⁽²⁾

Nevertheless, the day before the elections SASCO asked the Rector to cancel the elections. Although SASCO admitted that there were no discriminating clauses in the constitution they were not prepared to state

their objections and insisted that the elections be cancelled. Later on the same day the Rector received a list of the amendments to the constitution which the students considered necessary but he had found no issue substantive enough to invalidate the elections. ⁽³⁾

On the first day of the elections a group of 25 to 30 students demonstrated outside the Student Union. This SASCO demonstration was later joined by more than 100 Black general assistants (e.g. cleaners and gardeners). ⁽⁴⁾

After marching to the SRC offices they demanded entry to the Administrative Buildings. Professor Hall and his Vice Rectors met the gathering outside the building and were told that, if the elections were not cancelled, they would resort to violence.

The focus now shifted from student issues to matters relating to staff employment. The Rector had to warn the demonstrators that it was not in their interest to resort to violence.

Subsequently two delegations met the Rector, and an attempt was made to separate the SASCO issue from the staff issue. The Black staff were insisting on substantial increases to their salaries. The industrial relations issue was complicated by the fact that the administrative staff, both Black and White, were appointed under the Public Servants Act: they had their own bargaining council but NEHAWU had become involved in the discussions.

At a later date during the special meeting of the College Council convened on 13 May 1996, it was pointed out that JCE had a workers' forum that met on a monthly basis with management in terms of an agreement with NEHAWU. There was therefore a well-established process and none of the issues mentioned during the demonstrations had been mentioned at forum meetings or through normal challenges. ⁽⁵⁾

During the next few days Black staff began defying the orders from caretakers. There was confusion about the relationship between the Union of the Public Service and NEHAWU, a subject which does not concern this account of the unrest on campus. The matter was settled temporarily by the appointment of a subcommittee to seek advice on industrial relations. ⁽⁶⁾

In August 1995 some students had presented the Rector with a memorandum asserting that racism existed on campus and demanded that action be taken. There were no specific allegations.

CONDUCT OF STUDENTS 8 AND 9 MAY 1996

At a meeting SASCO had been asked to identify specific issues of racism but they refused to do so. At an assembly of the student body the

Rector had explained his position regarding sexism and racism. Similar discussions with staff had taken place. Students had been invited on more than one occasion to bring matters of racism to the attention of the Rectorate or the SRC. The Rectorate had not received a single specific accusation of racism.

On 2 May a deputation of SASCO students met the Rector to complain of a school experience critique given to three students by Mr John Harley. The issue revolved around the students' use of English and the alleged accusation of racism against Mr Harley. The Rector had not yet received the complaint in writing and there had only been verbal interaction between the Rector and one of the students involved. The SASCO representatives demanded the dismissal of Mr Harley, and the whole Drama Department.

Professor Hall arranged for a meeting to take place on Thursday 9 May at which Mr Harley would be present. SASCO would be present as observers and the President of the SRC was invited to attend.

On Monday 6 May (the first day back on campus after school experience), SASCO had displayed notices calling for a general meeting of its members and for the dismissal of Mr Harley.⁽⁷⁾

The SASCO Executive met with the Rectorate on Tuesday 7 May and at this meeting they demanded the dismissal of Mr Harley, his expulsion from the campus with immediate effect and the closing of the Drama Department. The Rector explained he had no authority to dismiss a member of staff or to suspend a lecturer and insisted that a process be followed whereby Mr Harley be given the opportunity to defend himself.

After the meeting the Rector contacted the Gauteng Department of Education and Mrs Metcalfe to keep them informed of the situation. Mrs Metcalfe confirmed that the Rector had no authority to dismiss or suspend Mr Harley and fully supported the Rector's insistence that due process had to be followed.⁽⁸⁾

The conduct of students on Wednesday and Thursday 8 and 9 May gave rise for concern. The Rector reported to Council that by 07:40 on the Wednesday morning the students had locked the gates thereby preventing egress from the campus. The Rector met with the SASCO Chairman at the gates and informed him that these actions were illegal. The SASCO Chairman refused to open the gates because he had not been given a mandate to do so; it had been a decision taken at a SASCO meeting. The Rector then instructed the caretakers to unlock the gates.

The Rector contacted Mrs Mary Metcalfe, the MEC for Education in Gauteng and Mr James Maseko, the Superintendent General for Education in Gauteng. Mary Metcalfe invited the Rector and SASCO to her office. The Rector, the SRC President and Mr Govender (the

Chairman of SASCO) met with Mr Maseko at 9:00 am. Mr Maseko had made it clear that there could be no dismissal or suspension without due process and confirmed that the Rector had no authority to dismiss a member of staff. It was explained to Mr Govender that legitimate protest was acceptable but that the teaching programme was not to be interfered with in any way.

Mr Govender disagreed with Mr Maseko on all the points raised. He said that he had no mandate to negotiate with Mr Maseko. Mr Maseko said that it was not a matter of negotiation; it was simply a matter of the Department's decision. While attending the meeting the Rector had received a message from College that a group of students was moving through the lecture block disrupting lectures. Mr Maseko instructed Mr Govender to inform the SASCO members of the Gauteng Department of Education's decision.

Mr Maseko and Mrs Metcalfe agreed that the Rector should proceed with the preliminary meeting scheduled for May 9 at which Mr Harley would be present. Upon their return to campus, the Rector found that the students had assembled in front of the Linder Auditorium and were being addressed by a member of the SASCO Executive. The SRC President was not given the opportunity of addressing the students and as a result the students split into two groups. The decision was made to cancel the scheduled Rector's assembly and students were asked to disperse. A number of students had already left the campus and only about 300 students were on campus at this time. The SASCO students remained and conducted a meeting outside the Linder Auditorium. The Rector was not present at the meeting, but reports indicated the following:

Mr Govender, who was the elected SASCO Chairman, was suspended by his own organization because he had been given no authority to negotiate with Mr Maseko; a new chairman was appointed. The Rector was accused of 'high-jacking' Mr Govender. The press and radio had been informed and were present on campus. The Rector met with staff at lunch time to inform them of what had happened.

Disruptions took place on Thursday morning and a tractor and trailer were taken by students and used to block the main entrance. The protest action by SASCO students throughout the lecture blocks was worse than the previous day. Intimidation and threats were made to students and the lives of at least two students were endangered. Affidavits from staff and students were tabled for Council's information.⁽⁹⁾

The Rectorate then met the students outside the Administration building where they presented the Rector with a memorandum which stated that, the students would continue with their activities until their

demands had been met. The Rector informed them of Mr Maseko's decision and undertook to have Mr Maseko write a letter re-stating the Department's decision. This letter was delivered to SASCO on the Friday morning. After the meeting, students found Mr Harley, chased him and forced him to find shelter in the caretaker's house.⁽¹⁰⁾

SASCO had circulated a notice to the academic staff to attend a meeting in the staff room on the Friday morning. During this meeting, the Rector's impression was that SASCO would be offering an apology. However, when questioned by a staff member whether SASCO would accept the findings of any commission of enquiry, the reply was a refusal to do so.

In concluding his report to the College Council on 13 May the Rector reiterated the College's position regarding racism – every effort had and would be made to eradicate it. Vague accusations of racism had not been substantiated nor brought to the attention of the SRC or Rectorate. Demands made by SASCO in connection with the particular accusation against Mr Harley were such that Professor Hall was not prepared to continue as Rector if a member of staff was expected to resign, be suspended or dismissed without the due process being followed. Council needed to take note of the extreme distress suffered by Mr and Mrs Harley.⁽¹¹⁾

REACTION OF ACADEMIC STAFF

The following letter is an example of the reaction of a lecturer to the events of 8 May:

8 May 1996

Dear Professor Hall

I have written this letter to inform you of the treatment received by myself and seven of my students during the student demonstration which took place on Wednesday 8 May. Four of the students were involved in a Biblical Studies lecture with myself, and the other three, B. Prim. Ed. students, were engaged in a research assignment in the room next door.

About 35 protesting students barged into my room and disrupted the lecture. I refused to leave my room since I believed that my students and I had every right to be there. My B. Prim. Students also stood their ground in the room next door to where I was, on the grounds that this intimidation was a breach of their constitutional rights. The protesting students did not physically harm us in any way. However, a certain male student saw fit to verbally abuse two of the students who were with me. He told them both that he would "kill" them. The two students concerned are Matthew Hains (P3) and Carol-Ann Sturns (P2). These words may have been uttered in the heat of the moment, but I feel that such threats are unacceptable. In fact, the general behaviour of these students was appalling. They overturned some of the desks, danced on others, and waved placards under my nose, with accusations of racism written on them. These were obviously aimed at any staff member who the students happened to come across.

I feel very strongly about what has happened, particularly since I recognized some of the students who have passed through my department. They quite obviously have no values and have been unaffected by the attempts of Gavin Landers and myself to protect their rights as human beings, especially where religious affiliation is concerned. Their understanding of justice and democracy is left wanting and I am afraid that I personally will not be able to stand many more of these types of confrontation.

I realize your dilemma where this is all concerned and I know that there may not be much that you can do with regard to identifying the person responsible for the threat levelled at my students. I felt though, that you needed to be made aware of the situation as it affected some of us today.

Yours sincerely

*Rene Ferguson
Religious Studies*

The allegations against Mr Harley were that in evaluating three students during teaching practice he had made a statement that he respected the three students for attempting to teach in a second or third language and that this was very difficult for them. This was interpreted by the three students as suggesting that they would find it easier to teach in another language and therefore it implied that the students should be attending another institution (a black college) and not JCE, a white institution. This caused resentment because the students felt that Mr Harley was implying that as a group Blacks did not really belong to JCE. This experience stimulated inarticulate emotions and the incident became the source of anger.⁽¹²⁾

COMMISSION OF INQUIRY APPOINTED

Mr Maseko notified SASCO on 21 May that a commission was being appointed to enquire into the demands made by SASCO. The terms of reference were to investigate racism on campus, both specific and general and to investigate the students' behaviour. SASCO objected to the composition of the commission and to the inclusion of an investigation into student behaviour. As a result of negotiations between SASCO and the Department, the commission did not sit before the end of May.

The Commission of Enquiry into racism on campus sat on the 6 and 7 of June. It received about twenty written submissions and a similar number of oral submissions. No submissions were made in camera. By the end of August, College had received no final report from the Department regarding the outcome of the Commission's enquiry.⁽¹³⁾

SASCO made accusations that College and the GDE were not intending to dismiss Mr Harley. Until 28 May the Rectorate had met with individual members of SASCO on more than one occasion, but subsequent information indicated that SASCO on campus had not been informed of these meetings. SASCO issued a memorandum on 28 May named "Operation Makahamba" calling for the dismissal of Mr Harley.⁽¹⁴⁾

DISRUPTION OF 29 MAY

On 29 May SASCO engaged in major disruptions. The day's activity had been carefully planned and Professor Hall witnessed the phases of the plan unfolding. On four occasions Professor Hall warned the students that their activity was in contravention of Mr Maseko's and the MEC's instructions.

Racism row Education students blame JCE lecturer

By THABISO TSEREMA

THE Johannesburg College of Education is embroiled in a racism row over allegations made by students against a lecturer.

About 200 students affiliated to the South African Students Congress (Sasco) launched a class boycott this week, toyi-toying and barricading the gates to prevent people from entering or leaving the college.

They are calling for the immediate dismissal of the drama department head John Harley.

The student organisation alleges Mr Harley told black students that they should go to black colleges and do the practical components of their course at black schools. The Sunday Times was unable to contact Mr Harley for comment.

Sasco's campaign and projects officer, Richard Mathekgga, said: "The whole drama was sparked off by racial remarks made against three black students in the drama department last week.

"We have decided to withdraw our members from the student representative council because of its reactionary attitude to our plight."

On Thursday the students, accompanied by work-

ers, presented a memorandum of grievances to the college authorities.

The students called for a commission of inquiry to be instituted at the college.

The college rector, Professor Graham Hall, said: "Our position is very clear on racism — we reject racism. Sasco has sent us a memorandum of demands which makes accusations of racism against one of the staff members.

"These demands are presently receiving attention."

Professor Hall said an inquiry would be instituted by the superintendent-general of the provincial education department, James Maseko.

"In terms of the rules, it is not possible to suspend the member of staff who is being investigated," Professor Hall added.

Sasco chairman Ephraim Leshilo said this was not the first time that black students had reason to complain of racism at the college.

Last year the rector allegedly tried to solve this problem by addressing all the students, Mr Leshilo said.

Meanwhile, the student organisation has vowed to continue disrupting classes until Mr Harley is suspended.

Accusations of racism on campus.

Professor Hall had the fire hoses turned on him, members of staff were threatened and verbally abused, lectures were disrupted, students were intimidated and assaulted, and property damaged. A student laid charges of assault against two female students. The situation became so serious that by mid-morning Professor Hall cancelled lectures. Professor Hall expressed his appreciation to Mr Kritzinger who accompanied the Rector throughout the protest action.

In a statement placed before the College Council, Mary Metcalfe expressed her concern regarding the students' actions and informed them that a commission of enquiry would sit on Monday 4 June to investigate the disruption of lectures and the intimidation of staff and students. Mr Jammy was charged with investigating student disruptions on 29 May. ⁽¹⁵⁾

THE JAMMY COMMISSION

The Jammy Commission received a submission from the Rector in which the commissioner was asked to submit the Rector's actions on 29 May to careful scrutiny because SASCO had accused him of provocative actions. Mr Jammy received affidavits from staff who had witnessed the disruptions. The students met Mr Jammy as a delegation as they did not want to meet him individually. The Jammy Commission's report was submitted to the MEC by the end of June.

The delay in the availability of the reports was a cause for concern and a source of tension on campus. Staff and students had been expecting Professor Hall to inform them of the outcome but he was unable to enlighten them. Professor Hall met with Mrs Metcalfe and Mr Maseko on 23 August and as a result, Mrs Metcalfe met with three students and Mr Harley a few days later.

Mr Tait was present at that meeting and he reported that this had been Mr Harley's first opportunity to face his accusers. The time delay alone had become a source of considerable tension. It appeared that the students had a problem with language as on more than one occasion they had asked Mrs Metcalfe to explain what she had said. One outcome of the meeting was the admission by the students that what Mr Harley had said might be open to more than one interpretation. Mr Harley expressed his regret if his comments had been interpreted as hurtful. The end result was that the parties agreed to conduct themselves in a professional manner. There was no indication of forgiveness, healing or reconciliation.

Professor Hall said that, if the meeting between Mr Harley and the three students had been allowed to take place soon after the incident, the subsequent disruptions might have been avoided. There had been a

deliberate attempt on the part of SASCO to prevent this meeting from taking place. Professor Hall expressed his concern for the hurt suffered by Mr Harley; it was very difficult to recover professionally from such accusations.⁽¹⁶⁾

The key findings of that commission, the text of which is quoted, were as follows:

1. The events have to be understood in the context of the genuine concerns of the historically disadvantaged sector of the student community and there must be an urgent and meaningful response to these concerns – possibly through some form of conference or forum.
2. The conduct of the Rector in interposing himself between the demonstrating students and the staff and student body was commendable. I have expressed to the Rector my respect for this decision and for his restraint during the incident.
3. The type of behaviour manifested by the students on that day was reprehensible, unacceptable and unjustified and some form of discipline should be applied. No circumstances and no cause, outside an acknowledged state of violent confrontation such as civil war, can justify the willful destruction of private property or any form of personal physical abuse. The conduct of the leaders was in no essence different from the others. It was in the discretion of each individual student to determine whether or not he or she should participate in what was happening and their decision resulted in collective action.

Because of the seriousness with which the Commission viewed the actions of the students on that day, I have an obligation to ensure that appropriate disciplinary action is instituted.

The financial/bursary agreement that exists between the students and GDE therefore will be conditionally suspended for a period of one year. The conditions are that:

- Any future protest action in which they engage will accord with the provisions of the Constitution. In particular they will respect the rights of other students to not participate in protest action, and to continue with learning and teaching; individuals will not be threatened or harmed; and property will not be damaged.
- The students involved will be collectively responsible for reimbursing JCE for damages.

As long as the students comply with these conditions they will continue with their studies at JCE without the suspension being invoked. ⁽¹⁷⁾

The Jammy Commission found no evidence of racism on campus. It recommended that the charges against Mr Harley required further investigation should the Department intend laying a charge against him. Professor Hall said that in effect, the charges against Mr Harley could not be substantiated. ⁽¹⁸⁾

Damage to property had been estimated at about R10 000. The students would have to approach the Rector with suggestions as to how the money would be repaid. ⁽¹⁹⁾

RESIDENCE PROBLEMS

Professor Hall reported that considerable disruptions had taken place in the Men's residence. Students had been intimidated and assaulted and some students had refused to accept the authority of the Dean and House Committee. As a result several Rector's Disciplinary Committee Meetings had been held. One student had been expelled from residence, another had been suspended from residence and two others had had their residence exclusions suspended for a year. ⁽²⁰⁾

STATEMENT BY MARY METCALFE (MEC FOR EDUCATION IN GAUTENG PROVINCE)

Mrs Mary Metcalfe sent a statement to the staff and students of the College on 9 September which is a valuable contribution to an understanding of the sensitive issue of racism. The following are the main points made in her statement:

- All staff and students should commit themselves to understanding, identifying and rooting out racism in its many forms.
- There is a need for all persons to go beyond professions of non-racism and to scrutinize their attitudes and behaviours.
- Prejudice is a set of attitudes and behaviours, whether conscious or not, that one directs towards another person which is based on preconceived notions related to that person.
- The perpetuation of stereotypical responses to persons of another group must be avoided.

- South Africa has for many years been a highly intolerant society; only recently has JCE been permitted to admit black students.
- JCE faces the challenge to address deep-seated prejudices which may exist among students and staff.
- No one should be too hasty to dismiss this challenge by responding that they are indeed opposed to racism without making the necessary effort to understand and deal with problems.
- We cannot easily expunge from our minds the damages of a lifetime of living and breathing in a society dominated by a myriad forms of institutional racism.
- It will require hard intellectual work, and willingness to analyse and recognize in our language and behaviour the previously unexamined attitudes and perceptions that are rooted in our past.

CHAPTER 8

CRITERIA FOR THE ACCREDITATION OF COLLEGE COURSES

For over two decades the Committee of Heads of Education had decided on the accreditation of courses offered by colleges of education by means of a manual entitled “Criteria for the Evaluation of South African Qualifications for Employment in Education”. This manual, bound in green, was revered by some Rectors of colleges of education: it was known by some as the “green bible” and by others as the “green mamba”.

COTEP

A Committee on Teacher Education Policy (COTEP) was appointed to prepare the way for a new approach to the norms and standards for teacher education. In terms of the COTEP proposals colleges would have to be accredited by a new qualification authority. All institutions were required to submit their course structures for evaluation. At one Senate meeting a comment was made that this should not present a problem for JCE, but other colleges may not necessarily meet the standards required by COTEP.⁽¹⁾

MODULES AND CREDITS

A new approach to the development and design of curriculum structures had become necessary: the existing system was subject to the constraints of the national criteria which prescribed a certain number of courses of specific duration; the system lacked flexibility and failure of a course often had serious consequences for students.

A meeting of Heads of Department in August 1994 considered the possibilities of a modular system which was defined as a unit of work of a certain number of contact hours which would result in the development of specific skills and learning outcomes, i.e. individual modules relating to each other and the course as a whole in a coherent and developmental

manner. A modular system is characterized by flexibility and the possibility of an increased or wider choice of electives by students.

The modular system was discussed by Heads of Department at 4 meetings.⁽²⁾ Lecturers also became aware of the problems which the modular system might present e.g.

- the danger of fragmentation
- the need for assessment at the end of each module
- problems associated with choice
- insufficient student numbers to make a module viable.⁽³⁾

Another example of new thinking in the field of the structure of curricula was the concept of credit units which was defined as the value which might be assigned by the qualification authorities (SAQA) to a given number of notional hours. COTEP defined a credit as a year of study, or its equivalent, complying with the appropriate degree standard but also containing academic content and practice commensurate with professional training.⁽⁴⁾

Notional hours were defined as the average time taken by an average student to complete a course of study. This would include all the time devoted to acquiring the prescribed competencies, contact tuition time, private study, independent work and assignments.

SUBMISSIONS

The Rector appointed Kevin Tait, Vice-Rector, to guide the academic departments in revising their courses to comply with the requirements of COTEP. The outcome of their efforts was greater flexibility with the introduction of modules and a system of credits in formulating new programmes whereby College intended to secure accreditation.⁽⁵⁾

The first draft submission to COTEP was made in 1996.⁽⁶⁾ The Rectorate met with the secretariat of COTEP and subsequently Professor Hall reported to a meeting of Heads of Department that the submission would have to be revised.⁽⁷⁾

Kevin Tait had been informed by COTEP of its requirements for the re-submission. He informed the staff in a circular dated 18 September 1996, of the required format. The text of the circular was as follows:

The college as a whole in an introduction to its submission must formulate a brief curriculum rationale which should include the following:

- Values and educational goals underlying the curriculum.
- A justification of the learning that learners are to acquire.
- A justification of the methodology, processes and procedures underpinning the curriculum.

The educational goals should include attributes or characteristics of the well-educated person rather than specific skills or knowledge as well as outcomes which are long-range and reflect learning in general.

The seven different courses offered by the College will then include an introduction to their respective course structures which had already been drafted, a broad outline of outcomes envisaged for the particular course. The courses are:

- HDE Preprimary / Junior Primary
- HDE Junior Primary
- HDE Senior Primary
- HDE Secondary Commerce
- HDE Secondary Home Economics
- HDE Secondary Physical Education
- HDE Secondary Technika

This introduction should be followed by:

- A very brief outline of the content covered by the course.
- A statement of the learning and teaching strategies, methodologies and resources utilized for the course.
- A statement about the assessment procedures used to demonstrate that outcomes had been achieved.

A similar broad, but brief, outline of outcomes for the different core learning areas will form part of the general JCE introduction:

These areas of experience will be based on the six COTEP fields of learning and use COTEP terminology. The persons responsible for submissions were:

- Education – Dawn Snell
- Professional Studies (using COTEP delineation) – Suzanne Rees

- Major subjects (including JCE specializations)
 - Numeracy and Mathematics – Hans Boot
 - Human and Social Sciences – Clive Webber
 - Physical and Natural Sciences – Maria van der Mark
 - Technological Sciences – Mike Myburgh (includes Computers, Library Science and Home Economics)
 - Economics and Management Sciences – Anne Matthews
 - Arts and Culture – John Harley (includes Music)
 - Physical Education and Movement Sciences – Chris Orsmond
 - Pre-primary Studies – Lorayne Excell
 - Junior Primary Studies – Liz Anderson
 - Communication – Francis Faller
 - Religious Education (including Personal and Social Development), - Rene Ferguson and
 - Teaching Practice – Marie-Louise Pudney ⁽⁸⁾

AN OUTCOMES-BASED EDUCATION AND TRAINING

Outcomes Based Education (OBE) formed the basis of the approach to education which the educational authorities intended to foster.

For the sake of the reader, who may not be familiar with the terms used in the definitions of the new criteria which formed the basis of the accreditation, the term OUTCOME has been defined as follows:

Outcomes are the end products of a learning process. The word “outcomes” is used broadly as an inclusive term, referring to everything learnt, including social and personal skills, learning how to learn, concepts, knowledge, understanding, methodologies, values, attitudes and so on, and including both intended and unintended outcomes. In outcomes-based education and training, curriculum developers work backwards from agreed desired outcomes within a particular context. Programmes of learning are then designed to help the learners to achieve these outcomes. We have defined two sets of outcomes, which we are calling “essential” and “specific” outcomes. ⁽⁹⁾

The following are a few examples:

- Reflect on and use a wide variety of strategies to learn more effectively.

- Solve problems and make responsible decisions using critical and creative thinking.
- Work with others as a member of a team / group / organization / community.
- Collect, analyse, organize and critically evaluate information.
- Communicate effectively using visual, mathematical and language skills.
- Participate as responsible citizens in life locally, nationally and globally.
- Use science and technology critically, showing responsibility towards the environment and health of others.
- Demonstrate cultural aesthetic awareness and sensitivity across a range of social contexts.
- Make wise and safe choices for healthy living.
- Act in a manner which reflects respect for human dignity, justice and democratic values.
- See the work as a collection of interrelated systems, and
- Apply innovation, creativity and entrepreneurship.⁽¹⁰⁾

At a Senate Meeting in June, Professor Hall announced that COTEP had accepted JCE's submission. He congratulated Kevin Tait and Heads of Department for their dedication in producing this document.⁽¹¹⁾

An example of a course submitted to COTEP for approval is quoted.

PROFESSIONAL STUDIES (compulsory modules counting three and a half credits for the HDE Senior Primary and one and a half credits for all other HDEs).

Student teachers should:

- *Facilitate learner-centred classroom practice by employing a range of appropriate teaching strategies;*
- *Identify skills and areas of knowledge which are appropriate to a cross-curricular, integrated approach to learning and from these develop worthwhile programmes of teaching and learning;*
- *Make or select, and use in a considered way, a wide variety of resources, including electronic media, educational technology, computers, information technology and school libraries;*
- *Demonstrate economic and environmental literacy as well as an understanding of technology education;*

- *Demonstrate an awareness of and sensitivity to the different cultures and religions in the country;*
- *Cultivate in pupils an understanding of and sense of responsibility towards personal and community health;*
- *Employ appropriate teaching methods for the subjects to be taught with particular attention to cultivating independence in learning, sensitivity to the values of the emerging democracy, thinking and problem solving skills;*
- *Manage his/her own class skillfully with due attention to creating a safe, orderly and stimulating learning environment and the cultural norms of the group;*
- *Understand and employ assessment procedures appropriate to the age and stage of pupils;*
- *Reflect critically on his/her own practice and a variety of educational situations and make decisions accordingly.*

General method content is reflected in the above outcomes. Teaching subject methodologies are taught separately by specialist lecturers and include attention to the principles of the discipline and international perspectives as well as SA core syllabus content. In addition, primary students complete a course in methods of integrating the curriculum areas.

The general course provides a foundation on which the other methodologies build. The courses seek to balance theory and practice. This is provided for by lecturers, workshops, readings, discussion and reflection, and simulated classroom practice including microteaching.

Assessment – in professional studies courses particularly, the actual demonstration of outcomes in an authentic context is seen either on school experience or when the student teacher has begun teaching. The courses do, however, provide for simulations of authentic contexts as much as possible. Continuous Assessment is used and the assessment of theory is always linked to the understanding of practice and is done through discussion, practical demonstrations, academic essays and examinations.⁽¹²⁾

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

The Norms and Standards for Teacher Education were gazetted and declared national policy on 8 September 1995. They introduced a paradigm shift, a different model, from the traditional content-based competence curriculum. The document was tabled outlining a possible procedure for the revision of Norms and Standards for teacher education.⁽¹³⁾

A manual entitled “Norms and Standards for Teacher Education” was published by COTEP in February 1996. This document was not merely a revision of the National Criteria used for more than five decades; it was

“a radical paradigm shift. Whereas the former criteria presented a product, an in-put model, this document presents a process, outcomes approach to teacher-education.”⁽¹⁴⁾

At a meeting of Heads of Department in June 1997. Professor Hall tabled a synopsis of the Government Gazette dealing with the White Paper. He explained the position of teacher training colleges in the broader picture of tertiary education. He explained that the emphasis was on technology and courses would have to be reviewed and expanded in the highly competitive fields. JCE would have to make it very clear what was offered and motivate the existence of the College. The Rector urged Heads of Department to debate the issue with their departments. Heads of Department were required to have their submissions ready in terms of SAQA requirements, by the middle of the year 2000.^{(15) (16)}

CHAPTER 9

REGIONAL RATIONALIZATION

In his report to the College Council in June 1994 the Rector spoke of the responses which had to be made to the changes in education. The time had come, he believed, when the resources of colleges of education had to be used more effectively.

College courses were the most expensive post-secondary courses, he continued. Small colleges and colleges with very favourable student-staff ratios were no longer economically viable; some form of regional rationalization was a distinct possibility.⁽¹⁾

Lecturers from colleges in the same region should engage in dialogue to assist each other with the development of their curricula, Professor Hall suggested. He quoted the example of the English Department which collaborated with colleges and other institutions with financial assistance from the John Bell Trust.⁽²⁾

CIRCULAR LETTER FROM THE MEC FOR EDUCATION IN GAUTENG (19 MAY 1996)

In introducing the subject of her letter Mary Metcalfe said:

As we all are aware, there is a need to rationalize the existing teacher colleges in Gauteng, in order to utilize our resources most efficiently. I am deeply conscious of the anxiety that this uncertainty brings and it is my wish that the process is handled in a way that is inclusive, transparent and will emerge with maximum consensus.⁽³⁾

She explained that it would be possible, when rationalization occurred, for college lecturers employed in the Gauteng Department of Education to apply for the option of severance packages after the consequences of the process of rationalization were known.

Mary Metcalfe expressed the hope that college lecturers would approach the rationalization process with confidence and commitment, and that it would be possible to keep the best lecturers; a strong College of Education sector was needed to transform and strengthen education in Gauteng.⁽⁴⁾

Having made the appeal for cooperation Mary Metcalfe reminded College lecturing staff of a letter which had been sent to all Rectors of colleges of education in October 1995 concerning the inevitability of the rationalization of colleges.

The following points were made in her circular of 1996:

1. For some time now there has been a great deal of speculation within Colleges of Education at both National and Provincial levels regarding the possible rationalization of this sector. This has been anticipated because of the absence in the past of a coherent national approach to the question of teacher provision, and the consequent lack of planning and recent rapid growth of this sector. One of the most publicised consequences has been the increased level of unemployment of qualified teachers.
2. A national audit of teacher education has been undertaken, and the preliminary results of the quantitative aspects of this study confirm the trends of unplanned expansion and consequent oversupply. On the basis of current figures and projected enrolment at current rates, we would be anticipating in Gauteng alone an annual surplus of young teachers.
3. All colleges in Gauteng have, even in advance of the audit, recognized the need for a transformation of the sector and have committed themselves to considering the various creative ways in which the valuable material and human resources of our colleges can be most appropriately utilised to meet the development needs of our country. This is a task which we, as a community of colleges, must engage during 1996.
4. Any rationalization / transformation of the sector, both in this province and nationally, will be debated during the course of 1996 and will be informed by:
 - The report of the National Commission on Higher Education.
 - The report of the Teacher Education Audit.
 - A national perspective, and the imperative of constructing a national system for Higher Education.
 - The range of policy options that have been developed (such as for example, Community Colleges).
5. It has been stressed to colleges, whenever this question has been raised, that there are no secret plans being developed, but any plans

- will be developed on the basis of a rigorous, participatory and transparent process.
6. This is a task that will require a great deal of careful work and must not be rushed. It must not be undertaken in a piecemeal fashion with individual colleges working independently of each other. What we need is a coherent system both within the province and the whole country. Colleges will need to come to this task in a spirit of commitment to the system as a whole, confident that their particular contribution will be recognized, and confident that fair and proper labour procedures will be followed in respect of staff employed at these colleges.
 7. I do understand that change, however eagerly it is anticipated, is nevertheless a process which brings with it many anxieties and uncertainties. I have no doubt that all of our colleges of education will commit themselves to this process in a positive spirit. We must together engage in the debate that is necessary for us to develop a coherent and effective teacher system that will play a key role in the transformation of the quality of education in this province and nationally. ⁽⁵⁾

At a workshop attended by representatives of all colleges of education held at JCE on 2 April 1996, a proposed process and time frame were accepted. In outline they were:

- Appointment of a Colleges of Education Rationalization Team (CERT) May 1996.
- Circulation of terms of reference and criteria to all interested parties for comment by end May 1996.
- Request for proposals from interested stakeholders and preparation of recommendations of CERT June / mid July 1996.
- Presentation of recommendations to Provincial Advisory Council on Teacher Development, and submissions by interested parties on recommendations by end July 1996.
- Submission of final recommendations of CERT to MEC early August 1996.
- Adoption and implementation of recommendations August – December 1996. ⁽⁵⁾

REACTION OF ACADEMIC STAFF

At a meeting of the Senate in June 1996 the rationalization of the Colleges was discussed at length. Professor Freer pointed out that

teacher output exceeded demand by about 50% nationally. Well qualified teachers were unable to find employment in education and their choice of vocational direction made it difficult to change career paths. It had become necessary to reduce the number of colleges in Gauteng from nine to four. The current proposal was to close all nine colleges and then establish four new colleges. Staff at the nine colleges could apply for positions at the four colleges. ⁽⁶⁾

Professor Hall reacted by pointing out that JCE had already experienced the trauma of closing and re-opening as a new college after the amalgamation with Pretoria College of Education. As a result of this amalgamation JCE had lost 50% of its staff, a loss of expertise that could never be recouped. At such times the rectorate spent many hours counseling staff to strengthen morale. The prospect of facing another closure was not encouraging. This would result in an additional loss of expertise, a factor which was not considered when rationalization was being planned.

Francis Fallor expressed the concern of the staff, that colleges were entering a prolonged period of crisis, possibly for the next three years, with no guarantee of a job at the end. A worse-case scenario received quickly was more tolerable than a better scenario received piecemeal.

Professor Freer informed Senate that it was planned to let the MEC have the recommendations by early October. The over-supply situation could last for the next ten years and the Committee felt that further rationalization could be avoided with proper planning at this stage. However, the timing of the rationalization was surprising since the proposal of the Higher Commission on Education was to amalgamate colleges with universities. ⁽⁷⁾

Professor Hall, who had been one of the authors of the National Teacher Audit, was of opinion that the continued over-supply of teachers was indefensible. He said that to change some colleges into community colleges and to retain four teacher training colleges was acceptable. The issue was whether to accept the automatic closure of all nine colleges or whether to argue that particular colleges of excellence should not have to close. ⁽⁸⁾

The Chairman of the Academic Staff Association, Neil Viljoen, expressed the concern of many who felt insecure about their professional futures. There were others who emphasized their need to have sufficient time to undertake the necessary planning of curricula for the coming year. ⁽⁹⁾

THE NATIONAL TEACHER EDUCATION AUDIT

It was necessary to substantiate the assertion that there was an over-supply of teachers because there was a lack of empirical data on which to base policies in teacher education. An excellent research project supplied this need. This was the National Teacher Education Audit which was the work of Jane Hofmeyr and Graham Hall. On the subject of the annual output of teachers, the report stated:

In 1994, the total output of newly qualified teachers from all institutions was approximately 26 000. From the cumulative number of unemployed teachers and the newly qualified who are unable to obtain posts, it is clear that in most provinces there is an over-supply of teachers. The problem of over-supply is particularly acute in the Northern Province, Gauteng and the Western Cape.⁽¹⁰⁾
In 1994 there were 341 903 teachers nationally of which 61% were teaching at primary level and 39 % at secondary level.⁽¹¹⁾

The imbalances in the production of teachers had to be checked. To quote the report again:

- *In many provinces the colleges are producing too many primary teachers for the needs of the primary schools and too few secondary teachers in terms of the projected needs of secondary schools. This imbalance must be addressed so that the production of junior and secondary teachers is adequate.*
- *There is an under-supply of teachers for special education and vocational / technical education. Steps must be taken to introduce more courses for teachers in all these areas of shortage.*
- *Urgent attention should be given to the quality and quantity of teachers in mathematics and science.⁽¹²⁾*

REPORT OF THE COLLEGES OF EDUCATION RATIONALIZATION TEAM (CERT)

The report entitled "Proposals for the Development and Reconstruction of Initial Teacher Education in Gauteng" was prepared by CERT, the members of the task team being Mrs N Moiloa, Professor S Maimela, University of South Africa and Professor D Freer, Dean of the Faculty of Education at Wits.

In furthering their investigation the task team interviewed representatives of the nine colleges of education in Gauteng during the month of August 1996:

Daveyton College
Katorus College

East Rand
Transvaal College in Laudium
Transvaal College – Shoshanguve
Onderwyskollege Pretoria (OKP)
Johannesburg College
Soweto College
Sebokeng College ⁽¹³⁾

The rationale for a new structure of teacher education in Gauteng had to consider the following essentials:

- The need for an economically efficient system
- The need for well-qualified and motivated teachers
- The need for a supply that meets the projected demands for newly qualified teachers over a 5 – 10 year period
- The specific subject needs e.g. mathematics, science and technology. ⁽¹⁴⁾

THE VISIT TO JCE (29 AUGUST 1996)

The following are excerpts from the report of their visit to JCE:

The Rector and the Vice-Rectors met with the team and discussed the specific issues of rationalization in regard to staffing and the development of specific shortage subjects. They had a thoroughly professional understanding of the key issues and were able to advance a good argument for a staffing ratio more liberal than 1:18 if key secondary subjects such as science, mathematics, technika and home economics were to be preserved. The discussions with the academic staff and support services staff were frank and cordial.

The staff accepted that rationalization had to take place, but were most anxious that staff should 'know their fates' as quickly as possible. Two categories of staff requested rapid action: Staff who had alternative job opportunities, and staff who had requested voluntary redundancy. ⁽¹⁵⁾

The plea was made that in the restructuring of colleges, existing staff of all the colleges should have preferential treatment in the appointment of new teachers' college posts.

The SRC discussion was conducted in a frank and friendly fashion. The students were reassured when they learnt that all students currently enrolled would probably complete their courses in the existing institutions. Great concern was expressed at the lack of teaching posts

likely to be available in 1997. Concern was also expressed at the lack of Gauteng Departmental Gazettes, advertising posts. ⁽¹⁶⁾

(Author's Italics)

At a subsequent meeting of the College Council, Professor Freer outlined the recommended rationalization programme.

In reacting to this report members of the College Council made the following points:

- The Council voiced the view that there was a need for a demand-supply model for teacher training and to this extent rationalization was entirely justified.
- There was concern because a matter of a few years ago JCE had undergone a 'painful' merger exercise with Pretoria College of Education which had entailed all staff members reapplying for their posts.
- JCE had a long tradition and record of high quality in the field of teacher education and institutions with such strengths should not be diluted in a rationalization process.
- The composition of the staff needed to change to reflect a truly multicultural institution. The student body was already changing and the 1996 intake included more African, Coloured and Indian students than White students. ⁽¹⁷⁾

RECOMMENDATION

The report of the task team was presented to the MEC for Education in September 1996. It proposed that the nine colleges should be restructured in such a way that four colleges would provide pre-service teacher education. The four selected colleges had to satisfy the following criteria. They should be:

- Able to accommodate with a minimum of capital expansion, 1 200 – 1 500 students in three and four year courses
- Able to serve the geographical catchment areas of Gauteng
- Able to provide sufficiently high level of physical facilities to provide well qualified teachers in the following fields:
 - Junior Primary
 - Senior Primary
 - Secondary, with sufficient facilities for mathematics, science and technology

- Some Colleges should offer additional specialist teaching for secondary teachers in:
 - Arts and Crafts
 - Music
 - Physical Education
 - Drama
- Able to provide sufficient language flexibility to meet the medium of instruction required at all the schools in Gauteng.⁽¹⁸⁾

The task team recommended that:

- The four new colleges of education should be developed from an amalgamation of the existing nine institutions and ideally recruit academic staff, administrative staff and support services staff from the existing college sector personnel in Gauteng.
- Students currently enrolled should be able to complete their qualifications on the existing nine campuses. The Task Team proposed, therefore, that there should be a 'phase down' cycle in each college during 1997 and 1998.⁽¹⁹⁾

The Gauteng Department of Education completed the process of rationalization at the end of 1998.

The impact of the rationalization process on colleges of education was discussed by Professor Hall at a meeting of the College Senate in March 1999. Four colleges would remain open in Gauteng, namely: JCE, East Rand, Sebokeng and NKP. He reported that JCE's staff was 86 at that time; 9 temporary members of staff lost their posts as a result of this process. The new 19 staff members from Soweto College were settling in and adapting.⁽²⁰⁾

The closure of four colleges, viz Soweto, Shoshanguve, Daveyton and Laudium, had resulted in an increase in the number of staff at JCE. At a meeting of Council Professor Hall referred to some of the difficulties of absorbing staff from other institutions, but he reported that, even though a few new staff had not adapted well to their new environment, most were making a valuable contribution to the College.⁽²¹⁾

Table 4 (Appendix A) gives student enrolment for the years 1992 to 2000.

CHAPTER 10

AN OPEN COLLEGE FACES THE CHALLENGES OF SOCIETY IN THE NEW MILLENNIUM

In opening the College to all race groups a significant victory had been achieved, but much had to be done to repair the harm caused by years of neglect of the education of disadvantaged groups.

DEPARTMENT OF ENGLISH

The disadvantaged students were experiencing problems because the medium of tuition in secondary and tertiary education of this group was not in a mother tongue but, in most schools and colleges, English.

As a result the changing student population at College, the Department of English studies introduced a Foundation module in the English programme, a course offered to selected students who needed assistance.

In October 1997 Francis Faller reported that he had received funding from the Joint Education Trust for a short-term upgrading English project.⁽¹⁾

Sue Rees in her report to Senate on the experience of lectures during School Experience, asserted that it was not only a language problem that handicapped many students. The composition of the student body had changed considerably and this presented new challenges to tutors, teachers and students alike. If these challenges are to be successfully met, it will require extra time and possibly extra staffing.⁽²⁾

Cultural differences could not be ignored. Four years later Mrs Pudney in her report on School Experience identified problems which had to be addressed, namely:

“... a language problem since for many students English is not their mother-tongue; the use of speech in the classroom (voice projection, modulation, phrasing, enunciation and pronunciation); culture shock for both students who taught in rural areas and those from rural areas who taught in urban areas; immaturity and lack of experience and

confidence in front of a class; and lastly, a desire to blame racist attitudes from teachers and learners." ⁽³⁾

The following recommendations were made:

- ADP for students who desperately needed it;
- intervention before teaching practice to prepare for culture shock and to gain more assertiveness;
- Structured learning activities within a campus-based programme next year for the first-year students.

Any student in need would be welcome to consult with a counsellor.

ACADEMIC DEVELOPMENT PROGRAMME (ADP)

Minutes of meetings of Heads of Department record that as early as 1994 an academic support programme was assisting students who had learning problems. Graham Keats, the organizer of ADP, had regularly to remind tutors or mentors to submit claim forms. In October 1994, he invited ten tutors to attend a course run by the Centre for Cognitive Development which focused on literacy, language and understanding of English for second language speakers. ⁽⁴⁾

A fund to pay tutors was a continuing problem; at the end of 1995 Keats appealed for at least R80 000 for the following year. A donation was received from Anglo-American Chairman's fund which enabled ADP to continue. ⁽⁵⁾

A report to Heads of Departments in February 1997 indicated that funding had been received from the Chairman's Fund again, and also from SANLAM, and Gencor. Keats undertook to provide donors with progress reports. ⁽⁶⁾

Two workshops were conducted by Dr Esther Ramane at the College on 11 and 18 August 1997. The report is of interest because it provides an analysis of students' problems on registering at Wits or JCE. Problems were manifested in several areas:

- culture shock
- lack of confidence
- underdeveloped language skills
- lack of a general knowledge base
- inability to function independently⁽⁷⁾

Dr Neil Viljoen had assumed control of the ADP programme and a committee had been formed in September 1997. In May of the

following year he reported that donors and sponsors were demanding more comprehensive reports on students using ADP. He feared that he was running out of funds for 1998; an amount of R153 720 was needed. Fortunately, the College Trust Fund had once again pledged support and Wits was prepared to raise their contribution to R10 000, but the latter money was to be used for Wits students only. Dr Viljoen raised a sensitive issue when he asked whether JCE was not wasting valuable time and money if students, after attending about 40 hours of ADP, still failed. He asked whether this money could perhaps be spent more wisely elsewhere.⁽⁸⁾

Again in May he had to report that financial resources were strained to the limit and the future viability of ADP was uncertain; but the results of literacy tests conducted on student groups re-emphasized the acute need of academic support.

Fortunately money received from the Witwatersrand Council of Education came to the rescue.⁽⁹⁾

BUREAU FOR IN-SERVICE TEACHER DEVELOPMENT (BITED)

In his report to the College Council in October 1993 Professor Hall had announced that the teaching profession had suggested that the College should co-operate with a certain association, a NGO which had a programme to assist teachers with no recognized qualifications.

Professor Hall introduced Dr John Nowlan, a former rector of PCE, who was head of this project, to Senate in March 1994. The Rector mentioned that the College Trust Fund had approved of the financing of the project.⁽¹⁰⁾

DR NOWLAN'S REPORT

During 1993 the Transvaal Teachers' Association (TTA) under the presidency of David Balt, became aware of the vast numbers of teachers who were teaching either without qualification or who were under-qualified. Statistics supplied by the Department of National Education revealed that 93 000 teachers fell into this category and it was estimated that a further 100 000 pre-primary teachers were also un- or under-qualified.

The members of the TTA wished to make a contribution to a programme of reconstruction and development. Discussions were held with the Transvaal Association of Teachers (TAT) and the Johannesburg College of Education Trust. The three organizations jointly agreed to initiate a project to provide courses to assist teachers to upgrade their

qualifications and expertise in teaching. This project was aimed at teachers in the Transvaal and Bophuthatswana.

A committee was formed to plan a programme of action. Dr Nowlan was asked to report on the full implications of such a programme.

Dr Nowlan was appointed Director of the project, that is the Bureau for In-Service Teacher Development, referred to as BITED. In March 1994 Professor Hall in reporting to Council stated that this project was "The translation into reality of the ideal that the College should address some of the specific needs of the broader community."

The College Trust had also committed itself to assisting with the funding of the project. The Chairman of Council, Mr Henry Bennett, referred to the project as "an exciting response to the challenges that lay ahead for the College".

THE PROJECT LAUNCHED

The enormous need for formal teacher education courses was confirmed in July 1994 when Mr Sipho Mali, a former student of JCE and Wits, and three educational leaders from Mpuluzi in former KaNgwane came to see Professor Hall to request him to provide teacher education courses for the unqualified teachers in this area. They stated that there were over 700 teachers within a 15 km radius of the regional office at Mpuluzi who were either un- or under-qualified; in many primary schools the only qualified person was the principal.

Professor Hall and Dr Nowlan went to meet the local community at Mpuluzi. They spoke to principals, inspectors, teachers, civic leaders and members of the local SADTU committee, the most widely supported teachers' union in the area. At a public meeting later in the day there were 300 people present. The overwhelming response of the community was to ask that courses be provided for their teachers.

Professor Hall suggested that BITED should explore what courses were currently on offer in order not to duplicate what was available from other institutions. It was quite clear from the investigation carried out by Dr Nowlan that by far the largest number of teachers needing courses were breadwinners, and would not give up their posts to study full-time. It was also evident from discussions with those who had studied by correspondence, that that method did not meet their needs.

A government audit on distance education courses, showed that many of these were of inferior quality and did not contribute to the development of the necessary teaching skills. At the same time, it was realized that for most of the students English was a second language and found it difficult to make lecture notes in a formal lecture situation.

To meet the various needs, the controlling committee, chaired by the Rector of the College, decided that:

- Classes would be held on Saturdays to accommodate breadwinners, and not to disrupt the schools.
- Teaching Centres would be established close to the student teachers' homes.
- Only teachers who were already in teaching service at the time of entry into the course were to be accepted in order not to compete with full-time colleges.
- Students would be given study materials as in a correspondence course. However, these notes would be interactive; questions would be set and students would be expected, with the help of tutors, to discuss and debate issues. Teachers were expected to share experiences gained in the classroom, and to reflect on them in the light of the lecture notes.
- Practical courses which could not be offered by correspondence colleges were available. These included specialization courses in Art and Physical Education. Courses offered by distance education in a more theoretical way were offered by means of "hands-on" experience. These included Early Childhood Art and Craft, Music and Movement, Practical English and Zulu.
- Courses were to be offered on a modular basis so that students could accumulate sufficient credits to complete the course in stages.

The first students were enrolled in January 1995.

SENATE AND ACADEMIC STANDARDS

Education Certificates and Diplomas were awarded by the College and had to conform to the National Criteria for Teacher Education. (As will be mentioned later, in 1997 submissions had to be made to COTEP, when the National Criteria had been phased out.)

BITED offered the following qualifications:

- Certificate in Education
 - Pre-Primary
 - Junior Primary
 - Senior Primary

- Diploma in Education
 - Pre-Primary
 - Junior Primary
 - Senior Primary
 - Secondary

At a meeting of Senate in September 1994 it was reported that syllabuses, approved by Senate in a previous meeting, had been submitted to the Advisory Committee on Teacher training and had been approved.

Seven course plans, which had been re-submitted to the Advisory Committee had also been approved as they had satisfied the National Criteria.

During the following five years all academic matters, such as syllabuses, structure of diplomas, rules and regulations, and the appointment of external examiners were subject to the Senate's approval.

ADMISSION REQUIREMENTS

The minimum admission requirement was a school-leaving certificate; it was soon realized however that many potential students did not have this qualification; many teachers had been teaching for ten or more years without a school-leaving, that is a Standard 10, certificate. It seemed counter-productive to insist that such mature-aged teachers should gain a Std 10 certificate before proceeding with courses offered by BITED.

The Senate decided at its meeting in March 1994 to request the authorities to permit the admission of mature age teachers if they had a Standard 8 certificate, a two-year teacher qualification and 5 years teaching experience. A condition was attached however that such persons would have to demonstrate in a test that they had the ability to cope with the demands of the course.

In September 1995 the Senate approved the general regulations for all courses offered by BITED, which included the following concession: in the case of mature-aged teachers with 5 years teaching experience, admission was possible if they successfully completed a series of tests administered by the Senate comprising language and mathematics proficiency tests.

COTEP SUBMISSIONS

By 1997 the National Criteria had been phased out, and the College was required to submit proposals for courses to COTEP for approval.

It is impossible in this short history to submit details of these proposals. A statement of the goals of BITED, as set out in the introduction, will suffice:

- * The Bureau for In-Service Teacher Development, grounded in the belief that adequately trained teachers greatly enhance the learning of pupils, has as its mission the provision of formal teacher education courses to in-service teachers who are un- or under-qualified.

- * Courses are offered on a modular basis, by means of study manuals, part-time tutorial sessions, self-study and the preparation of assignments. Students are able to build up sufficient credits so as to obtain a recognized qualification, awarded by the Johannesburg College of Education.

- * Because many disadvantaged teachers live far from the College of Education, study centres will be established in close proximity to the areas of greatest demand.

- * For in-service training to be effective, the milieu of the schools in which the teachers are working needs to be conducive to the use of appropriate strategies. The co-operation of these schools is essential to maximize the effectiveness of this training.

ASSISTANCE RENDERED TO UNQUALIFIED TEACHERS

Teaching centres were established in the Mpuluzi district, Johannesburg, Pietersburg, Pretoria and Benoni; later, the last-mentioned two had to be closed owing to the lack of funding.

A project such as this reaching out to many poor teachers, earning an inadequate salary, was not possible without funding. The initial funding was received from the Transvaal Teacher Association (later renamed the Association of Professional Teachers and finally the National Union of Educators), the Trust Fund of JCE, Anglo American, De Beers, The Joint Education Trust, Standard Bank Foundation, and the First National Bank.

Donations in the form of books and equipment were received from the British Council, Eastgate, Houghton and Hurlyvale primary schools. It became necessary to appoint a full-time member of staff at Mpuluzi, where there were three centres, not only to control the distribution of study materials and the collection of fees, but also to evaluate BITED students in the classroom. Mr Mfaminipelo Mnisi, a teacher at the local high school, was appointed.

The number of students who qualified was 42 at the end of 1998 and a further 78 at the close of 1999.

HDE PART-TIME UPGRADING PROGRAMME

At a meeting of Heads of Department in June 1998 a proposal was tabled for a new Higher Diploma in Education for teachers wishing to upgrade their qualifications by part-time study; the entrance requirement would be a three-year diploma but consideration would be given to prior learning.

The aims of the course would be:

- To foster awareness of and ability to apply current trends in educational theory and practice
- To generate methods and skills appropriate to an outcomes-based approach to education
- To enable teachers to utilize educational material and technology, and develop their own resources
- To enhance teachers' expertise in specific areas of learning.

The programme was intended to focus on primary school phases and would be offered on a part-time basis for two years of study.⁽¹¹⁾

This proposal was widely circulated among JCE lecturing staff to assess their reactions.⁽¹²⁾

Francis Faller explained how contact hours could be used: field work, classroom teaching, consultation and further teaching experience. An average of three hours per afternoon session, three days a week would be required. Professor Hall stressed the importance which would be assigned to prior learning and its accreditation.⁽¹³⁾

The proposal was then tabled at a meeting of Senate which approved the course programme and agreed that the course would be introduced in 1999.⁽¹⁴⁾

Francis Faller reported to Council⁽¹⁵⁾ that several modes of presenting the programme were possible: single courses, modules or whole qualifications which would allow students to accumulate credits and permit multiple exit levels in the HDE. Council approved this initiative.

The proposal was again submitted to the Senate in March 2000 when further details of the programme were discussed such as alternative admission requirements. Although the programme would be offered over a period of two years of part-time study, Senate agreed that the period might be reduced in cases where credit for some courses could be granted on the grounds of assessment or recognition of prior learning.⁽¹⁶⁾

THE RECOGNITION OF PRIOR LEARNING

Another proposal, which was discussed at the Senate meeting in September 1998, focused on an assessment of the previous or prior learning of a student applicant intending to improve his or her qualification at College. This proposal was the Recognized Prior Learning (RPL) of a student specifically in the area of language with a view to the possibility of upgrading teachers' qualifications.

Professor Hall pointed out, however, that staff members would have to be trained in the assessment of prior learning; assessment would need to become an ongoing process. Among the various processes of evaluation would be testimonials, portfolios, certificates, language tests as well as cognitive development assessment.⁽¹⁷⁾

In a report to the Senate in May 1999 it was proposed *inter alia* that the RPL project would involve College staff on a voluntary basis in training a knowledgeable team who would serve as assessors for the project and make recommendations to Senate for the granting of credits.⁽¹⁸⁾

TEACHER DEVELOPMENT PROGRAMME

A detailed proposal of an In-service Teachers Development Programme was submitted in September 1999. This proposal, which followed two meetings with officials of the Department in July and August, defined the purpose of the programme:

The purpose of the proposed programmes is to augment existing skills as well as the conceptual framework on which they are grounded.

Emphasis will be placed on the needs and challenges relevant to specific school phases, learning areas and teaching subjects. (The proposed course in School Management will have its own appropriate generic parameters.) The programmes will adopt an integrated approach to content knowledge, methodology, delivery and assessment of learners.

A related emphasis will be placed on the development of a sound understanding and application of the principles of outcomes-based education. The participants will be required to explore and demonstrate sound foundational and practical competence, based on appropriate reflexive competence, thus enabling them to make judgments, perform actions, and address professional needs informed by a broad educational and social context, suitably adapted to address the particular needs of a specific school environment.

The programme will also address the need for participants to develop the capacity to transfer acquired knowledge, skills and methods to colleagues within their schools and regions.⁽¹⁹⁾

The courses to be offered were:

- FET band (Mathematical Literacy)
- Mathematics: grades 10 – 12
- FET band (Natural Sciences)
- Physical Science: grades 10 – 12
- FET band (Economic and Management Sciences)
- Economic and Management Sciences: grades 10 – 12
- GET band, Senior phase (Technology)
- Technology: grades 7 – 9
- GET band, Senior phase (Arts and Culture)
- Arts and Culture: grades 7 – 9
- GET band, Foundation phase
- Literacy, Numeracy and Life Skills: grades 1 – 3
- FET & GET bands (Whole School Management)
- School Management⁽²⁰⁾

The outline and specific outcomes of each course were provided in the annexures of the proposal. The duration of these courses was intended to be about one year, possibly between 150 to 240 hours of learning.

The organizers of the programme planned tuition in a variety of forms: tutorial contact would be at different times such as weekday afternoons, Saturday mornings and extended contact during school vacation.

Participants would also be expected to engage in school-based action research and private study based on materials arranged by tutors.

The College would provide the following:

- Lecturing staff and assessors
- Appropriate venues for contact tuition and assessment
- Teaching resources (e.g., overhead projectors, audio-visual equipment, etc.)
- Production and printing of supplementary course materials
- Administration of programmes
- Library and media resources required by participants
- Organization of school-based course-related activities.
- Assistance in the development of an on-site mentoring system, in consultation and co-operation with the Department.⁽²¹⁾

The College Council was informed in February 2000 that it was anticipated that approximately 1 100 would soon be registered for part-

time in-service courses, an in-service enrolment which would probably double in 2001. The College had earned a well-deserved reputation for providing teacher education courses of high quality.⁽²²⁾

PROFESSOR DAVID FREER DIRECTOR OF IN-SERVICE TEACHER TRAINING

A report of Professor David Freer, Director of the In-service courses, conducted at College during the period January to end of August 2000 was made on 25 August.

The number of teachers registering for different courses was:

Arts and Culture	52
Economic and Management Science Grades 7-9	99
Economic and Management Science Grades 10-12	45
Foundation Phase	240
Mathematics	40
Physical Science	36
School and Curriculum Management	260
Technology	126
Total	898

Table 2: Registration profile

The vast majority of the participating teachers received bursaries from the Gauteng Department of Education. A small group who were not granted bursaries but demonstrated their enthusiasm by their regular attendance at lectures and workshops were granted places without fees. The cost of non-bursary teachers was therefore carried by JCE. This responsibility was willingly accepted because of the value of the courses in teacher development.

ATTENDANCE

The average attendance was approximately 70%; Saturday morning sessions were less well attended than those of the afternoons owing to school sporting events and other commitments such as funerals. Friday afternoon was not unexpectedly most unpopular. The report recommended that all courses offered in the year 2001 should be held in the afternoons. Unfortunately, punctuality, was a continuing problem.

The teachers who attended regularly expressed their appreciation for every course offered, and negative sentiments seem to be confined to issues of time and the paucity of the transport allowance.

TEACHERS' RESPONSE TO COURSES

In some cases the low level of competence of participating teachers necessitated a readjustment of the objectives of the curriculum, e.g. in the Foundation Phases the types of activities organized for teachers had to be less ambitious in order to teach the participants essential basic skills before continuing the courses.

In the fields of Technology and Arts and Craft teachers had had no previous expertise and therefore courses became more basic. In spite of this, the staff teaching these courses were confident that at least 60% of the participating teachers showed an encouraging improvement in their knowledge of the subjects and methods of classroom application.

In the field of School and Curriculum Management the responses were extremely positive and many of the senior teachers on the course were implementing new approaches in their own schools. There was a general feeling that all school principals should attend this course.

The Matric Improvement Course in EMS, Mathematics and Physical Science was well received by teachers, but unfortunately the numbers involved were not as great as originally expected. The tutors on these courses felt that much more had to be done before a significant improvement in scientific learning could be recorded. In the Mathematics Group, the lecturers concerned believed that similar courses needed to be offered to teachers in Grades 7 – 9.

EVALUATION OF THE COURSE

Each Course Co-ordinator discussed the progress of each course with the Course team and reported back regularly to the Director of In-Service Courses.

- The Senior Administrators of the College were highly supportive of the project. The Rector, Vice-Rector and Director of INSET were involved in teaching and moderating in particular sections of the project.
- The Gauteng Department of Education provided support through the specific energies and enthusiasm of Ms Louise Lepan. The financial assistance provided by the GDE was timely and sufficiently generous to promote a viable project.
- A weakness of the support provided by GDE lay in the ongoing assessment of change in the classroom. This should be monitored by GDE District Officers and could

provide a valuable input to the course. With 900+ teachers attending this course on a normally heavy College teaching load, the staff of the College were unable to visit the INSET educators in their particular teaching environments. In terms of classroom and school feedback, this was difficult to evaluate; it was at this level that officials of the GDE could have made a major contribution to the enterprise.

Evaluations had been carried out at strategic points in the various courses. Because of the large number of teachers enrolled at the College, three of the courses, i.e. School and Curriculum Management, Foundation Phase and Technology, had adopted a modular structure of teaching. Interim participant evaluations had been completed and a final evaluation was intended. In addition, the Senate of the College appointed an overall independent external assessor, Professor Peter Randall, formerly Director of Teacher Education at the University of the Witwatersrand.

CERTIFICATES

At the conclusion of the courses, candidates, who had completed their courses, received Certificates of Participation. Those with symbols averaging C or higher received their Certificates with an endorsement granting them SAQA credits.

NEW SUBJECTS INCLUDED IN THE CURRICULUM

Education authorities had decided that in an age of great technological advances a new subject, Technology, should be taught in schools. The College Council and Senate decided that this subject should also be included in the curricula of the College, but as the subject had not yet been included in the National Criteria the College Council would have to persuade the Committee of Heads of Education to include Technology in the National Criteria. By the end of 1997 this had been achieved and syllabuses approved by the College Senate. The subject, Technology Education, was introduced as an academic major for the first time in January 1998. Prospective students were informed that, if they applied for a bursary through the Gauteng Department of Education, they would have to register for either Mathematics, Science and Technology.^{(23) (24)}

ENTREPRENEURSHIP EDUCATION

This new learning area had already been included in the curricula of the Senior Primary and Junior Primary courses, and a committee formed to prepare syllabuses for the subject in secondary courses. The subject was also recommended as a module in Professional Studies in 1998.⁽²⁵⁾

Language Foundation courses in Afrikaans and Zulu were introduced to complement the existing foundation course in English.⁽²⁶⁾

NGOs ON CAMPUS

The College had accepted in principle the possibility that NGOs could utilize College facilities and expertise.

The Primary School Science Programme had sought closer collaboration with the College and offered to hire office space in the Science Department. This was made available and a rental charged. Joint ventures in some programmes were organized which benefited both the College and the Primary School Science programme.⁽²⁷⁾

Professor Hall informed Council that the need had arisen for provision to be made to train pre-primary teachers at a lower level than the Higher Diploma course. Such a course would have to be designed in such a way that teachers could upgrade their qualifications to that of a recognized diploma.

An independent funding agency had approached the College with such a project in mind, and proposed a Certificate in Early Childhood Education. This proposal made provision for a two-year full-time course which contained sufficient modules to enable teachers to continue their studies for a diploma and ultimately to qualify for a Higher Diploma. (Refer to chapter 22)

The funding was provided by a private trust and the services of College staff were not required. The proposal had to be approved by the Advisory Committee and College Senate.⁽²⁸⁾

The chapter has demonstrated that JCE has in recent years adapted its curricula to address the broadened needs of the community and its diversified enrolment.

TRANSFORMATION IN THE LIBRARY

(Henry Blagden of the library staff relates his experiences)

The changes in racial composition of the library's users came suddenly in the mid-1990s, as the whites-only TED made way for the Gauteng Department of Education serving all race groups. Hitherto we had seen

a small number of black, coloured and Indian students, enrolling at the library. We were also familiar with the problems of language, since a large proportion of our students of all colours did not have English as their mother-tongue. Among our white students, many were of Afrikaans, Portuguese and Greek language backgrounds, among others.

With the major influx of non-white, mainly black students, came a new set of challenges. Many were poor and could not afford to buy books, not even the prescribed texts. It was perhaps no accident that the booksellers operating the College bookroom in the Admin block closed its doors during this decade. Increasing use was made of the 'Reserve' materials, books and pamphlets restricted for use in the library only.

The library was for many black students their preferred place for study. They said they could not work in their rooms in the residences: too many people making too much noise. Black day-students often felt the same about their homes. Good use was made of the 'evening opening' system enabling people to use the library until 9:30 pm. After the normal afternoon closing time, the library was manned solely by male and female student helpers, paid by the hour. Those selected have proved highly responsible and, over the years, the proportion of non-white student helpers has steadily increased.

For many students who want absolute quiet there are two 'silent areas', largely self-policing. Elsewhere are discussion areas which are popular especially among black students, whose study methods favour group learning and conversation. Noise levels can climb unacceptably in mixed-gender groups, or when tensions mount toward exam time. Calm can often be restored by no more than a lighthearted comment about wonderful resonant voices.

Some of the trickiest challenges have come in the context of answering students' inquiries. We were dealing with black tertiary-level students, but the varieties of understanding and background knowledge were greater than we had known among our more homogeneous white students. Some were scared by a library bigger than they had ever seen. Some masked ignorance with bluster. Some had only a shaky knowledge of the alphabet itself, let alone the significance of the decimal point in a Dewey number. Lack of understanding may also have been responsible for certain instances of the library's perennial problems of printed materials vanishing or being vandalised. But then there would be the student who could point out a mistake made by a librarian, or who had found Homer's *Odyssey* unputdownable, or who devoured *Anna Karenina* in a week. Many black students are among the most avid users of the computer facilities, not merely for the library catalogue but for

creative work in the preparation of printed assignments, as well as Internet searching, and of course, games for relaxation.

For black students the library may have been one of the aspects of JCE that added a new dimension to their experience of white people. It has been, from one point of view, a salutary reversal of the master-servant relationship. Library staff, too, must be affected by the changes in the student population. Speaking for myself, the changes have given me, in the later years of my working life, my first real opportunity to work with and for black people, and to know them as individuals. With the white students, I frequently found that personalities only emerged or blossomed towards the end of their four-year courses. By contrast, the unique character of a black student was often evident from first meeting, making it easier to develop a rapport. I have been warmed and enriched by the diverse range of the students I have known.

CHAPTER 11

ASSESSMENT AND EVALUATION

During the 1950s and the early years of the 1960s the assessment of students' academic performance was based entirely on course work, that is assignments and to a certain extent on attendance at lectures.

In 1965 formal examinations in a limited number of major subjects were introduced, that is evaluation by course work and participation in group work, was curtailed.

The author, when Vice-Rector (1965 to 1972), was responsible for the establishment of an examination system. The recording of results was the responsibility of departments: marks, derived from course work and formal examinations, were entered by hand on large mark sheets, a formidable task considering that student enrolment was approximately 1 800. The author recalls that in 1968 a computer firm was contracted, but this proved too expensive and was soon abandoned.⁽¹⁾

During the 1970s and 1980s examinations were controlled by Mornice Nussey, a Vice-Rector and Graham Hall, then a Vice-Rector.

At the first meeting of the College Senate in February 1977 an Examinations Committee was established as a standing committee. Its functions were:

- To advise the Rector on examination procedures, including methods of assessment.
- To undertake a critical evaluation of all methods of assessment.
- To initiate research with a view to improving methods of assessment.
- To establish criteria for the promotion of students and for the award of diplomas with distinction.⁽²⁾

In the 1990s this key portfolio became the responsibility of a Vice-Rector, Kevin Tait. Today this onerous task rests on the shoulders of Francis Faller, Vice-Rector since 1998.

It can be confidently asserted that JCE's system of assessment and evaluation has become a model for institutions of teacher education in South Africa. There have been changes in policy, rules and procedures, since the early years, but many basic principles have remained the same.

The importance of the procedures of assessment was emphasized in a document issued in 1996:

"In keeping with its stature as a tertiary institution whose examinations are validated by a university with an international reputation, the evaluation and assessment of courses at JCE should:

- take into account relevant advances in evaluation theory;
- seek to uphold the highest standards of statistical validity and reliability in the computation of marks and results; and
- take due cognizance of the capacity and work load of students whose needs and aspirations will be treated with due consideration but also with absolute fairness."⁽³⁾

EXAMINATION RULES AND PROCEDURES

Examinations were conducted in accordance with rules and procedures approved by the College Senate except in the case of students registered at Wits whose rules and procedures took precedence when relevant. Rules for examinations were published in the College diary.

The following are excerpts from the College diary of the year 2000:

Category of subjects

Courses are divided into two categories:

- Examination subjects in which there are formal examinations
- Non-examination courses in which students are required to gain credits

Continuous assessment

In all courses there is continuous assessment of a student's work. This course record is determined by the quality of assignments, participation in group work and performance in tests.

The department responsible for a course shall from time to time review the participation of students in the work of that course, and, if it considers that any student is not participating satisfactorily in terms of the published course requirements, the department may recommend to the College Senate that the student should fail to qualify for the sub-minimum credit required for the course record. Such a student may be refused admission to examinations.⁽⁴⁾

Access to examinations

A student who has not complied with departmental course requirements may be denied admission to the relevant examination. A student who has not obtained the sub-minimum course mark of 40% but has otherwise complied with course requirements may elect to write the examination in order for the Senate to rule on his / her final result. ⁽⁵⁾

Students who are likely to be excluded from an examination have to be warned timeously in writing of the possibility of exclusion unless the situation is remedied.

Deferred examinations

A student who is absent from an examination owing to illness may apply for a deferred examination; a medical certificate, satisfying certain conditions, is essential for this purpose.

Supplementary examinations

The College Senate may permit a candidate who has failed the examination in a maximum of three courses in a particular year of his / her curriculum to present him / herself for re-examination in the courses failed provided that the minimum requirements as determined by the Senate for this purpose have been fulfilled. For supplementary examinations the student's year mark is not counted in the computation of the final mark. ⁽⁶⁾

Examination results

- The final mark in examination subjects will be calculated on the basis of 50% for the course record and 50% for the examination.
- The pass mark for all courses shall be 50% subject to the following requirements: a subminimum of 40% for the course record, and subminimum of 40% for the examination.
- In subjects which are sub-divided a student must obtain in each of the approved sub-divisions a sub-minimum of 40% for both the course record and examination. ⁽⁷⁾

APPOINTMENT OF EXTERNAL EXAMINERS

Final examination papers in all courses were externally examined, that is externally moderated, even if they were written at mid year. The principle was that external examination occurred when the subjects would attain university equivalence. The appointment of external examiners for College papers was subject to the approval of the Senate,

while examiners for Wits courses were subject to the approval of the Dean of the Faculty of Education. Both question papers and scripts were subject to moderation.

At a meeting of Heads of Department, Professor Hall described the role of the external examiner as being one of detailed scrutiny as well as that of quality assurance. He requested HODs to ensure that external examiners were carrying out their jobs meticulously and critically; HODs were further required to do internal moderation within their respective departments to ensure accuracy of assessment. Both Mr Faller and Professor Hall mentioned the expenses incurred by external examination; HODs should try to economize on external examiners used, but not at the cost of quality. ⁽⁸⁾

A few examples of external examiners for 1998 were:

Afrikaans – Algemeen	Dr M Pienaar
Zulu I	Mrs M Wood
Zulu II	Prof T Nxumalo
Education II	Professor P Enslin
Education Ia	Dr Y Shalem
Education Ib	Mrs I Broekman Ms L Slonimsky
English I	Ms P Stein Mr J Paton
English II	Ms P Stein Mr J Paton
History I	Mr E Viglieno
History II	Dr S Krige

Table 3: External examiners

There were 84 question papers which were externally moderated in 1998.

ASSESSMENT BY EXAMINATION EQUIVALENT

Examinations of a practical nature or major written assignments were also arranged when necessary as explained by Francis Faller:

Assessment by examination equivalent is offered in the case of a section, unit or module of a course which, in the opinion of the department, is better suited to an alternative means of assessment than it is to an examination scheduled during a College examination period. Assessment by examination equivalent should normally comprise part, not the whole, of the assessment of a course.

These examinations were subject to certain controls:

The decision to offer an examination equivalent had to be published in the course work programme, together with details of the format, the proposed date of submission, and the percentage of the final mark that would be apportioned to it. For courses which were examined externally, examination equivalents had to be included within the external examiner's responsibility. All details of the task or topic had to be approved before being presented to candidates, and answer scripts had to be made available for moderation. The external examiner was expected to present a full report when submitting a claim for fees. ⁽⁹⁾

The Vice-Rector in charge of examinations had to supervise all aspects including the drafting of the time table, invigilation duties, the typing of question papers and ensuring their security, the setting of dates for the submission of marks, dates when meetings of reviewing committees and the examination board would convene; all this required careful planning. An example of these arrangements was the examination circular sent to staff by Kevin Tait, Vice-Rector in July 1995, and his document No 8 tabled at a meeting of Senate 5 March 1997. The logistics of mid-year examinations demanded as much skill as year-end examinations. Evidence of this was Francis Faller's circulars to staff in May 1999 and 2000. ⁽¹⁰⁾

REVIEWING COMMITTEES

A reviewing committee for each year of study was constituted to scrutinize the results which had been processed by the computer. The task of these committees was to make recommendations to the Board of Examiners. These recommendations were broadly classified:

- Pass with distinctions (75% or above)
- Pass
- Fail
- Deferred examination granted
- Supplementary exam recommended by Vice-Rector or Dean.

There were also additional comments which reviewing committees might wish to make to guide the Board of Examiners, e.g.

- Condoned pass recommended to Board
- Specific items of course work failed or not submitted
- Failed module
- No credit to be granted
- Inadequate in all respects ⁽¹¹⁾

THE BOARD OF EXAMINERS

A Board of Examiners was first suggested in 1991. The proposal was motivated for the following reasons:

- All students would be reviewed by the Board of Examiners.
- A consistency would be ensured over the years.
- With the shrinking of numbers of staff, all departments could be represented on the Board, rather than trying to have representation on 4 reviewing committees.

The Board, comprising all Heads of Department and subject heads, met four times in 1999 to consider each of the four years of study.⁽¹²⁾

In order to ensure strict adherence to examination policy and precedents, it was essential for full representation to be present throughout the Board's proceedings.⁽¹³⁾

A Vice-Rector served as chairman of the Board, but the Board of Examiners for Wits-registered students was chaired by the Dean of the Faculty of Education.

Decisions of the Board were taken in accordance with the rules for promotion, the minimum study requirements and the rule governing the award of a diploma with distinction.

The Board also had to decide on any possible condonations, deferred and supplementary examinations.

Two other categories of students who failed to achieve promotion were considered by the Board, namely:

- Students who failed but were granted credit for subjects passed subject to certain conditions.
- Students who failed and were excluded from re-registration.

A student might appeal against his or her results. The Appeals Committee was chaired by the Rector.

PUBLICATION OF RESULTS

Examination results were published on notice boards outside the examinations office on pre-announced dates. Each student subsequently received a copy of his results through the post and a copy was placed on the student's file. Annual results were micro-filmed and kept in the examinations office.

Every year a statistical analysis was made of all the results and tabled at the first meeting of Senate of the year. Departmental heads were encouraged to perform a relevant statistical analysis of examination questions and results and to build up a data bank for record and research purposes. It was envisaged that more statistical analyses would be a by-product of the data capture process.⁽¹⁴⁾

Table 1 in Appendix B give details of the final results for the year 1998. Table 2 provides an analysis of the percentage success rate for all groups over a period of 4 years, that is, it indicates the percentage of students who failed to qualify for a diploma. Table 3 is of interest because it provides evidence of the viability of supplementary examinations.

ANNUAL AWARDS

Over twenty awards are available to students in various fields, i.e. excellence in academic majors, professional competence, language ability and sport. Some of the chief awards are:

Hutton Memorial Award

The premier award to students, instituted in the memory of Jack Hutton, a former student at the College, for qualities of leadership, loyalty and service (to the College).

Johannesburg City Award

For all round efficiency as a teacher

City Education Trust Award

For academic ability and commitment to education in the widest sense of that term.

Sir John Adamson Award

For achievement in academic majors.

In 1990 Professor Hall introduced two new awards, the first was awarded to a member of the academic staff who, in the opinion of the Rector, had excelled by virtue of his or her scholarship. The second, which took the form of a Gold medal, was awarded to a member of the

teaching profession or the public who had made a significant contribution to education in the "public arena". Both awards were made annually at the College Awards function.

IN APPRECIATION OF LONG SERVICE

An author who is dependent on minutes of meetings for evidence is at a disadvantage; he may overlook, or be unaware of, the contributions made to the life of an institution by men and women who have served unselfishly for many years.

The College has been blessed with the services of staff who have given loyal and dedicated service; this history should be incomplete without recording their names.



Rosalie Blatchford receives a commendation for 30 years service.

As this book covers the period 1983 to the end of the year 2000, only those members of staff who served during that period will be mentioned. The author has had to glean this information from the annual College diaries; he apologises for any omissions.

Blagden H
Faller F
Gardiner M
Gluckman H
Graves F
Hall G
Hallett J
Harley J
Hearn R D
Lewis D G
Lucas A
Ludlow H
McKean M
Meyer P

Nattrass G
Orsmond C
Peterson L
Place J M
Rice M
Rees S
Schuil M
Schult L
Torrance A
Van der Mark M
Viljoen N
Webber C
Webber M
Wheeler D



Clive Webber receives the Rector's medal from Chairman of Council for his contribution to Environmental Education.

A COLLEGE RECORD

Derrick Lewis retired at the end of August 1993 after 34 years service. He was appointed a Vice-Rector in 1967, a post he held for 26 years.

The history of the College, published in 1999, paid tribute to Derrick for the responsibility he shouldered during the construction of the new Parktown campus.

He demonstrated remarkable administrative skills in handling complex problems, the solution of which kept College on an even keel. A former Head of Music Department, he promoted the love of music on campus in many ways: he conducted student and staff choirs.

His mischievous sense of humour was a delight to his colleagues, especially when his stories had a musical “flavour”. In 1974 the Rector of that time decided to award College gold medals to three highly revered persons: three sisters, Kathleen, Enid and Alice Ramsbottom, who had retired as principals of Parktown, Potchefstroom and Jeppe Girls High School respectively.

It was the custom for recipients of the medals to join the academic procession as it entered the hall at graduation ceremonies.

Derrick was responsible for choosing the music on these occasions. He approached the Rector for advice: would it be appropriate to play “Three little maids from school are we?” he inquired.

CHAPTER 12

GREATER EFFICIENCY IN ADMINISTRATION

Minutes of Council meetings in 1992 indicate that the Rector was experiencing problems in administering the affairs of the College because of the inadequacy of the Registrar and his staff. The College had been unable to attract suitable administrative personnel who were employees of the Public Service subject to the supervision of officials of the Commission of Administration.

ACCOUNTS DEPARTMENT 1991 – 2000

Minutes of the Finance Committee frequently recorded problems arising from the shortage of qualified staff to manage the accounts which were controlled by a manual system.

In 1991 the Rector decided to computerize the system. He called on Gavin Marchant, who had been appointed to a lecturing post in computer studies, to research and find the most suitable computer accounting package. *Accpac* was selected, and early in 1992 the process of transferring from the manual system to a computer programme was commenced. This proved a complicated procedure requiring patience and perseverance. In 1993 the accounts department operated entirely on a computerized system.

Meanwhile the TED relaxed its authoritarian control of administrative matters. The devolution of the authority to manage its own financial affairs, with the exception of staff salaries, marked the beginning of a new chapter in the history of the College in administration. This autonomy to manage its own financial affairs, however, meant added responsibilities for the Rector and his staff.

The College had to generate its own income and pay for campus expenses. Income was now derived from student fees, which remained fixed at R3 500, fees for the use of college facilities, such as buildings, including the Linder Auditorium, and sports fields.

Detailed annual budgets were increased to about R14 million in the year 2000. These budgets have been closely monitored and strictly controlled by the Finance Committee which was responsible to Council. This fiscal discipline enabled the College to build up substantial reserves during a period of 10 years.

Improvements to the accounting system included:

- A computerized receipting system linked to the *Accpac*. This has ensured that all payments made to JCE have received a computer-generated receipt; hand-written receipts have been discontinued.
- Computerized cheque printing; hand-written cheques have been discontinued.
- Gavin Marchant, who became the Manager of Finances, wrote many programmes which linked databases into the Accpac system. These programmes streamlined and speeded up transaction processing enormously, e.g. student bursary cheque payments and all invoices. Thousands of transactions were carried out in the space of a few hours instead of weeks. One benefit was that the accounts department was able to operate on a small staff of three.
- Management procedures and controls were monitored closely by the Finance Committee and the auditors.

The accounts department also had financial control over several external educational projects: the part-time in-service programme, which enabled about 900 teachers to upgrade their qualifications, and the BITED project, which assisted about 800 practising teachers, were two examples. (Refer to chapter 10.) The accounts department also controlled the finances of any income-generating projects of the 23 College departments.

MANAGEMENT UNITS

Registrar's Office

The registrar and his staff were responsible for controlling the admission and registration of students.

The files of students who had qualified or left college prematurely were retained in the students' archives. The academic record of students were computerized since 1987. College maintains an archive of over

30 000 student records covering the past 40 years. Student records prior to 1960 are lodged with the National Archive in Pretoria.

Academic transcripts and certified copies of diplomas of past students are issued on request to past students.

Campus facilities office

The increasing use of College facilities, such as lecture rooms, the Linder Auditorium, and sports facilities by outside bodies necessitated the establishment of a facilities office where applications were received and screened, and, if approved, reservations were made. The final authority in granting permission to use College buildings rested with the Rector. Revenue generated from the hire of buildings is used to finance the upkeep and maintenance of the buildings and cover the cost of the Facilities Office.

Campus maintenance

The maintenance of all college buildings, grounds and equipment has been the responsibility of estate managers. The financial statements for 1998 and 1999 show expenditure to have been approximately R3 million and R2 million. An amount for about R6 million was held in reserve for major repairs.

Security

To provide adequate security on campus cost almost R500 000 annually. A security firm was employed to ensure security at access points to the campus, and for the buildings, especially lecture rooms, where expensive equipment was stored.

CHAPTER 13

THE JOINT WORKING GROUP TO INVESTIGATE THE INCORPORATION OF JCE WITH WITS

The Vice Chancellor of Wits and the Rector of JCE explained its brief in a joint statement before the group began its investigations:

The Joint Working Group will not take any decisions, but will gather data, assess feasibility, and make its recommendations accordingly.

The task of the Group is to explore and report upon

- *what would be entailed in a positive decision on the proposal, and*
- *what processes would be required in the implementation of such a decision.*

A decision on the proposal will, in due course, be made by the councils of the two institutions, and will be subject to the approval of the Minister of Education.⁽¹⁾

COMPOSITION OF WORKING GROUP

The Chairman of the Working Group was Professor Peter Hunter, members were:

Johannesburg College of Education

Professor Graham Hall, Rector

Mr Francis Faller, Acting Vice-Rector

Ms Ruksana Osman, Acting Head, Department of Education

Dr Neil Viljoen, Acting Head, Department of English

University of the Witwatersrand

Professor Pam Christie, Dean of the Faculty of Education

Professor Shirley Pendlebury, Department of Education

Dr Maropeng Modiba, Senior Lecturer in Education

Mr David Bensusan, Lecturer in Education⁽²⁾

AREAS OF FOCUS

The Working Group identified certain areas on which to focus its attention, namely:

- The incorporation should facilitate the achieving of the academic purposes of the two institutions concerned.
- The incorporation must do justice to the personnel of the two institutions. While incorporation could not be expected to affect or modify the rationalization processes of the respective employing authorities (both Wits and the Department of Education had embarked on rationalization), decisions which would affect appointments and redundancies had to be made on an equitable basis avoiding, as far as possible, any reduction in staff, employment benefits and career prospects.
- The incorporation had also to be financially feasible e.g. the cost of acquiring College personnel and plant should not be to the detriment of the University. On the other hand, incorporation must not entail a drain on, or inappropriate re-allocation of, the current resources of the College, to the detriment of the activities and services for which it was already responsible.
- The incorporation must not unduly compromise the existing academic resources of either the Faculty of Education or the College, nor the capacity of an incorporated body to employ its expertise in a continuing provision of existing services to education as well as the development of new initiatives which might be to the financial, social and academic benefit of the University. To this end, if decisions were made on a policy for the integration of programmes, personnel and plant, the incorporation should take into consideration not only immediate needs but also the medium-to-long-term prospects for an incorporated body in the field of teacher education.
- The rationale for incorporation had to include a recognition of the probable consequences of non-incorporation, and the incorporation had to be so designed as to avoid these. The latter would include a serious overlap of certain academic functions and programmes between the two institutions, and, consequently, competition for a limited pool of students and of academic personnel, and an increased vulnerability to competition from RAU and the Wits Technikon.⁽³⁾

The Working Group established four committees to investigate specific areas namely:

- Academic matters
- Personnel
- Finance
- Cross-faculty co-operation

Specialists were also consulted in particular fields e.g. labour law, especially those legal aspects concerned with personnel. Professor Robin Lee contributed suggestions about the potential generation of income from the College campus.

OVERVIEW OF THE JCE PROGRAMME

The report contained an overview of the contribution which the College had made to teacher education over a period of 90 years. Cordial relationships had been maintained between the College and Wits, since the 1920s long before the formal agreement of 1976. (Readers interested in the earlier history of the relationships between College and University are advised to read “The Johannesburg College of Education – a History” by the author, published in 1999.

On the subject of the history of the College, it is appropriate to quote this section of the report:

JCE has ninety years' experience devoted exclusively to teacher education. Since 1976 its services have been rendered within a formal association with the University of the Witwatersrand. Until 1994, the College's main function was to provide qualified professionals resident and employable within the region formerly defined as the southern Transvaal, in accordance with the needs of the former Transvaal Education Department. Since 1994, JCE has been responsible to the Gauteng Department of Education (GDE). This transfer of principal responsibility has resulted in significant transformation, in the following respects:

- *The focus of the College has broadened to encompass the needs of all types of schools represented within the province of Gauteng;*
- *Its student enrolment has become increasingly more representative of the demographics of the province as a whole;*
- *Its educational approach, teaching methods and curricula are being continually adapted to address these broadened needs and diversified enrolment.*

The curricular structures of JCE have allowed for a close integration of the academic, professional and occupational needs of students. Throughout all study programmes, academic and methodological skills are interwoven, together with regular school-based experience. Programmatic integration of

this kind is, in JCE's opinion, essential to the development of the versatile, competent and marketable educators. The College has striven, therefore, to ensure that it maintains a close relationship with the school sectors it serves, in order to keep its staff and students abreast of current educational priorities.

A characteristic of the institutional structure of JCE is the capacity of both rectorate and academic staff to be well informed and, when necessary, to provide assistance, in relation to a student profile which is broad as regards vocational aptitude, professional disposition, academic performance, as well as in respect of the extra-curricular aspects of students' lives such as socio-cultural and financial resources. Great emphasis is placed on the participatory development of the whole person; an emphasis which, the College believes, is essential to the successful growth of educators.

JCE's main focus is the primary phase of schooling: pre-primary, junior primary and senior primary. (The University's involvement in primary education is limited to the B Primary Ed programme to which the Faculty of Education contributes through its participation in the teaching of the subject Education.) The College argues for the critical importance of maintaining an adequate provision for the education of students in the primary phase, with appropriate attention being given to adapting qualifications to match the bands and levels of the newly defined NQF. A second area of importance is the range of specialized secondary phase courses offered (physical education, home economics, technika, business studies, science and mathematics.) These courses complement the secondary education programmes offered by Wits. When this was a national requirement, the secondary-focused non-graduate diplomas were offered by Wits. Since 1976, however, the first four have been granted by JCE (in association with Wits). The last two were "returned" to JCE this year – 1999. Although there may, in certain cases, be a need for a review of secondary programmes (either within the range offered by JCE, or between JCE and Wits programmes), the College believes that, given recent projections of imminent shortages in the secondary phase of teacher supply, a wide range of secondary specialization (especially in the fields of mathematics, science and technology) ought to be maintained.⁽⁴⁾

The report included a comprehensive account of JCE's programmes of study, and a description of the facilities on the Parktown campus. Similarly, the study programmes and facilities of Wits with particular reference to the Faculty of Education were outlined.

MODUS OPERANDI

The proposed approach of the Working Group to incorporation is briefly explained by the following excerpts:

- If JCE were to become a part of Wits, its place within the University's academic structure would obviously be the Faculty of Education, however reconstituted.

- The reconstituted Faculty of Education should be located on the JCE site.

The distinctive features of that site include specialized plant, of very high quality, designed for the training of teachers of, respectively, music, art, drama, physical education, home economics, technical subjects, natural and biological sciences, and business studies. There is a well-equipped library and media centre, specially adapted to the needs of students of education. The site is ideal for teacher education.

The basic structure of the reconstituted Faculty of Education should entail two components: a College of Education and a Graduate School of Education. The College would focus on pre-service and in-service teacher education. The Graduate School would focus on postgraduate and other studies in the areas of adult and workplace education, curriculum and teacher development; education policy, planning and management, education studies, and specialized education.

As the University was at the time of the Working Group's investigation involved in decision-making with regard to the restructuring of its faculties, the Working Group wisely advised that, whether Education retained its faculty status or became a sub-faculty, it would be important for the success of incorporation that Education, and this would include ex-JCE personnel, should retain an appropriate level of participation in academic decision-making.

The financial dispensation should be such as to meet the costs incurred by the University in respect of the Faculty and the JCE site, and the Faculty's appropriate share in the overall costs of the University. (Wits had set up an Income-Generating Programme and was committed to income-generating principles.) The approach to the funding of the Faculty and the site should be entrepreneurial, and should make the most of the income-generating possibilities presented by the site's buildings, grounds and specialized facilities.⁽⁵⁾

A RECONSTITUTED FACULTY OF EDUCATION

As has been mentioned, the Working Group proposed a reconstituted Faculty of Education, but they were wise to point out that the Faculty's structural position within the University might be influenced by the recommendation of the University's task group which was at the time investigating the restructuring of faculties.⁽⁶⁾

The Working Group, nevertheless, had visions of a productive future for the reconstituted faculty which would include JCE. As the report stated:

- *The reconstituted Faculty would enable it to be a major player in teacher education and development through programmes of study at diploma, under-graduate and post-graduate levels and through research projects in the areas of teacher education and curriculum, teaching and learning.*
- *By pooling the strengths of JCE and Wits, the reconstituted Faculty will be in an excellent position to offer teacher education programmes to prepare and develop teachers for a full spectrum of educational levels, from the pre-primary phase, through the three phases of the General Education and Training band of the NQF, up to and including the Further Education and Training Band. (National Qualifications Framework)*
- *A reconstituted Faculty of Education would be well placed to continue offering both pre-service and in-service teacher education in a wide variety of specialized areas. e.g.*
 - *Pre-Primary, Junior Primary, Senior Primary and Secondary education.*
 - *Subject specializations such as: Physical Education, Technology in Education, Business Studies, including Economics and Entrepreneurship education, Mathematics and Science Education* ⁽⁷⁾

In addition to teacher education programmes, the Working Group envisaged courses in other fields e.g.

- *adult, community and workplace education;*
- *education policy, planning and management;*
- *educational studies, including discipline-based studies and theme-based studies.*
- *specialized education and education for teachers of the deaf* ⁽⁸⁾

The author has deliberately avoided any reference to the report's recommendations concerning the important intricate legal aspects of the incorporation process, including personnel matters, the transfer of assets and the handling of existing contracts.

CONCLUSIONS

The *Working Group* was convinced that JCE and Wits were compatible. To quote the report of the Working Group:

- *From the experience of years of successful co-operation between JCE and Wits, it is evident that the visions and values of the two institutions are entirely compatible.*
- *A consideration of current and likely developments in the two institutions' programmes in education (involving teaching, research and development, and professional outreach) indicates the feasibility and the desirability of an amalgamation of the two groups of*

- programmes, in such a way as to maintain and optimise the academic and professional roles currently played by these two structures.
- The academic staff of JCE and that of the Wits Faculty of Education have the potential for a fruitful unification which, within a reconstituted Faculty of Education, would provide a range of expertise wider than that of either of the present staff teams. This would make it possible, for example, to offer an integrated range of curricula from non-graduate diploma to doctoral levels, and to expand the research range of the present Faculty of Education. ⁽⁹⁾

The main recommendation of the investigation was stated:

"The Working Group supports a Faculty structure with two entities: a College of Education and a Graduate School of Education. The College would focus on preservice and inservice Teacher Education, while the Graduate School would focus on postgraduate and other studies in the areas of: adult and workplace education; curriculum and teacher development; education policy, planning and management; education studies; specialised education; and possibly health education. The boundaries between the two entities would be porous, and some staff would teach in programmes in both entities. Over time, increased co-operation in existing and newly developed joint programmes is likely to develop. Each entity would have its own head, and there would be a joint Executive and committee structure." ⁽¹⁰⁾

The report to the Vice Chancellor of Wits and the Rector of JCE was submitted in May 1999.

CHAPTER 14

A TIME OF UNCERTAINTY

One of the assumptions of the Working Group was that by the time of the implementation of incorporation both Wits and JCE would have addressed their staffing targets; College would have completed a “right-sizing” process, while the Faculty of Education would have reduced its personnel budget according to targets set by the University.⁽¹⁾

In the report, one of the criteria for incorporation was that the process should do justice to the personnel of the two institutions. This matter was touched on in Chapter 13. For the reader’s convenience a relevant statement in the report has been repeated:

While incorporation cannot be expected to modify the rationalization processes of the respective employing authorities, such decisions on appointments and redundancies as are related to incorporation must be made on an equitable basis avoiding, as far as possible, any diminution in staff members’ employment benefits and career prospects.⁽²⁾

At the Senate meeting of 26 May 1999 the Rector reported that staffing and their conditions of service had not been addressed by the Working Group; he expressed his concern about this matter.⁽³⁾

The Senate assumed that the College would undergo ‘right-sizing’ in 1999 in accordance with a specified staff-student ratio. It was suggested that the College Council might make it a condition that University should accept *all* staff with their qualifications.⁽⁴⁾

Neil Viljoen, Acting Head of the English Department at College, expressed his fears about the professional future of academic staff in a letter to Dave Balt of the NUE (The National Union of Educators). This letter was not dated but the writer refers to a meeting at which Dave Balt addressed College staff, prior to the Senate meeting of 26 May.

To explain the nature of problems and fears of the staff, excerpts from Viljoen's letter have been quoted to illustrate the type of questions being posed.

- Were there indications when members of staff might expect to be informed of 'right-sizing' procedures which could lead to their redeployment or being declared redundant?
- What would happen if one were not immediately redeployed? Would one remain at the existing institution or float in some kind of limbo?
- What rights had the individual regarding posts offered, provincially or nationally and what would refusal of a post imply?
- Might one volunteer to be redeployed into a post in another province and would one go without any loss of benefits or break in service?
- Were there precedents for severance or redundancy packages or early retirement without penalties which could be used to the benefit of College staff now?
- How hard would Unions be pressing for packages and early retirement options?
- As the incorporation was being enforced by the state and irreversible, will unions sponsor or promote or fight for the introduction of packages?

There were many more questions to which the staff sought answers. Neil reaffirmed:

"The bottom line in incorporation must be that no member of the ex-JCE staff can be significantly worse off regarding salary and conditions of service after incorporation compared with before." ⁽⁵⁾

At a meeting of Heads of Department on 12 July, the Rector agreed to call a general staff meeting so that the matter of incorporation with Wits could be openly discussed. He invited staff members to submit their questions about conditions of service in writing so that problems could be raised at a Council meeting later that month. ⁽⁶⁾

The report of the Joint Working Group was presented to the College Council on 28 July 1999.

Dave Balt of the NUE reported on his meetings with the College academic staff with whom he had discussed the processes of incorporation, rationalization and redeployment. He and Mike Myburgh offered to speak to the staff and keep them fully up-to-date about the

process of incorporation, the probable time scales, and the options which would be available as far as conditions of service were concerned.

Dr Nwaila, representing the Gauteng Department of Education, informed Council that it had reserved posts for College staff, and requested that the numbers of staff, who would not be absorbed into Wits be made known as soon as possible so that they could be accommodated in the Department's plans.⁽⁷⁾

Professor Pam Christie, Dean of the Faculty of Education, informed Council that there would be a three-year transitional funding period based on a college student-staff ratio of about 18:1.⁽⁸⁾

STUDENTS' CONCERNS

The nature of the concerns of College students were expressed by the SRC who had asked questions:

- What would be the functions and powers of the College SRC?
- How would JCE academic levels be assessed in relation to those of Wits?
- Would entrance requirements for JCE change?
- Would tuition fees be increased?
- Would students continue to be allowed to do external courses at UNISA?
- Would the policies of JCE and Wits be compatible?

COUNCIL GIVES QUALIFIED APPROVAL

Council agreed to issue a press statement to assure the public that teacher training would continue and in fact would be enhanced by the process of incorporation with Wits.

PRESS STATEMENT

*JOHANNESBURG
COLLEGE OF EDUCATION*

PROPOSED INCORPORATION WITH WITS

In September 1998 the Vice-Chancellor of the University of the Witwatersrand and the Rector of JCE established a joint working group to investigate the

possibility of incorporation of the College with the University. The group has recommended that substantive negotiations proceed.

On 29 June 1999 the national Minister of Education advertised his intention to incorporate JCE with Wits, once consultation with the Councils of both institutions and other interested parties has taken place.

The Council of JCE announces its provisional approval of the proposal, subject to the satisfactory outcome of deliberations regarding the service conditions of College staff, the transfer to the University of students and study programmes, and other relevant issues.

The Council is confident that incorporation, and the resulting mutual enterprise, should enhance considerably the service to teacher education currently offered by JCE and Wits. The combined expertise and resources of the two institutions should provide a center of excellence, capable of playing a major role in teacher development and educational research, in the regional, national and international spheres.⁽⁹⁾

*H J Bennett
Chairman of Council*

The Chairman of Council, Mr H Bennett, wrote to the Minister of Education the following letter which represents Council's qualified approval of the incorporation process.

13 September 1999

*Ministry of Education
Private Bag X895
Pretoria
0001*

*Attention: Mr M J Loots
Fax no: (011) 325 6260*

***INTENTION TO DECLARE THE JOHANNESBURG COLLEGE OF
EDUCATION A PUBLIC HIGHER EDUCATION INSTITUTION, AS A SUB-
DIVISION OF THE UNIVERSITY OF THE WITWATERSRAND***

The College Council has considered a detailed report by a joint working group convened by the Vice-Chancellor of the University and the Rector of the College, which investigated the feasibility of incorporation of the College with the University. In the light of this report, Council has given its provisional approval

of the Minister's intention, as advertised on 29 June 1999. It is Council's opinion that the long-standing academic association between the two institutions is likely to result in a harmonious and mutually beneficial incorporation, and the establishment of a centre of educational excellence well suited to serve the needs of the region and the nation.

Council, however, submits for your consideration its view that unqualified approval must await clarification of your Departmental policy regarding the actual process of incorporation. This would need to include such matters as transitional funding of the existing college of education sector during the initial phase of incorporation, labour relations and consequences for College staff of a change of employer, the transfer of assets and liabilities, and access for College students to NSFAS. Until clarity on these matters becomes available, Council is unable fully to negotiate implementation with the University.

To this end, Council urges the Minister to expedite the establishment of Departmental mechanisms to address these crucial areas of concern, and the necessary negotiations in the Public Service Collective Bargaining Council.

Council is persuaded that, in the circumstances, the proposed date of implementation – 1 January 2000 – would prove to be premature, and ought to be reviewed. It believes, furthermore, that, in the interests of a smooth academic transition, incorporation must occur at the beginning of a calendar year. On these grounds, Council suggests that – provided the matters referred to above have been timeously resolved – the date 1 January 2001 would be more likely to ensure a well-considered and satisfactory process.

In view of the important implications for both the process and the personnel involved, Council recommends that, should the proposed postponement of the date of implementation be acceptable, the Minister confirm it as soon as feasible, either by public notice or by written notification to the Councils of College and University.

Council wishes to assure the Minister of its resolve to proceed with substantive negotiations with Council of the University, regarding those aspects of incorporation that fall within its jurisdiction, once it has been fully apprised of Departmental and PSCBC policies and their practical consequences.

*Signed H Bennett
Chairman of Council*

The College Senate noted that the Chairman of Council in his letter to the Minister had expressed his view that incorporation from 1 January 2000 did not appear to be a viable possibility.⁽¹⁰⁾

FUTURE OF JCE AT WITS: THE DEBATE REOPENED

The Vice-Chancellor of Wits, Professor Colin Bundy, informed Professor Christie, Dean of the Faculty of Education, of a change of plans: a different configuration of faculties which would mean the Faculty of Education would be located in the Faculty of Arts.

Memorandum from Dean, Faculty of Education, to Vice Chancellor

The Dean immediately prepared a memorandum setting out her view on the new proposed location of the Faculty of Education. Excerpts from the memorandum were:

Professional focus

One of the distinctive features of the work of the current Faculty and future school of Education is that it is **professional** in focus. The Faculty of Education brings together theoretical work with the social practice of teaching and learning and its development and management in a range of social contexts.

While it is quite correct that some of our theoretical work draws on disciplines in Arts (such as Philosophy and Psychology), this work is conceptualized within the problematics of Education, which is a richly researched and theorized scholarly area in its own terms. In particular, the main focus of our work in teacher education is the theory and practice of **a profession**; arguably, the disciplines as taught in Arts are not concerned with this focus. Many of our staff have international profiles in their areas of specialism and are active in specialist associations which are not the same as those of the disciplines in Arts. It would be mistaken to assume that Education theory could be absorbed within departments in Arts; this would weaken not only the theoretical and research work in the field, but also the professional practice.

It will be important for Education to have sufficient **academic autonomy** to protect and develop its professional focus and its theoretical and disciplinary work. This is particularly important if it operates alongside non-professional schools in a reconfigured faculty.

Incorporation with JCE

The proposal that Education be joined with Arts, which will have a number of different schools, highlights the need for greater clarity on the relationship between the two Education entities. What is proposed here is that there be a single School with two divisions, a Graduate school and a College, each with its own head.

It will also be important to signal externally that **Education will continue to be a major focus of work within the University and to keep visible the name 'Education'**.

The Faculty requests that the name '**Education**' feature in the title of the new faculty.

Future planning

It will be important for the current Faculty of Education to undertake a joint review of programmes with JCE, and for both to plan together with other academic entities in the Academic Planning and Restructuring Committees (APRC). In this process, it will be important for Education to be able to shape an identity and vision for the field, without this being compromised by other interests and activities in the new faculty.

The Faculty requests that it be given the **autonomy to develop its own vision for Education as a professional field** within the APRC and other planning processes within the new faculty configuration.

Different models of teacher education

It is important to recognize that Wits and JCE are structured on different models of teacher education.

In the Wits model, methodologists are located in subject departments in the Faculties of Arts and Science. Methodology is taught separately from subject disciplines, and the assumption is that methodology is best taught by subject experts who are close to their disciplines.

JCE offers higher diplomas (four year undergraduate) in primary education, and in a select range of secondary areas (Mathematics, Science, Home Economics, Technika etc); and it offers the B Prim Ed jointly with Wits. Students are taught subject disciplines and methodology in an approach which brings academic content and professional practice together. Thus the content is related to the phase of learning that the student is being prepared to teach, and is taught, at least in part, by phase specialists.

That said, there is no desire on the part of the current Faculty of Education to undermine its own model of teacher education and its longstanding work with respected colleagues in the current Faculties of Arts and Science.

The Faculty requests a guarantee that, at least for the first three years of transitional funding, the two systems would be allowed to operate side by side, within the parameters of joint planning as outlined earlier, and on the principle that the School of Education would work towards maximizing synergies over time.

Proposed governance structures and processes to secure the work of the School of Education

The principle of the **academic autonomy** of the School within the new Faculty should be guaranteed. ⁽¹¹⁾

Memorandum from the Rector of JCE to the Vice Chancellor

On receipt of the Dean's memorandum, which has been quoted above in some detail, the Rector of the College immediately responded with a significant memorandum. The author considers it necessary to quote extensively from Professor Hall's memorandum because his reply to the decision that the new School of Education should be located in the Faculty of Arts is based on the experience of JCE over a period of many years.

- JCE believes that, for a reconstituted Education entity to be genuinely competitive, it would require an appropriate degree of not only academic, but also administrative and financial, autonomy (as envisaged in the JWG report). Whether this situation could prevail within an Education / Arts amalgam is open to question, because that amalgam is unlikely to place teacher education sufficiently high on its list of priorities. Observation of the developing effects of similar re-configuration by other universities, beyond South Africa and within (witness UCT), suggests that such a move would be to the detriment of teacher education, the College, the existing Education Faculty and – ultimately – the University as a whole.
- In addition to increased full-time enrolment, JCE will – from 2000 and over a period of at least 4 years – be engaged (through contractual agreement with GDE) in major in-service and upgrading initiatives, which will result in the enrolment of some 500 – 800 teachers per year. These courses (like the current full-time courses) are to be offered in diverse fields: Physical Science, Mathematics, Economic and Management Sciences, Technology, Arts & Culture, Foundation phase, School Management. The diversity of fields indicates the complexity and importance of the responsibilities facing teacher educators, and the need for a wide range of expertise. From this expanding base of undergraduates and diplomats, it is very likely that the postgraduate and higher degree enrolments of the current Faculty of Education would also be enhanced. Many of these specialized fields are not, however, within the compass of Arts. Were Education (and the College

specifically) to be joined with Arts, it seems inevitable than the range of specialized teachers produced by Wits would be restricted mainly to fields in which the forthcoming demand is less acute (humanities & social sciences). This means that the real contribution made by Wits to teacher education could become marginal, in an area that is vital to the economic and social development of the country. To address the challenge adequately, Education needs a disciplinary and methodological profile quite different from Arts – different enough to render the proposed conjunction unworkable.

- JCE is encouraged by the Vice-Chancellor's assurance that teacher education would remain on the present JCE site, which is well equipped to provide for the needs outlined above. The site is eminently suited to the needs of a dynamic education unit, offering pre- and in-service, pre- and postgraduate qualifications (as proposed in the JWG report). The report also recommends "that other appropriate academic structures be located there as well". It would not be possible, however, to locate on the site a reconstituted Faculty of Humanities, Social Sciences & Education. Given current enrolments in Education and Arts, and JCE's rapidly developing investment in in-service teacher upgrading, it is likely that a combined enrolment could soon be as high as 7 000 – at least 2 500 in excess of the capacity of the JCE campus. At the same time, it makes little sense to envisage a reconstituted faculty that would be divided geographically (divided, e.g., between JCE and east campuses); such a situation would result in financial and administrative inefficiency. This logistical factor provides further argument against joining Education (including JCE) and Arts.⁽¹²⁾

A FACULTY OF PROFESSIONAL STUDIES

The Deans of the faculties of Commerce, Law, and Management proposed that a Faculty of Professional Studies should be set up when the restructuring of faculties was being considered. The three deans invited the Dean of the Faculty of Education to join them in making the proposal. Professor Christie responded with enthusiasm to the suggestion, sending a fax on 13 December:

"Thank you for giving the Education Faculty the option of joining you in the proposed new Faculty of Professional Studies. I canvassed the available heads of departments in Education on Thursday, and JCE on Friday. Both constituencies are strongly in favour of joining the proposed new Faculty. Education is very keen to preserve and

strengthen the professional dimensions of our work, while recognising that there are important synergies to be developed with the Faculty of Arts, and also with the Faculty of Science. The senior staff canvassed believe that joining the proposed new Faculty would enable us both to achieve our professional goals and to develop these synergies. We understand that we would come in as one School, and on the basis of the principles outlined in your document. ”⁽¹³⁾

The Rector was equally enthusiastic and wrote to the Vice-Chancellor on 13 December a short letter which included this paragraph:

“The proposed alignment of Law, Management, Commerce and Education presents new possibilities given the principles contained in the proposal. I have indicated to Pam that JCE would find this proposal more acceptable than the proposed incorporation of Education and Arts.”

Professor Hall also sent the Dean of Education a memorandum on 13 December in support of the proposal. These three paragraphs have been quoted:

- *The focus of the proposed new faculty is essentially professional and vocational, and this focus would be congruent with College priorities while, at the same time, allowing for appropriate attention to research.*
- *Just as the other schools in the proposed faculty would seek to meet the public and private sectors’ needs for well-trained business and legal persons, the School of Education would add to the common goal by serving the region’s requirement for well-educated teacher professionals. Our projections are that because of the national reduction in colleges of education, in the next five year period the remaining service providers will need to increase their current enrolments by at least 100 %.*
- *My initial opinion is that the faculty structure envisaged (comprising the present Faculties of Commerce, Management, Law and Education) would serve our mutual interests well, and I should be very happy to pursue discussion of its implications with you and the other Deans concerned at the earliest opportunity.⁽¹⁴⁾*

The proposal was not acceptable, however, to the Wits committee responsible for restructuring the University’s faculties.

COLLEGE SUBMISSION TO UNIVERSITY COUNCIL

On 22 February 2000 the College members of the Joint Working Group and staff representatives on the College Council submitted a memorandum to the College Council. It was intended as a draft to guide

and assist the Council in preparing its submission to the University Council.

The draft formed the basis of the College's submission. The chairman of the College Council, H J Bennett, forwarded the submission to the Chairman of the University Council, the Hon Justice E Cameron, with an accompanying letter. The purpose of this important submission was emphasized in his letter:

I understand that this aspect will be coming up for consideration at the University very soon, and we are anxious that the matters raised in our paper should be before you at that time, and thus inform your discussions (at least insofar as JCE's views and direction are concerned).⁽¹⁵⁾

The salient points of this important document were:

Framework of incorporation

As will be mentioned in Chapter 15, JCE had two options to consider, namely:

- Incorporation with an existing university or technikon;
- Autonomy for a college, either as a single- or multi-campus institution.

Although JCE carefully considered the feasibility of both options, it favoured incorporation with an existing university, and the College Council provisionally approved a proposal for incorporation with Wits. It was prepared to accept the major consequence; that JCE would no longer be a separate legal and qualification-granting institution.

Whatever arrangement might emerge, Council emphasized that it should be one that recognized and sought to preserve valuable features of the existing college: e.g. its particular ethos, its dedicated vocational objectives, its capacity to respond effectively to the ever-changing needs of teacher education. Incorporation should result in the enrichment of the University, through its acquisition of an additional field of professional service and expertise as well as enlarged subsidy-earning potential.

Assuming incorporation with Wits, the College Council acknowledged the need for a faculty re-structuring by the University. It accepted the principle of enlarged, integral faculties, provided that the criteria for integration took due account of both academic unity and diversity, the optimal utilization of available resources and staff expertise, as well as

the best environment for sustainability and growth, not only for the faculty as a whole but also for each of its component parts.

The Joint Working Group report

The Council acknowledged the close working relationship JCE had enjoyed for many decades with the Faculty of Education, and the mutual benefit accruing from it. For this reason, it advocated for continued recognition of the academic synergies between them.

College accepted the JWG report in recommending a reconstituted Faculty of Education, that is, that it should be restructured as two entities: a College of Education and a graduate School of Education.

The Council expressed the hope that any structural boundaries between the two entities would become porous.

The Council, however, expressed the hope that the heritage of JCE would be preserved by an acknowledgement of its historical status: the college entity in the reconstituted faculty might be given the title of the “College of Education, formerly the Johannesburg College of Education”, a title which, although having no separate legal status, could be invoked for specific purposes and for the benefit of the University as a whole.

Head of College

Anticipating a need for continuity in leadership, the Council urged an early decision regarding the appointment of a head of the institution in the interests of both Wits and JCE. The person appointed should hold, ex officio, the title of honorary Professor of Education; as had been the practice since 1917.

The College submission to University made detailed recommendations regarding the following matters:

- Powers of Head of College
- Structure of academic units
- Appointment of staff.
- Teaching programmes
- Administration and control of budget
- College fee structure
- Academic registration, results and records
- Maintenance and development of site, plant and resources and income generation.

One further proposal, which is of special interest, concerns the residences of the College. Important to the ethos of JCE was the close

relationship between the College and student residences whose primary purpose was to serve the needs of students of education. These residences had, for many decades, been ably managed by Deans and Assistant Deans drawn mainly from College academic staff. To maintain this important aspect of College life, Council proposed that selected residence halls situated on the existing College campus be reserved, mainly, for use by students of education and teachers enrolled in in-service courses.

In conclusion the College proposal stated:

"These proposals are made on the grounds that they would enhance the benefits of incorporation accruing to the University and to the existing College alike: in terms of academic quality, professional value, human resource development, student enrolment, administrative efficiency, and financial advantage."⁽¹⁶⁾

PROGRESS REPORT: UNCERTAINTY CONTINUES

Late in March 2000 Senate noted that together with the process of incorporation that the University was engaged in planning the restructuring of its faculties.

There had been no progress in the human resources area which concerned staffing conditions, and the future of the staff as a result of the process of incorporation. Dr Viljoen, in his capacity as staff representative, reported *"that there was a feeling of debilitation among College staff as a result of the uncertainty of their future."*⁽¹⁷⁾

CHAPTER 15

A NATIONAL POLICY FOR TEACHER EDUCATION

The constitution of the Union of South Africa of 1910 had divided the responsibility for teacher education between national and provincial governments; colleges of education and the training of teachers for primary education became a provincial responsibility, while secondary teacher training was placed under the control of the national department of education and became the responsibility of the universities and technikons.

In 1994 the nine new provincial governments became responsible for over 120 colleges of education. Within the system of higher education, 21 universities and 11 technikons offered teacher education.

WHITE PAPER 1997

A White Paper of April 1997, entitled “A Programme for Higher Education Transformation”, announced that in terms of the constitution of the Republic of South Africa, Act No. 108 of 1996, tertiary education was a “national competence” and that all colleges of education would fall under the jurisdiction of the Minister of Education. Therefore, continued the White Paper, all institutions of tertiary education would be planned, governed and funded as part of the higher education system.⁽¹⁾

This was followed in the same year by the publication of the Higher Education Act No. 101 of 1997, in terms of which colleges of education would have to be integrated into either a university or technikon.

The Act also stated that all assets, liabilities, rights and obligations of a college would have to be devolved upon a newly-declared institution. Further it stated that a merger of two institutions would be subject to certain conditions, among which was the requirement that both institutions had to comply with their obligations in terms of labour laws.

This legislation marked an important shift in policy: colleges, which since 1910 had been considered an extension of the school system, were

now to be moved from the authority of provincial education departments to that of the Department of National Education.

Although out of the sequence of events, it would be relevant at this point to refer to a document released by the Council for Higher Education in April 2000. The title of this document was “*Emerging National Tertiary Education Policy: the report of the size and shape task team.*”

The brief of this task team was to recommend how to “reconfigure” the higher education system, referred to as the size and shape question; the team had to promote the purposes and goals of higher education as expressed in the White Paper.

The “size and shape” document referred to the “systemic dysfunction” which had characterized parts of higher education in the past. Examples of this dysfunction were quoted:

- A serious decline in the enrolment of institutions of higher education, compounded by the decline in the retention of students.
- Extremely poor graduation and annual pass rates.
- Problems of funding and inability effectively to collect student fees and therefore increases in student debts.
- The skewed racial and gender distribution of students in some fields of study, especially skewed patterns of study in Science, Engineering, Technology, Business and Commerce.
- Extremely poor race distribution of academic and administrative staff.
- Low research outputs of most institutions.
- Fragile management and administrative capacity: persistence of crises in some institutions.

The task of the team was to achieve a coherent, co-ordinated, integrated national system. The document emphasized the needs of a society “emerging from a long history of structural inequality and underdevelopment”.⁽²⁾

DECLARATION OF MINISTER OF EDUCATION

In June 1999 the Chairman of the College Council was informed that the Minister of Education, Professor Kader Asmal, intended to declare specific colleges, including JCE, public higher education institutions. A copy of the Minister’s declaration of intent was published in *The Star*

and *Sowetan* on 25 June 1999. Another college in Gauteng mentioned in the notice was Sebokeng College of Education. The Minister's notice stated that JCE would become a "subdivision of Wits", although this decision had yet to be made by Wits or the College.

Declaring a college of education a sub-division of a university or technikon means that the college ceases to exist as a legal entity. It becomes part of the higher education institution and is governed by higher education structures such as the council and senate.

All interested persons were invited to make representations to the Minister.⁽³⁾ Prior to this, however, in June 1998, following an investigation by a special committee, and subsequent meetings of the National and Provincial Heads of Department (HEDCOM), the Department of National Education had sent to all colleges and universities a document entitled "The Incorporation of Colleges of Education into the Higher Education Sector: a framework for implementation".

This document recommended that a Transition Committee should be established to advise on and co-ordinate the process for the incorporation of colleges of education into the higher education system.

OPTIONS

At a meeting of Heads of Department on 31 October 1998, the Rector tabled a document on the proposed incorporation of JCE with Wits as outlined in HEDCOM's framework which envisaged two options for a college namely:

- Incorporation into an existing university or technikon or
- Autonomy as a public institution of higher education. Two modes of autonomy were suggested: either as an autonomous individual college or an autonomous group of colleges.⁽⁴⁾

The Rector cautioned that JCE needed to ensure that merger with a university, rather than autonomy, would indeed result in a better contribution to teacher education in terms of numbers of beneficiaries, adaptability to needs, and quality, within the phases and areas of specialization for which it was currently responsible. The alternatives needed to be evaluated with due attention given to developments in the teacher education sector as a whole.⁽⁵⁾

He also warned that the College should be aware of the possible effects which the University's academic planning and restructuring of faculties could have on a proposed incorporation; Wits was already engaged in discussions which ultimately led to a reduction of the number of faculties at Wits.⁽⁶⁾

As has been explained in Chapter 13, in September 1998, the Vice Chancellor of Wits, Professor Colin Bundy, and the Rector of the College established a Joint Working group to investigate the possible incorporation of JCE with Wits.⁽⁷⁾

CHAPTER 16

CONTINUING DOUBTS AND UNCERTAINTIES

The recommendations of the Joint Working Group, which have been explained in chapter 13, were not implemented in the year 2000, as was confidently expected; the way had seemed clear for a smooth and efficient transition to incorporation.

In his letter of 13 September 1999 to the Minister of Education, the chairman of the College Council had requested that the proposed date of implementation, 1 January 2000, should be reviewed and the incorporation of the College with Wits delayed until 1 January 2001. ⁽¹⁾

The compatibility of JCE and Wits was not in doubt but the College Council sought clarification of the policy of the Department of Education regarding the actual process of incorporation.

CONCERNS OF STAFF

Dr N Viljoen, the recognized spokesman of the College academic staff, requested Professor Hall to convene an urgent meeting to discuss two related issues relevant to the proposed incorporation of College with Wits:

- The possibility of incorporation with alternative parties to the University of the Witwatersrand.
- Alternatives to the concept of incorporation. ⁽²⁾

That the academic staff was not entirely happy with the proposed incorporation with Wits was evident from these statements in Dr Viljoen's letter:

*"The academic staff is deeply concerned that the best interests of teacher education must be served in any negotiations on the future of colleges of education and that the assets and expertise of institutions should not be so dissipated that are irrecoverable.
Staff of the College feel that, as part of the restructuring of tertiary education in South Africa, the Council of the Johannesburg College of*

Education should explore and make recommendations on all other alternatives to those explored so far".⁽³⁾

Following Dr Viljoen's letter of 4 May 2000 the staff of the College drafted a statement of their concerns relating to the proposed incorporation of the College with the University. The purpose of the document was declared to be:

An attempt to ensure that the best interests of teacher education (initial and in-service) are taken into account.

This document, dated 8 June 2000, stated that it was "a prerequisite to full approval of a proposal for incorporation that the concerns listed should have received prior and full attention."

These were some of the 14 statements:

- Agreement is required that the commitment of the incorporating institution to teacher education (initial and in-service) is compatible with the goals and the range of needs of the profession, and that the effects of incorporation are such that this commitment may be maintained without undue short- or longer-term diminishment.
- That all property, plant and educational resources acquired by an incorporating higher education institution are employed in such a manner that the services currently provided by JCE are maintained (with due provision for expansion) for such time as they are required, and best suited, to serve the needs of the teaching profession.
- The programmes and qualifications currently offered by JCE will continue to be offered, without undue modification, until such time as they are no longer required in the light of the design and registration of appropriate new programmes and qualifications.
- That acknowledgment is given to the fact that the prime asset of the College is the expertise and experience of its staff, jointly and severally, and that a priority of incorporation must be the optimal future engagement of the staff, to ensure that the quality and range of services currently offered are not unduly prejudiced.
- That the intellectual property acquired by JCE (programmes, curricula, learning and teaching materials), and the institutional goodwill accumulated through many years of service to teacher education, be acknowledged as

integral parts of its transferable assets, and that, upon incorporation, these assets are factored into the evaluation of the College.

- That existing, professionally-based relations between JCE and the Gauteng Department of Education (resulting from such mutual interests as agreements for teacher development programmes), and between JCE and schools (both provincial and independent, resulting from such mutual interests as annual school-based teaching practice for students), will be protected and developed to serve the best interests of all parties concerned.⁽⁴⁾

This document was tabled at a meeting of the College Council on 8 June 2000. Professor Enslin, acting Dean of Education, undertook to discuss the matter with the Vice-Chancellor.

At the next meeting of Council held a week later, the responses of the Vice-Chancellor to the concerns expressed by College lecturers were explained by Mr T Lelliott of Wits. During the subsequent discussion the following matters were raised:

- The University could, if necessary, provide a document to give assurance that the JCE campus would be used for teacher education. Should the need arise where the campus would be used for other activities there would be negotiation beforehand. Both College and University would participate in drafting the document.
- The degree of autonomy in terms of an educational entity would be negotiated between the two institutions prior to the period of transition. The JCE / Wits incorporation would be decoupled from the university's faculty restructuring. The suggestions for the period of transition were that it should be of 3-years. This item needed further discussion.
- The issue of continuity was raised. An appropriate period of transition was essential, and during this period JCE would have a degree of autonomy to be decided.
- Professor Hall noted the concern that JCE's current assets could disappear within the structures of the University. Ideally these should be ring-fenced for the benefit of teacher education together with the revenue generating capacity of the campus. This item needed further discussion.
- Rev. Makgoba raised the uncertainty surrounding the JCE property issue. A response was awaited from Mr Mallele

Petje of the Gauteng Department of Education. The Council expressed its concern with regards to the uncertainty surrounding the property issue.

- Council supported the Faculty of Education's wish, in terms of the new structures which would be put in place, to benefit from campus support systems.
- The issue of pipeline students needed further negotiations between the College, the University and the Gauteng Department of Education.

Both Professor Hall and Mr Faller thanked Professor Enslin and Mr Lelliott for their efforts and prompt attention regarding the concerns raised at the previous meeting. ⁽⁵⁾

FUTURE OWNERSHIP OF JCE CAMPUS IN DOUBT

Throughout the discussions about incorporation, it had been understood that the JCE property plant and resources would be transferred to the University; a great deal of planning had been undertaken, based on this premise. The University awaited a response to Professor Bundy's letter to Mr Petje of the GDE, and would need to consider its implications.

The future ownership of the JCE campus appeared to be uncertain; the College Council had been informed that at a meeting with the Gauteng Department of Education the latter had announced that the College property "may not be part of the deal"; the GDE's intentions for the property were unknown. ⁽⁶⁾

The Vice Chancellor met the Premier of Gauteng, Mr M S Shilowa, in the latter's offices on 28 June to discuss the future ownership of the JCE campus. The Premier gave Professor Bundy reassurance that the Gauteng Department of Education had no intention of retaining ownership of the plant and infrastructure of the Johannesburg College of Education. The Vice Chancellor requested confirmation in writing of this assurance. ⁽⁷⁾

The Superintendent-General of the GDE, Mr Mallele Petje, in his letter to the Vice-Chancellor of 18 July 2000 on the subject of the ownership of the campus made this statement:

However, my view remains with respect that it will be incorrect to presume that you have as part of the alleged agreement an advantage over the facilities of JCE over the GDE. ⁽⁸⁾

As this statement did not convey the same assurances that the Vice Chancellor had received verbally from Mr Shilowa, the Prime Minister, Professor Bundy wrote to the Superintendent General of the GDE requesting the guarantee that, once incorporation had been finalized in terms of the Higher Education Act, JCE and all its facilities would be an integral part of the University. ⁽⁹⁾

The Vice-Chancellor had agreed to extend to the GDE the use of some of the facilities of the College when the need arose e.g. the accommodation of examination headquarters which had since 1998 been located in the Macgregor block. ⁽¹⁰⁾

The Minister of Education subsequently gave his assurance that the College campus would be transferred to Wits with some form of agreement to enable the GDE to continue using the campus facilities for certain activities. ⁽¹¹⁾

When the Superintendent-General of Education had mentioned the possibility of his department using College facilities, the Vice-Chancellor had pointed out that Wits would be making significant demands upon “the learning space, hostels and resources of JCE”, which after incorporation would be part of the University but, he added, Wits would be happy to continue discussions with GDE to establish what the needs were and to see if these could be accommodated. ⁽¹²⁾

THE MODEL FOR THE INCORPORATION WITH WITS

The Joint Working Group during its investigations was aware of the possible effects which the prolonged debate at Wits on the restructuring its faculties might have on the negotiations leading to incorporation.

Professor Hall expressed his reservations about the University’s intentions of amalgamating the Faculty of Arts, Education and JCE. ⁽¹³⁾

The Rector wrote to the Minister of Education Professor Kader Asmal, to express his concerns about the proposed incorporation with Wits; for a number of reasons he doubted the possibility of effective, implementation of the incorporation by 1 January 2001. Among the problems mentioned were:

- Transfer of ownership of JCE campus.
- Effect on academic staff of the incorporation with Wits e.g. uncertainty among lecturing staff about labour relations.
- Lack of any clear and comprehensive statement of how the process of incorporation will impinge on the services of the College which had led to growing concern about uncertain

effects of incorporation on the continued provision of teachers.

- The uncertainty which would have a harmful effect on enrolments for colleges of education.
- In conclusion, the Rector expressed his concern that the full effects on teacher education of the incorporation policy had not been adequately evaluated. ⁽¹⁴⁾

In his reply to the Rector, the Minister of Education assured him that he would ensure that the JCE campus would be transferred to Wits. On the subject of labour relations the Minister conceded that there were complications which were delaying the finalization of negotiations.

The Minister asserted that he had no good reason to reconsider his intention to incorporate JCE into Wits and urged the Rector to do his best to make the incorporation work. On this subject, the following paragraph from Professor Kader Asmal's letter is of interest:

Unfortunately, you do not make any constructive suggestions as to possible alternative approaches. I gather that you are unhappy with the proposed incorporation with the University of the Witwatersrand and have been seeking alternatives such as Technikon Witwatersrand. I find this strange as I imagine most institutions would be delighted to become part of such a prestige institution as the University of the Witwatersrand. ⁽¹⁵⁾

The Rector replied promptly to the Minister of Education, reassuring him that the College had great respect for Wits, as demonstrated by the long-standing formal association that existed between the two institutions; he added however, that:

The College has also found it difficult to plan for incorporation at exactly the same time that the University is engaged in faculty restructuring, because the University's internal re-structuring does not sit easily besides the diverse needs of teacher education. ⁽¹⁶⁾

CHAPTER 17

NEGOTIATIONS BETWEEN WITS and JCE

The previous chapter has focused on some of the problems experienced in planning the incorporation of JCE with Wits. There was an urgent need for new procedures to be adopted at a national level where the process of incorporating colleges of education into the higher education system had been proceeding at a much slower pace than had been anticipated.

Two reasons for the delay were given by Dr Ben Parker of the Department of Education:

- The declining enrolments in higher education in general and teacher education in particular which had invalidated the assumptions on which the original process was based.
- Unforeseen problems in regard to labour relations issues.⁽¹⁾

The declining enrolments in university faculties of education, the quotas imposed on colleges of education and the rapid growth of the private sector had changed the face of teacher education. Uncertainty and demoralization in the public sector were the consequences. Weak management and inefficient administration had questioned the validity of some universities and technikons.⁽²⁾

It was a "gloomy picture" as the circular noted: a rapid response and decisive action were required.⁽³⁾

LABOUR RELATIONS

The Council of Education Ministers resolved not to allow the complexities of several labour issues to retard the process of incorporation: it was decided that the problems associated with the transfer of college staff into higher education institutions should be separated from the process of incorporation. In effect this meant the staff transfers became voluntary and were determined by individual preference and the needs of the university into which specific colleges

were to be incorporated. Staff who transferred would be employed by the receiving institutions in terms of its own conditions of service. In the case of College staff, who choose not to transfer or who were unable to secure a post in the university, they would remain in the service of the provincial department concerned. ⁽⁴⁾

Professor Hall remained skeptical about this decision, pointing out that it would have serious consequences for expertise in teacher education at JCE and throughout the sector. ⁽⁵⁾

MEASURES TO ACCELERATE THE PROCESS

The Department of Education decided to appoint a national steering committee within the Department and an external agency to facilitate and accelerate the incorporation process.

The functions of the steering committee were to provide direction, guidance and management of the overall process for incorporating colleges of education. More specifically the committee was responsible for:

- Funding arrangements for the process of incorporation in regard to provinces, universities and technikons.
- Legal agreements in regard to personnel, land and infrastructure, rates and taxes.
- Labour agreements in regard to provincial and institutional staff. ⁽⁶⁾

The external agency would assist the national steering committee by undertaking data gathering and analysis of data to provide accurate information for decisions in regard to funding, plant, staffing, students and programmes. The agency would undertake to facilitate negotiations between individual institutions, the province and Department of Education which would result in agreements covering all aspects of the incorporation. ⁽⁷⁾

JOINT EDUCATION TRUST

The Department of Education appointed the Joint Education Trust (JET) in August 2000 to act as the external agency to facilitate the incorporation of colleges of education into higher education. JET's contract extended from September 2000 to the end of February 2001. The external agency had two responsibilities:

- To provide information to colleges and universities on the processes, procedures and possible models for the incorporation of colleges of education into higher education. JET, the facilitating agency, also had to provide information on the nature and form of the agreement to be reached between the two institutions.
- To provide the Department of Education with reports on the progress of each of the incorporation processes, the final report to be supplied by the end of 2001. ⁽⁸⁾

JET circulated a manual, dated 8 September 2000, which set out guidelines and procedures to be followed by universities and colleges.

To promote the process of incorporation certain essential information was required.

- *Transfer of assets:* the Higher Education Act provided for the transfer of the “assets, liabilities, rights and obligations” of the college to the University. The most important asset was the property or campus of JCE and its facilities which belonged to the Gauteng provincial education department. As has been mentioned in chapter 16, the Gauteng provincial administration was encouraged not to oppose the transfer of the campus of JCE to Wits. Other assets, which belonged to the college would devolve upon the university. If funds had been given to the college in terms of a trust bequest the university was obliged to use the funds according to the conditions prescribed by the trust or bequest.
- *Transfer of students:* The interests of “pipeline” students, that is students enrolled at JCE in the year 2000, was of paramount importance. In the subsequent negotiations between JCE and Wits “pipeline” students and their courses of study had to be identified. (The details need not be given here)
- *Transfer of staff:* Close attention had to be given to this extremely sensitive matter during the process of incorporation. Detailed information was gathered about the number and categories of posts to be created to meet the requirements of the academic programmes at Wits.
- *Transfer and development of academic programmes:* The basic principle for the transfer and development of programmes at Wits was that as many as possible “pipeline” students should be integrated into existing programmes or new academic courses to be created at the university. Obviously the possible duplication of programmes had to be avoided; that was most unlikely in view of

the close co-operation between Wits and JCE over a period of many years; nevertheless, an audit and comparison of existing programmes had to be undertaken.

- *Financial arrangements of incorporation:* Another complex matter; the University would incur extra costs because of the transfer of “pipeline” students to Wits and therefore the formula on which the subsidy to the University was based had to be adjusted. A financial audit of the College was an essential task in the process of incorporation.⁽⁹⁾

RESTRUCTURING OF FACULTIES AT WITS

In October 2000 the University completed the restructuring of its faculties; the existing nine faculties were reduced to five, one of the faculties which would be reconstituted in 2001 was the Faculty of Education. This would become a **School** of Education within a new Faculty of Humanities, Social Sciences and Education. As had been anticipated, this would affect the model for the incorporation of JCE within the University in the new year.⁽¹⁰⁾

CHAPTER 18

IMPORTANT CLAUSES OF THE AGREEMENT

A working group composed of representatives of the University and Colleges under the chairmanship of Professor Robert Charlton, a former Vice Chancellor of Wits, drafted the terms of the agreement by which the incorporation of the College would be incorporated with the University.

After the first draft of the agreement, dated 1 November 2000, had been reviewed by College representatives on 6 November a second amended copy was prepared on 21 November. A third and final draft, dated 7 December, was tabled at a meeting of the College Council on 7 December, 2000.

DEFINITIONS

The introduction to this important document included certain definitions:

“Declaration”, a declaration by the Minister of Education, in terms of Sections 21 & 22 of the Act, incorporating JCE and the University.

“Faculty”, the Faculty of Humanities, Social Sciences and Education at the University as constituted from 1 January 2001.

“Period of transition” or **“transition period”**, that period, as agreed to hereunder, between declaration and the full incorporation of JCE with the administrative, financial and academic structures of the University.

“Pipeline Student”, a student currently enrolled at JCE for any course of study prior to declaration and who continues with that course after declaration.

“SAPSE”, South African Post Secondary Education.

“Effective Date”, the date for the commencement of this agreement, which shall be the date of signature of this agreement.

“School of Education”, the school for the development and implementation of learning programmes encompassing the discipline

of education, established by Senate and as approved by the Council of the University.

“Teacher Education”, the pre-service and in-service education and training of students for teaching, development and management of education in the phases beginning at the Foundation phase, which includes Pre-primary teaching, to the Further Education and Training phase.

“Transition”, a phased process of incorporation of JCE with the administrative, financial and academic structures of the University.

EFFECTS OF THE DECLARATION BY THE MINISTER

The parties agreed formally to advise the Minister to declare the incorporation of JCE with the University with effect from the earliest feasible date. The parties also agreed to apply the provisions of the agreement *taking due account of the particular needs and interests of teacher education*. (Author’s italics)

It was further agreed that:

- During the period of transition, JCE will operate as an entity equivalent to a School within the University, to be known, as the “College of Education”.
- During the period of transition, the College of Education will have public representation that takes due cognisance both of its status as an entity within the University and of the professional reputation and goodwill that has accrued to JCE during its long period of service to teacher education. Subject to the approval of the Council of the University, for the purposes of public representation the College is to be known, during the transition period, as the “College of Education of the University of the Witwatersrand (formerly the Johannesburg College of Education)”. ⁽¹⁾

The College would fall under the Faculty (as defined above) and operate in close academic and administrative partnership with the School of Education of the University.

USE OF THE JCE CAMPUS

It was agreed that the School of Education would be moved to the JCE campus as soon as possible after the date of Declaration. The facilities which would be occupied and jointly utilized by the College of Education and School of Education would include:

- Administration Block
- Boyce and Lighton Blocks
- Science Education Block (East wing of Macgregor Block)
- Harold Holmes Library Block
- Williams Block
- Home Economics Block
- Conacher (Technika) Block
- Physical Education Block
- Examinations Hall
- Space Frame Theatre

But the west wing of the Macgregor Block would be occupied and utilized at the discretion of the University. The reasons for this have been mentioned in Chapter 16. It is relevant at this point to draw attention to clause 4.9 of the agreement:

Consideration shall be given to application for continued accommodation on the JCE campus for non-JCE entities currently provided for, under reasonable conditions. Any continued accommodation on the JCE campus for non-JCE entities shall be subject to separate agreements between the University and the governing authority of the entity concerned.

The use of the College library was clearly stated:

The Harold Holmes Library will remain housed at its present site and will be augmented by the holdings in the field of education currently in the Education and Commerce Library of the University, as agreed between the University Library and the School of Education. The Harold Holmes Library will be subject to the University's policies, procedures, rules and regulations, as amended from time to time, governing the administration of its Libraries and under the control of the University Library. It will act as a library, resource and media centre primarily for teacher education and educational research, though it may be expanded to include the needs of other disciplines housed on the JCE campus. ⁽²⁾

The use to be made of JCE residences was clearly stipulated in clause 4.6:

During the transition period, the Highfield residences (Girton, Medhurst and Reith Halls) and Knockando residence shall be used to accommodate bona fide students of higher education institutions; preference shall be given in the first instance to students of the College of Education and the School of Education and in the second instance

to other students of the University. Students of other higher education institutions may be admitted as private residents at the sole discretion of the University.

The Highfield residences shall in the main be used to provide a secure living environment for female students; any surplus accommodation in Reith Hall may be used as occasional accommodation.

The Knockando residence shall in the main be used to accommodate male students. A designated portion of the residence shall be upgraded at University expense to accommodate a limited number of both male and female international students.

The University's Parktown residences and the current JCE residences shall be reclustered for ease of administration. ⁽³⁾

The explicit undertaking in the agreement to ensure the continued use of JCE campus facilities for the benefit of *teacher education* is significant as illustrated by the clause:

On expiry of the period of transition, the JCE campus facilities and moveable stock required for teacher education and educational research shall continue to be utilized for such purposes. Any complementary utilization thereafter for other purposes shall not compromise their use in the provision and development of services required for teacher education and educational research. ⁽⁴⁾

MANAGEMENT OF THE COLLEGE OF EDUCATION

The agreement made provision for the appointment by the University of a head of the College to administer its affairs. Clause 5.4 stated:

Subject to the authority of the Dean of the Faculty, the head of the College of Education shall be responsible for the managerial, administrative, financial and academic affairs of the College of Education. To fulfil such responsibilities, the head of the College of Education shall be provided with the necessary support services, as determined by the University. ⁽⁵⁾

The negotiating parties acknowledged the impracticability of the immediate and complete transfer on Declaration of all the administrative functions of JCE to the administrative structures of the University: it was necessary to have a phased process of transfer of such functions during the period of transition. ⁽⁶⁾

The agreement made provision for the establishment of an Education Advisory Board, the composition, powers, functions and responsibilities of which to be determined by the Councils of the University and College. ⁽⁷⁾

The responsibilities of the two heads of the School of Education and the College of Education were stipulated in clause 5.3:

The head of the College of Education and the head of the School of Education shall report to the Dean of the Faculty or his or her nominated representative, on the activities and proceedings of the Education Advisory Board, and refer to the Board any matters the Dean or his or her nominated representative may wish to call to its attention. In all matters of mutual interest affecting teacher education, the head of the College of Education and the head of the School of Education shall consult with one another in the compilation of reports and recommendations made to the Dean.

The specific responsibilities of the head of the college were stated in clauses 5.5 and 5.6:

The head of the College of Education shall be responsible for making recommendations to the Dean of the Faculty or his or her nominated representative regarding the employment of personnel in the College of Education, the provision of services required for the effective continuation of the business of the College of Education, as well as budgeting, financial administration and expenditure of funds allocated to or generated by the College of Education.

The head of College of Education shall be responsible for drafting an annual College of Education budget which complies with the University's financial procedures and policies. The allocation of financial resources by the University for the running of the College of Education shall take into account, though not necessarily be limited to:

- *the state subsidy accruing from the enrolment of students with the College;*
- *income from tuition fees obtained from such students;*
- *JCE financial reserves which devolve upon the University under the Declaration, shall continue to be dedicated to, the provision and development of pre- and in-service teacher education. (This matter will be referred to again later in this chapter)*
- *income derived from projects or programmes offered by the College in contract with other parties; and*
- *an agreed ratio of income derived from the hiring or leasing of facilities on the JCE campus.*

ACADEMIC GOVERNANCE AND LIAISON

Section 6 stipulated how academic affairs were to be controlled:

- *the academic affairs of the College of Education shall be supervised by the Senate of the University and its committees in terms of its practices, procedures, policies and rules.*
- *the College of Education and the School of Education shall reach agreement on appropriate reciprocal representation on all College and School bodies responsible for the supervision and regulation of academic affairs.*
- *during the period of transition, in the interests of effective liaison with other relevant academic structures within the University, the College of Education shall, in view of its status as a school of the University, have membership on all University academic bodies of which the composition includes representation at school level, and in which the interests of teacher education are addressed. ⁽⁸⁾*

TRANSFER OF COURSES AND QUALIFICATIONS TO WITS

The agreement ensured that there would be continuity in the academic programmes and qualifications which the College had been offering in the year 2000.

- The parities agree that qualifications and programmes currently offered by JCE shall be transferred to the University on the date of Declaration. These qualifications comprise the Higher Diploma in Education (Pre-primary/Foundation phase, Foundation phase, Intermediate phase as well as the Senior phase/Further Education qualifications with specialization in Physical Science, Mathematics, Business Studies, Technika, Home Economics and Physical Education) and the Diploma in Education (Pre-primary phase, Foundation phase, and Intermediate phase).
- Each student enrolled prior to the date of Declaration for a qualification offered by JCE shall have the right to complete, within a reasonable period, that qualification. The programme of study required for the qualification shall not be subject to unreasonable alteration. (This clause ensured the right of pipeline students to continue with their studies)
- Existing qualifications offered by JCE shall, in the interests of continuity and optimal student enrolment, continue to be offered to new students in 2001. These qualifications comprise the Higher Diploma in Education and the Diploma in Education.

- Existing admission requirements shall continue to apply for as long as new enrolment for such qualifications is accepted
- The JCE Higher Diploma in Education and Diploma in Education, as well as the University Bachelor of Primary Education degree, shall be offered under the auspices of the College of Education or the School of Education, as appropriate.
- Non-qualification in-service courses offered by the College of Education that are currently accepted for accreditation towards a qualification shall continue to be accepted for such accreditation.
- The parties agree to take all reasonable steps to ensure that pipeline students are not unduly materially or financially disadvantaged by Declaration, and that Declaration will not unduly, adversely affect the potential for new student enrolment in pre- or in-service teacher education. ⁽⁹⁾

STUDENT AFFAIRS

The parties of the agreement acknowledged that continuity in student governance, during the period of transition and beyond, was of the utmost importance. Therefore it was agreed that representative student bodies of the College should serve their current term of office providing that their functions and activities were consistent with the constitution of the SRC of the University. ⁽¹⁰⁾

COLLEGE OF EDUCATION ADMINISTRATION

The parties agreed that certain administrative functions of the College of Education should continue, during the transition period, under the existing JCE administrative structures as transferred to the University on Declaration. The administrative structures and functions should nevertheless be reviewed to accommodate the mutual needs of the College of Education and the School of Education. ⁽¹¹⁾

During the transition period, it was agreed, the annual almanac and lecture timetable should coincide as far as possible with those of other sectors of the University. ⁽¹²⁾

Other clauses stated:

The head of the College of Education and the head of the School of Education shall propose to the University appropriate ways in which the academic events of the College and the School, including awards and graduation ceremonies, might be integrated, in a manner

compatible with both the University's schedule of events and the location of teacher education on the existing JCE campus.

An Education graduation ceremony shall be held annually in the Linder Auditorium unless logistical and financial considerations make it unreasonable to continue to do so. ⁽¹³⁾

In Chapter 12 an account has been given of the computerisation of the records of the College. Adjustments would have to be made during the period of transition:

The parties agree that, until such time as the information technology systems existing at JCE are rendered fully compatible with those of the University, and all requisite information has been transferred to the University systems, the systems existing at JCE shall continue to be applied in whatever respects may be conducive to an effective transition from the JCE to the corresponding University systems. Prompt attention shall be given to the modification of JCE systems so as to enable them to translate specified information into a format compatible with the University systems as and when required. ⁽¹⁴⁾

ACCESS TO THE COLLEGE CAMPUS, SECURITY AND MAINTENANCE OF FACILITIES

The parties acknowledged the impracticability of immediate and complete transfer, on Declaration, of all the functions assigned to JCE administrative structures to equivalent administrative structures of the University in respect of access to, security, and maintenance of the existing JCE campus. The parties acknowledged the need for a phased process of transfer during the period of transition. ⁽¹⁵⁾

TRANSFER OF JCE FUNDS AND RESERVES TO THE UNIVERSITY

The parties to the agreement acknowledged that all funds and reserves of the College would on Declaration and in terms of the Higher Education Act of 1997 devolve upon the University. Clauses 12.1 to 12.4 are of significance as they emphasise that these funds and reserves would be used for the provision and development of teacher education.

The funds will be allocated to the provision and development of teacher education. The University will take cognisance of any recommendations by the JCE Council regarding the particular purposes to which these funds should be dedicated. ⁽¹⁶⁾

Use by the College of Education of dedicated portions of the JCE funds and reserves during the period of transition shall, as far as

possible, be to the mutual benefit of the College of Education and the School of Education. ⁽¹⁷⁾

Portions of the JCE funds and reserves that have not been dedicated for specific purposes may, in the first instance and during the period of transition, be allocated by the University in the best interests of pipeline students taking into account any unreasonable and adverse financial effect of the Declaration on these students and provided that such allocation does not unfairly and adversely affect the interests of the University as a whole. ⁽¹⁸⁾

JCE funds and reserves unexpended upon conclusion of the period of transition shall be used by the University with due recognition of the needs and best interests of teacher education, as represented by the College of Education and the School of Education. ⁽¹⁹⁾

USE OF COLLEGE CAMPUS FACILITIES FOR INCOME-GENERATING PURPOSES

It was recognized that the College campus was a valuable asset as a source of income. The following lengthy clause stipulated that:

During the first year of transition, use of the Linder Auditorium complex (including the examinations Hall and Space Frame Theatre) shall be administered, for income-generating purposes, by a Facilities Office based at the campus currently known as the JCE campus, and responsible in the first instance to the heads of the College of Education and the School of Education. The Facilities Office shall also administer, for income-generation purposes, all JCE campus-based facilities, including sporting facilities, subject however to prior rights of usage by the College of Education and the School of Education in the first instance, and other entities of the University in the second instance. Use of all JCE campus facilities by the College of Education or the School of Education or, by agreement of the head of the College of Education, other entities of the University, shall not be subject to charge. Subject to the University's financial policy, procedures, rules and regulations, as amended from time to time, governing the use of its property or property under its control income generated by the hire or lease of such facilities shall, during the transition period, and less any costs to the University, accrue to the College of Education and the School of Education in a manner negotiated by the heads of College and School, in consultation with and subject to the final approval of the Financial Director of the University. ⁽²⁰⁾

TRANSFER OF COLLEGE STAFF TO UNIVERSITY

As has been mentioned in previous chapters, the incorporation of JCE with Wits created serious personal concerns for lecturing staff and complex problems for educational authorities.

The parties of the agreement confirmed that due to the current lack of information necessary for definitive negotiations on the size and composition of the staff complement required for the effective continuation, after Declaration, of services and programmes presently provided by JCE, no specific provisions in relation to posts shall be included in this agreement. ⁽²¹⁾

Nevertheless it was agreed that any decisions related to the size, composition, post levels and conditions of service of College staff, who would be employed as a consequence of incorporation, should be guided by certain principles. These were:

- Staff appointments would be subject to SAPSE norms and standards.
- Cognisance should be taken of the need for equitable treatment of all staff serving College at the time.
- Provision of staff to be appointed by the University should be guided by the academic and professional needs of all pipeline and potential new students as well as all the programmes and curricula being taught by JCE staff with special attention being given to the need for the minimum disruption of programmes.
- The University should identify, in consultation with JCE, and advertise the posts needed for pre- and in-service teacher education as a consequence of the Declaration.
- Applications for posts to be advertised should in the first instance invited only from members of JCE staff.
- The post structure required by the University as a consequence of the Declaration, should, during the period of transition, be informed by the requirements of the College of Education as a school of the University. ⁽²²⁾

AMENDMENTS TO AGREEMENT AFTER THE DECLARATION

Provision was made for possible amendments to the agreement:

During the period of transition after termination of office of the JCE Council as a consequence of Declaration, to amend or amplify any of the provisions of this agreement and any addendum thereto such

amendment or amplification shall be made by the University after full consultation with the Education Advisory Board, which Board shall, for this purpose, represent the views of the JCE Council insofar as the JCE Council is a party to such agreement. ⁽²³⁾

Finally, the agreement stated that the transition period would terminate on conclusion of the full incorporation of JCE with the academic, financial and administrative structures of the University or three years from the date of signature, whichever occurred sooner. ⁽²⁴⁾

CHAPTER 19

FURTHER MEASURES TO PREPARE FOR INCORPORATION

One of the most intractable problems encountered in the process of planning the incorporation of the College with Wits was the transfer of the necessary teaching staff, a matter generally referred to in Council minutes as labour relations. This concerned teachers' unions who kept a watchful eye on conditions of service: post levels, salaries, pensions etc. All these matters affected the professional future of JCE lecturers.

Throughout the negotiations leading to incorporation the Council had consulted Mike Myburgh, the Executive Director of the National Union of Educators, and Dave Balt, a Chief Executive Officer in the same union.

Delays in finding a solution were inevitable, and on 16 November 2000 the Chairman of Council wrote to the Minister of Education warning him that Council would not give full approval to incorporation until this outstanding issue had been resolved.⁽¹⁾

Prompted by the Chairman's letter the Council of Education Ministers decided to act. At their meeting on 27 November 2000 it was agreed that Provincial Departments of Education would second college teaching staff to the receiving higher education institution, in JCE's case, to Wits for a period of one year.⁽²⁾

Conditions were applied to this secondment of staff:

- The provincial education department would carry the cost of the remuneration package and benefits of seconded staff.
- The university would identify the number of staff and the subject areas for which staff were required to be seconded.
- The provincial education department would have to obtain the written consent of the staff to be seconded.
- The University would have to complete their recruitment and selection process of permanent staff not later than June 2001, the appointments to take effect from January 2002.⁽³⁾

The Chairman of the College Council was informed of the decision to second staff by a letter of 8 December 2000.⁽⁴⁾

The Rector and the College Council had for a long time been fully aware of the impact which the incorporation process would have on the future of the College staff and had taken all reasonable steps to ensure that the best interests of all staff were taken into account during the process of incorporation. Because of the uncertainty regarding the proposed course of action to be taken, it had not been possible to keep the staff informed of developments during the preceding few months.

There were two broad categories of staff:

- Staff appointed by the Gauteng Department of Education (GDE)
- Staff appointed by the College Council

DECISIONS TAKEN ABOUT THE FUTURE OF MEMBERS OF JCE STAFF

Staff appointed by GDE:

There were four categories:

- *Lecturing staff:* Wits requested the GDE to second “the great majority of the academic staff for the period 1 February 2001 to December 2001. Mr Myburgh reported that staff not seconded would retain employment with the GDE. Whether seconded or not, all would be protected by a legislative framework.
- *Administrative staff who were “integral to supporting the academic operation”:* Wits requested the GDE to second the great majority to the University for the period 1 February to 31 December 2001.
- *The library staff who were not academic appointments:* Wits requested that all these personnel should be seconded for the period 1 February to 31 March 2001, after which selected library personnel would be further seconded until 31 December 2001.
- *All other support staff (cleaning, catering, gardening, maintenance etc):* Wits requested their secondment until 31 March 2001 after which they would be returned to GDE service (The University having had time to make the requisite arrangements).⁽⁵⁾

Staff appointed by Council

In this category, there were groups of staff whose salaries were funded in different ways, e.g. by income generated at JCE, or externally by the BITED Trust or GDE In-Service programmes. The College Council also appointed staff who were required to provide administrative support and special programmes. The Rector addressed a circular letter to each of these College-Council appointed personnel explaining the effects of incorporation on the posts which they held

As a result of the Council ceasing to exist as an employer with effect from 31 December 2000, all contracts of employment would terminate with effect from 31 December 2000. A document, labelled "Council Appointed staff – suggestions for 2001", was tabled at the Council meeting on 11 December 2000. This document indicated the names of a few members of staff whose contracts would not be renewed after 31 January 2001; other staff, however, would have their contracts extended for one of the reasons given above. With regard to severance pay, the Rector's letter included the following statement:

"In respect of severance pay, there is no legal obligation on the Council to pay severance pay to the employees whose fixed term contracts expire. However, without admitting any obligation to do so, the Council is prepared to pay an amount equivalent to two weeks' salary for each completed year of service to the College or part thereof to these employees."

The Rector's letter offered to provide a consultation service: all employees wishing to make representation were required to submit them in writing not later than Friday 1 December. The Council would consider these representations and respond to them in group meetings during the week 4 to 8 December. Representatives of Council would be available to consult with individuals during the same week. The Rector's letter concluded with this assurance:

Council wishes to assure you that its concern at all times has been in the best interests of the staff and students of the College and the continuation of service provision to teacher education. However, as indicated above, events are largely beyond the control of the Council and there is, in the opinion of the Council, no alternative to the process indicated above.⁽⁶⁾

TRANSITIONAL FUNDING

Another outstanding issue mentioned by the Chairman in his letter of 16 November to the Minister of Education was the lack of exact details of the transitional funding which would be needed after the incorporation with Wits.

The Minister reacted to this request briefly in his reply to the Chairman stating that the funding of the incorporation process had been discussed with the University which would be obtaining the state subsidy for the incorporation of JCE and that the University had not indicated any concerns.⁽⁷⁾

In a letter to the Vice Chancellor of Wits, however, the Minister explained in some detail the provision which was being made in the Department of Education's budget to cover the expenses incurred as a consequence of the incorporation. There was also a hint in a subsequent paragraph of concerns being expressed by some institutions "regarding the impact of the non-allocation of ad-hoc funds for the incorporation process."⁽⁸⁾

COLLEGE FUNDS

At the Council meeting on 11 December Professor Hall gave a brief report on the College budget for 2001. It was noted that the College expenses in terms of the budget for the current year were on track. Professor Hall requested the approval of the Council members for the audit to be done at the end of January. This was approved.

Reference has been made in a previous paragraph to College-appointed staff whose contracts would be extended to the end of December 2001. Council agreed that budget provision should be made for the payment of allowances to these staff members who would be seconded to Wits from 1 February to the end of December 2001.⁽⁹⁾

AGREEMENT BETWEEN THE GAUTENG DEPARTMENT OF EDUCATION AND THE UNIVERSITY REGARDING THE TRANSFER AND THE UTILIZATION OF THE PLANT AND PROPERTY OF THE JOHANNESBURG COLLEGE OF EDUCATION

The purpose of this agreement was to clarify and secure agreement on two important matters which had been discussed on several occasions already mentioned in previous chapters: the transfer of the campus and facilities of JCE to the University, and, secondly, the possible utilization

of certain of the facilities by the Gauteng Department of Education which had been using a section of the tutorial block for the administration of its examination system. The necessity of an agreement had been envisaged in clause 4.9 of the agreement between Wits and JCE. The two parties, Wits and GDE agreed to the following:

The GDE will transfer the ownership of the plant and property of the JCE facility to Wits primarily for the purposes of teacher education and other educational purposes. The process of the legal transfer of the plant and property will be managed by the National Department of Education.

The GDE will have full and unfettered utilization of the top two floors in the South West wing of the McGregor block (referred to as the facility) for the purposes of running their examinations function.

The GDE will be able to utilise the facility for a period of at least 15 (fifteen) years. This utilization will be reviewed at least every 5 (five) years. The GDE will have the first option for the utilization of these facilities after each review.

The GDE may need to make physical adjustments to these facilities to accommodate and carry out the examinations function. The GDE will consult Wits on any major alternations. The cost of any alterations will be borne by the GDE.

Rent will not be charged to the GDE for the utilization of these facilities. The GDE will pay the actual costs of maintaining these facilities and will also pay for the various services used in these facilities (e.g. water, electricity, refuse collection, rates, security, etc.)⁽¹⁰⁾

The agreement was signed on 7 December 2000 by the Vice Chancellor, Professor Colin Bundy, and Mr Mallele Petje, Head of the Gauteng Department of Education.⁽¹⁰⁾

AMENDMENTS TO THE AGREEMENT BETWEEN WITS AND JCE

Clause 2.2 of the agreement between Wits and JCE stated that as a consequence of the Minister's declaration JCE would cease to have effect as a "legal persona" but, the clause continued, the University agreed that all provisions of the agreement would continue to have effect as if JCE were to remain a "legal persona".

The Chairman of Council, however, expressed his concern; although he did not doubt that Wits would honour the terms of the agreement, he suggested that it was necessary for the College Council to take steps to protect its interests. He recommended that:

Before dissolving it will have to cede the rights in question to a third party, as trustee to exercise on its behalf after its demise.⁽¹¹⁾

The Chairman proposed to the Vice Chancellor a new clause 2.2 as a substitute for the existing one in case a serious legal dispute should arise:

As a consequence of the fact that after declaration of JCE as a sub-division of the University and the execution of this agreement, JCE will be dissolved and cease to be a legal persona, the parties agree as follows:

- 2.2.1 *all rights of whatsoever nature accorded to the staff of JCE (whether employed by the Council of JCE or the Gauteng Department of Education) and to the students of JCE (both pipeline students and students enrolled prior to the date of Declaration) are at the same time accorded to JCE to exercise for their benefit, in addition to the rights JCE has in any event in terms of this agreement.*
- 2.2.2 *JCE shall create a trust to be known as The JCE Legacy Foundation. This trust shall endure for a fixed period of 5 years. Its trustees shall be three persons acting as such in an honorary capacity (being independent of the Faculty and University, but otherwise connected in some way with JCE) appointed by the Council of JCE with the consent of the University, which consent is not to be unreasonably withheld. Vacancies shall be filled by the remaining trustees from time to time.*
- 2.2.3 *The College shall deposit R250 000 (two hundred and fifty thousand rand) with the trust, as funds to be utilized by the trust if ever an occasion should arise. These funds shall in turn be deposited in an attorney's trust account, and held in an interest bearing account in terms of Section 78 (2A) of the Attorneys Act No 53 of 1979. At the termination of the trust's five year period of existence the trustees shall pay the funds, plus accumulated interest less expenses necessarily incurred by the trust, to the University.⁽¹²⁾*

The College Council at its final meeting in December also reviewed the terms of the agreement between JCE and Wits. One comment was important: clause 14 stated that the transition period would *terminate* on the conclusion of the *full incorporation* of JCE with the academic, financial and administrative structures of the University. Council decided that the terms "terminate" and "full incorporation" should be defined more clearly.⁽¹³⁾

An Executive Committee of the educational Advisory Board, which was to be established in terms of the agreement, was formed to finalise

the agreement on behalf of the Council. Members of the committee were Mr Faller, Professor Pendlebury or Mr Lelliott and Mr Myburgh.⁽¹⁴⁾

DECLARATION OF THE MINISTER OF EDUCATION

The Minister of Education, Professor Kader Asmal, declared the incorporation of the College with the University in a gazette of 15 December 2000.



Francis Faller, Vice-Rector

CHAPTER 20

THE END OF AN ERA

A Gala Dinner was enjoyed by 250 guests who gathered in the Examinations Hall on 25 November 2000 to celebrate the achievements of JCE over a period of 90 years. Professor Hall, in his address, emphasized the contributions which College had made in pioneering important projects in education in South Africa.

CERTIFICATION ASSEMBLY

A Certification Ceremony on 1 December in the Linder Auditorium was significant since this assembly emphasized the contribution being made to the in-service education of teachers. Certificates were presented to teachers who had successfully completed courses in these areas: the Foundation Phase, Arts and Culture and Technology. Candidates and their guests were welcomed by the Director of INSET (the organization of in-service programmes) and addressed by Mr T Waspe, Chief Director of the Gauteng Department of Education. ⁽¹⁾

HONOURS DAY CEREMONIES

The Graduation Ceremony of 7 December was the last one of the College which had developed many fine traditions during its long history. The significance of this final occasion will be appreciated if seen in an historical perspective.

The first Honours Day, as the assemblies were called in the early years, was held on 3 July 1915. On this occasion 23 students qualified. The programme included a number of musical items and an address by John Adamson, Director of Education. The ceremony concluded with the singing of *Rule Britannia!* ⁽²⁾

The assembly hall of the college on the old campus, could seat about 200 persons only. As student enrolment increased in the 1930s and 1940s a marquee tent had to be erected to the East of the main building whenever Honours Day Ceremonies were held (The author received his

diploma in 1939 in a *tent*!) When a new hall was built in 1956 to the west of the quadrangle, which was created as a result of the extensions to the main building in the 1950s, accommodation for assemblies was adequate.

In 1968, however, as student numbers had increased, the University Great Hall had to be used for Honours Day ceremonies. In the late 1970s, when student enrolment had reached 1 700, the College had to hire the Johannesburg City Hall, in fact on one occasion, the city hall had to be booked for too successive days; students in the leaving groups were divided into two groups according to surnames: A to L and M to Z.

During the ceremony on the first evening it was discovered that the public address was not functioning: a senior member of staff had inadvertently moved a button on the microphone, thereby switching off the system. To prevent a reoccurrence at the next ceremony, the Rector posted a staff member, Vivian Hendry, in the gallery to signal that the microphone was alive!

The Linder Auditorium was used for graduation ceremonies after its completion in 1981.

The Honours Day ceremonies were enriched in 1964 when the Rector, Professor C B Linder, introduced the academic procession and the award of a Gold Medal for distinguished services to education. In the same year Professor Linder introduced a special student assembly at which graduands made an affirmation, an Act of Dedication, to their profession. In later years for logistical reasons the Act of Dedication became an integral part of the graduation programme. ⁽³⁾

THE CHAIRMAN'S ADDRESS AT GRADUATION 7 DECEMBER 2000

In addressing the assembly of staff, students and their parents, the Chairman of Council, Mr Henry Bennett, paid tribute to the quality of College administration:

What has impressed me throughout the period of my association with JCE has been the rigour of the discipline that has been infused into every aspect of the financial planning, procedures and controls at the College. Responsibility for the management of the College and its financial affairs (including its residences) is perhaps the key function of the Council: responsibility in all academic matters is devolved to the Senate, and the Council only has an advisory role in the selection of staff. The installation of the extensive computer system, and the handling of the financial affairs of the College, together with rectorate's close supervision of and interest in this vital aspect of the

affairs of the College have been beyond reproach and the cautious stewardship of its affairs, involving methodical accumulation of provisions for the maintenance and refurbishment of JCE's outstanding but massive plant, has ensured that JCE is what it is today: financially and structurally a thoroughly sound educational institution.

The Chairman continued his address drawing attention to the fresh challenges awaiting the College:

As you know it was decided by government a year or two ago that training colleges such as JCE would be transferred from provincial to national government, as part of the country's tertiary educational system. Barely had this been done when it was indicated that the intention of the Minister of National Education was that colleges should either merge with universities, become independent, or close down, this was both exciting and unsettling. Exciting because we had a collegial relationship with Wits, so that a natural and interesting dynamic already existed in that regard, unsettling because of the uncertainties relating to pipeline students (i.e. students already in JCE or committed to JCE), because of the situation of our staff as against the University staff and all their arrangements (i.e. emoluments, pensions and the like) and because of the property and other assets which since its inception generation after generation at JCE had built up for the benefit of teacher education.

The Chairman announced that JCE and Wits had been negotiating the terms of an agreement whereby the College would be incorporated with Wits. The Chairman explained in some detail the terms of this agreement which will not be repeated here as they have been explained in chapter 18. ⁽⁴⁾

GOLD MEDAL OF HONOUR 2000

It had been the usual practice that nominations for the Gold Medal should be made by the Rector for approval by the College Awards Committee. In November 2000, however, the process of nomination was different; a single nomination was submitted by the staff of the College to the Council, whose members approved the award unanimously.

The award was made to the Rector, Professor Graham Hall, who for 33 years of uninterrupted service had epitomized the commitment, the values, the professional responsibility and pursuit of excellence that were the aims of the College.

Francis Fallor, Vice Rector, read the citation which included these excerpts:

During his time as a Science educator, he played a major part in developing the activities of not only his Department but of Science education in general. He is author of 6 books and over 50 publications on Education and aspects of Science teaching. His scientific interests are broad, and a particular expertise in the study of the cosmos resulted in an honorary appointment as lecturer in Astronomy at Wits, which he taught at the Planetarium for 16 years. Furthermore, his skills as assessor and statistician led to involvement in academic quality assurance, especially in teacher education. This involvement resulted in his election as President of the Evaluation Association in South Africa, a position he held for 7 years.

His multiple talents have borne rich fruit, not only for JCE and its students, but also at broader levels: provincial and national. It is difficult to represent adequately the full measure of Graham Hall's contribution to South African teacher education, and to education more broadly. He has researched and authored or co-authored a remarkable array of reports and analyses that have had, and will continue to have, a significant effect on educational policy and practice in South Africa. These reports include work on a national audit on teacher education, on colleges of education, on the training of Mathematics and Science teachers, on the technical college sector, and on further education. His publications have been quoted as the most reliable indicators available of long-term needs and trends in our educational systems.

Graham Hall's research and publication have always been based on the most accurate statistics and analysis. He has used his findings to project future trends, to alert us to impending pitfalls, to question ill-founded policy, to propose imaginative and achievable solutions, and, when necessary and with great precision and tenacity, to challenge policy-makers who are unable to foresee consequences as clearly as he is able to.

As Rector, he has managed JCE with judicious skill, and consolidated its status as one of the major providers in the country of teacher education. It is to his tremendous credit that, as the College prepares for imminent incorporation with the University of the Witwatersrand, it can do so with such encouraging prospects. JCE enters its new era enjoying a healthy financial status, an efficient administrative system, a well-deserved reputation for quality provision of service, a dedicated and expert staff, a motivated and ever-growing student population, both pre- and in-service. That so productive and enriching an environment can prevail in times of such uncertainty is owing in no

small measure to Graham Hall's inspirational and responsible leadership.

Francis Fallor used the opportunity to announce the College Council's decision officially to name the Science Block of the College, on the South-East side of the complex, the *Graham Hall Science Centre*. This was in recognition of his contribution to Science education and to JCE as a whole. ⁽⁵⁾

Awards were also made to students; three of the oldest awards being:

- The Hutton Memorial Award for leadership, loyalty and service named for John Hutton a leading student who died tragically in 1926
- Johannesburg City Award instituted in 1916 for all-round efficiency in academic and professional studies
- Sir John Adamson Award instituted in 1964 for achievement in academic majors. John Adamson, the Director of Education in the former province of the Transvaal 1905 – 1924, was subsequently knighted for his services.

VALEDICTORY ADDRESS

In his valedictory address the Rector developed the theme of the challenges facing young graduates as they entered the profession. He warned them that teaching and education in general had been receiving a negative press for several years, but hastened to add that great improvements had been introduced during the previous five years: children were no longer excluded from schools because of their race, and syllabuses had become relevant to the needs of society.

The Rector posed questions which graduands should answer: Has your education encouraged you to handle change, to look at problems and situations afresh? Are you aware of the educational issues that you will face as you enter the profession in the 21st Century? He anticipated significant technological change which would bring about further educational and sociological changes. It would be the task of teachers of the future to ensure that their generation would master technology and not be mastered by technology.

The Rector urged graduands to go forward into the unknown with faith and not to shrink from the responsibility which South Africa had placed on their young shoulders. ⁽⁶⁾

THE ACT OF DEDICATION

Led by the Rector graduands read the Act of Dedication

AS AN ENTRANT to the teaching profession I solemnly declare:

I WILL BE GUIDE AND FRIEND to the pupils in my care, and not misuse the authority that I shall hold;

I WILL TRY TO KNOW each boy and girl, be alert to individual gifts and needs, and help each child develop his talents and discover the value of knowledge and skill;

I WILL TEACH EACH CHILD to honour family and home, to discern the right from the wrong and to live with all men in the spirit of tolerance and service;

I WILL ENCOURAGE EACH CHILD to look beyond himself in wonder and faith to the Author of all Goodness;

I WILL USE STUDY, counsel, and thought to keep my mind informed, my insight clear, my judgment fair, and use with fidelity such personal knowledge of my pupils and their families as may be entrusted to me.

AND, I PROMISE that I will be loyal to my school and colleagues, and that I will do all in my power to uphold the honour and dignity of my profession.

PART TWO

BEYOND THE CAMPUS

Lecturers and their students have been encouraged to study their disciplines in a wider context and look beyond the formal curriculum. College lecturers of all departments have not isolated themselves in an ivory tower; they have used their knowledge and expertise, not only for the benefit of students, but also for the teaching profession.

CHAPTER 21

COMMUNITY EDUCATION

(Contributed by Honey Gluckman, former Senior Lecturer in Educational Studies)

Professor Boyce in his history of the College, published in 1999, discussed the origin and organization of the Community Service project in 1978 and described some of the activities undertaken by students between 1978 and 1983. This project has continued to the present day, but during the 22 years of its existence, changes have occurred in what was required from the students, the organization of the whole project and the individual projects undertaken.

CHANGES IN ORGANISATION

When the project started, students were required to do 20 hours of practical service. At the request of the recipients of this service, this was changed to 30 hours and still remains so at the moment of writing. In addition, students were asked to write a detailed report and do some reading on the area in which they would be working. In 1981, the written aspect was shortened. Instead, students had to give a brief oral presentation to their group on some theoretical aspect that grew out of their service. In 1984, the name of the project was changed to Community Education as it was felt that students were educated as much, if not more than their clients.

In 1987, following research done on this project by Mrs Ros Jaff, the written requirements changed again. Students were then asked to write 2 short reports, the first to students who would be following in their footsteps the following year; this report would be housed in an Education Studies 'library' and be available to students and tutors. The second report would thank the organizer of the institution they worked for and possibly give helpful suggestions. At the time of writing, students are still expected to do 30 hours of practical work. This service is supplemented by lectures on Community Education theory. At the end, the students have to produce a structured research report within the context of the practical work they have done.

When the project started in 1978 for all fourth year students, it was administered by lecturer advisers who met groups of students for one period a week to discuss problems and provide support. The advisers also kept in touch with the organizers of the specific projects and if possible, visited the organizations. The whole project was co-ordinated by Honey Gluckman who ran it from 1978 to her retirement in 1993. Thereafter, various other co-ordinators took over.

In 1982, B. Primary Ed students were included in the project as part of the Education Studies course, but because of administrative problems, this requirement was dropped after a few years. The extra Community Education period was also taken away when financial strictures reduced the number of lecturers at the College and consequently the amount of time given to each subject. With only one period a month for consultation, the level of lecturer tutoring was adversely affected.

EVALUATION OF STUDENTS' PROJECTS

The assessment of the students' work also changed over the years. At the beginning, a certificate was awarded to all those who completed their projects satisfactorily, with outstanding students being awarded a distinction. However this was later changed to a credit or no credit system.

INSTITUTIONS VISITED

At the start of the Community Education project, only established organizations were approached with offers to help. These included Children's Homes, and Centres of Concern run by churches and synagogues that taught literacy and other skills to Black adults. However, the service thereafter spread to hospitals, after-care centres, specialized schools for the physically and mentally disabled and organizations looking after street children and drug addicts.

PROJECTS

Students later started and ran their own projects. Some of these, including work-oriented visits to Mission schools and camps for mixed groups of children, were mentioned in Boyce 1999. The Preprimary project, initiated by students in 1983 and advised by Vivian Pope, was one of the most successful.

The College Holiday Youth Project (CHYP), also initiated in 1983, changed from an after-care centre to a holiday programme, with students

taking a mixed group of children everyday for a week to different places such as Gold Reef City, the fire station, and on various trails.



College Holiday Youth Project

PROBLEMS ENCOUNTERED

These projects were not without their problems, particularly during the 'Apartheid' years. It was difficult to hire transport since most private buses were not allowed to carry children of all race groups. Students mostly had to use their own or their family's cars. They also struggled to find camping grounds or educational areas that were open to such groups.

It was also difficult to gain access to children from black, 'coloured' and Indian schools. One enterprising student from the CHYP project went on a Saturday morning to the Reference Library in the centre of town, which was then open to Black pupils. She asked the children there if they would like to be part of a holiday excursion group. One youngster who accepted was the son of a very prominent ANC member.

Hospitals catering only for patients who were not white, placed innumerable bureaucratic obstacles in the way of students who answered the call for help from doctors who worked there. The same applied to Children's homes that catered for orphans who were not white.

A further problem was trying to prevent students who had succumbed to the apartheid indoctrination from showing their prejudices when interacting with the children. Strangely, this bias was spelt out by the very first black student who was admitted to the B Primary Ed course at JCE. A N was a highly intelligent young man who was initially very reluctant to take part in what he regarded as a politically controversial 'mixed' holiday program. This is what he wrote in his final report. *"I learnt a lot from the children in that they eliminated almost all the prejudices I had against them. I thought that, because of their privileged background they would disregard my authority over them, my fears were completely unfounded, (they) had as much respect for me as any other member of the group, these were innocent little kids, I therefore suggest that co-ordinators of this project expose students to more and more situations in which they will obtain a deeper understanding and appreciation of people with whom they don't share a cultural background."*

A N was later detained by the Security policy and spent many months in detention before being released.

Also in 1983, students started their own campus-based community education project for black cleaning staff at the College. They offered literacy, numeracy, sewing, knitting, driving instruction classes and whatever else was asked for.

Other later projects initiated by students included more multiracial camps and holiday programmes, teaching at rural and farm schools, training disabled children for national games and initiating a 'Stranger Danger' drama production that was shown at a variety of schools. All in all, students doing Community Education over the years have helped children and adults at over a hundred organizations.

Many of these self-initiated projects required funding, and at first, students raised their own funds. As this became more onerous, sponsorships were sought, and these were provided from 1986 by the College Trust Fund. However, in 1996, for a variety of reasons, funding from sponsors ceased.

In the year 2000, the project once again changed course, and students are asked to find and offer their help to established organizations doing sustainable projects, such as working with juveniles in prison.

In 1993, the Honey Gluckman award for excellence in Community education was initiated and over the years, awards have been given for a variety of projects. In 1998 it was given to a student who worked to establish a vegetable garden at a Daveyton school, which later became a

vegetable co-operative. In 1999, it was given to a student who worked with an Aids awareness group in Alexandra township.

ACHIEVEMENTS OF COMMUNITY EDUCATION

It is hoped and expected that Community Education will continue when JCE combines with Wits University. Since its inception the project has, despite the many problems it has faced of a political, financial, organizational, and for some students, motivational nature, also proved to be of great value.

The following quotes from reports encapsulate what very many students felt about their experiences.

"It really opens your eyes. Some of us have been 'well schooled' and have seen only the good side of life, and never been in Hillbrow and seen any of these centres for street children. I've now seen and lived through some of these problems. I think this is really important for my social growth."

"It was an incredible experience. There were lots of problems. We learnt about tolerance and patience and the acceptance of attitudes. Good coping mechanisms evolved. I got to know myself in a week as never before."

"We learnt about ourselves, about each other, about other cultures. In four years of College we've done much academic learning, but none of it could really compare with this experiential learning. After all, it is people we are going to teach, not test tubes or text books!"

CHAPTER 22

EARLY CHILDHOOD EDUCATION

(Contributed by Jennifer Hallett and Trish Burrus, formerly Heads of Department in Pre-Primary Education, and Lorayne Excell, current Head of Department)

This course was introduced at the beginning of 1970 as a four-year combined Junior/Pre-Primary Higher Diploma in Education. For the first two years all Junior Primary students followed the same curriculum. Thereafter they could choose whether they wished to do the Pre-Primary specialization, hoping to be selected for the Pre-Primary course. Later on a more integrated approach was offered in that pre-primary students, already selected, attended pre-primary lecturers in their second year. Currently all junior primary students have some exposure to Early Childhood Development and methodology in their first year at College.

In 1970 eight intrepid students started the new Pre-Primary course in their third year of study. Thereafter as the course became established, quotas of between fifteen and thirty students were imposed by the Transvaal Education Department. The curriculum followed included Infant Didactics, Art, Health Care, Literature, Music, Drama, Woodwork, Developmental Play, as well as Education, Psychology, English, Afrikaans and Teaching Experience. The course ran with one lecturer, Miss Jennifer Hallett, for the first fifteen years.

(The pioneering work done by Miss Hallett, as well as acknowledgement of her links countrywide with preschool and community organizations, was later on to be recognized in her being awarded the Johannesburg College of Education Gold Medal for her contribution to education. This was a welcome recognition of pre-school education as an important phase in education. *Editor*)

The early students of the new department in 1970 helped to evolve, establish and develop the course in various ways. Stress was laid on the importance of relating theory to practice, and students were exposed to young children in a variety of different social situations. Practical work in the schools was undertaken every week, as well as during Teaching

Experience. The course was constructed to give students as wide a perspective as possible and to encourage them to be creative, adaptable, innovative and informed teachers, as well as good citizens.

STUDENT PUBLICATIONS

Initially, in response to a request from the Child Care Services Department of the Johannesburg Municipality, the students started to publish their own books to be sold to the public at very low cost. Any profit made was used for community workshops. Six books were published, and have been up-dated and are still in demand today.

Pre-primary students compiled two booklets, and contributed to others in the series of SITE books (Suggestions for Improved Teaching Effectiveness series) published by the Independent Teachers' Centre, headed by Dr Franz Auerbach. Students also contributed occasional articles to the magazine of the Central Rand Association for Early Childhood Educare.

COMMUNITY INVOLVEMENT

When the Educational Studies Department introduced the idea of community service/education, the preprimary students opted to do something related to their field of study. This developed initially from annual one- and two-day workshops for teachers of the African Self-Help Association to three- and four-day field trips to educare centres in Venda, Lebowa, Mpumalanga, and Viljoenskroon. The Preprimary Department always strove to maintain links with community organizations such as ASHA mentioned above, PEPPS, Ntataise and GROW, an NGO conceptualization initiated by Miss Hallett to offer training and support to black teachers.

VISITS

Regular visits were organized for the students to be exposed to learners with barriers to learning, adoption homes, Juvenile and Children's Courts, hospital nursery schools in Soweto Lenasia, Alexandra and Coronationville. These visits helped provide students with a meaningful understanding of the issues confronting the wider community.

LECTURE ROOM

After the first two years the Preprimary Department was allocated a lecture room of their own, in which changing displays were mounted, and collections of aids for teaching were made. Each year a display of items was held to which past students and the public were invited, and a network of practising preprimary teachers was developed.

POSTS

The first Transvaal Education Department preprimary schools were opened in 1973, and, as the TED preferred to employ their own graduates, all principals and teachers of these schools were young and inexperienced. Thus training had to be designed to meet this need.

LECTURERS

Within the Preprimary Department, Trish Burrus was assigned to assist Miss Hallett in 1985. In 1986 Marian Watson was appointed to a second preprimary lecturing post. On Miss Hallett's retirement after seventeen years as departmental head, Trish Burrus was appointed to succeed her in 1987, and was later to be helped by Megan Helsby after Marian Watson had left. Lorayne Excell, who had lectured in Infant Health at UNISA, and at JCE in a part-time capacity, succeeded Trish Burrus as Head of the Preprimary Department in 1993. For two years she was assisted by Sue Rosie in a full-time capacity.

COLLEGE NURSERY SCHOOL

This was established by the Preprimary Department in 1985 at 20 Junction Avenue, Parktown, in response to a request by the JCE Academic Staff Association to start a preschool facility for the children of staff and students. It was a full-day facility, offering services also to Wits University students' and staff children, as well as being used for observation and research purposes. It was one of the first multiracial preprimary schools, functioning in a 'white area' before the Group Areas Act was abolished. It is now run independently of JCE.

BUREAU FOR IN-SERVICE TEACHER DEVELOPMENT (BITED)

In 1995 this part-time in-service preprimary course, accommodated on College campus, was instituted by the JCE Trust and the then Transvaal Teachers' Association. In 1998 a combined Junior Primary, Preprimary course was introduced. Preschool teacher education and other courses were offered to students, who were usually older than the full-time students, at campuses at Johannesburg, Benoni, Mpuluzi Pretoria and Pietersburg. Although BITED was an NGO, the course was more academic than courses offered by other non-governmental preschool training organizations. The diploma was officially recognized for employment purposes. (Refer to Chapter 10)

Preprimary lecturers, both past and present, have been involved in writing course material, lecturing on Saturday mornings, and tutoring in

the field. Being involved with BITED has meant that tutors have benefited from an awareness of situations often constrained by a lack of resources. (Some students run schools in their homes, garages, and even in old buses). These situations perhaps characterize the real picture of the Early Childhood Development scene in South Africa, with all its inherent difficulties.

It is unfortunate that BITED has had to discontinue educating in-service teachers due to apparent financial constraints. At present the students are completing their studies in the Department of Diploma Studies (ex-BITED) on College campus.

RECENT DEVELOPMENTS

The transition from one government to another has also left its mark on Early Childhood Development, in particular the training of qualified teachers. The new teacher requirements as gazetted in the Norms and Standards document on Teacher Training (February, 2000) makes provision for a tertiary preschool qualification only for the Foundation Phase (Grade R – Reception year, the old Grade 0). This raises concerns as to where teachers will be trained for children younger than this, for teachers of such young children need to have a solid theoretical foundation of child development, so that they can offer flexible and varied approaches and methodologies in order to meet the child's needs.

It is envisaged that Early Childhood Education will continue to be offered as a specialization course in the Foundation Phase after the proposed incorporation of JCE into the University of the Witwatersrand.

PUBLICATIONS BY THE PREPRIMARY DEPARTMENT

These books contain contributions from students, and were edited by lecturers.

- The JCE Nursery School Theme Book 1984
- Developmental Play Handbook 1985
- On the Farm 1988
- Activities for Various Ages 1989
- Stories for the Preschool 1990
- Movement Education in the Preschool 1992, 1998

CHAPTER 23

LANGUAGE AND LEARNING ACROSS THE CURRICULUM

(contributed by Honey Gluckman)

In his history of the College published in 1999, Boyce noted that this project was started by Graham Walker in 1979 and later taken over by Michael Rice. Walker had pointed out that the difficulties that students experienced in writing assignments and exams were usually the result of garbled thinking, which in turn was the result of lecturing methods that ignored the relationship between language and learning. In pursuance of the objectives of this project, in 1980 LLAC became official College policy.

ACTIVITIES

In order to persuade lecturers that less lecturer talk and more student talk was necessary, a series of workshops and staff seminars was held. Their aim was to discuss how lecturers could get students to use language actively rather than only to listen passively.

Two national conferences were held, the first convened by Michael Rice, the second, in October 1997, convened by Honey Gluckman and the LLAC committee and sponsored by JCE and the Transvaal Teachers Association. The papers given at the conference were published in *Llengwch*, which had now become the *Journal for Language Across the Curriculum*, edited by Michael Rice.

The Committee, under the editorship of Honey Gluckman also produced an LLAC workbook which was published by JCE and was sold to all students for a nominal amount. This workbook was subsequently revised in 1984. A third edition was produced later. All staff were given copies of this workbook and requested to incorporate its contents into their assignments and evaluation.

After 1993, the work of the LLAC committee was incorporated into the syllabuses of those departments that accepted its value. A variety of Foundation courses that incorporated LLAC principles and skills were

also given to first year students over the succeeding years. These were held during part of the Teaching Experience period.

SOME BOOKS PUBLISHED BY JCE

1982 ATTITUDES TO EDUCATION OF TEACHERS IN ENGLISH SPEAKING SCHOOLS AND TERTIARY INSTITUTIONS IN S. AFRICA.

A report initiated by Professor Boyce, Rector of JCE and researched by H Gluckman and a group of JCE lecturers and written by H Gluckman.

1983 LANGUAGE AND LEARNING ACROSS THE CURRICULUM. A workbook for College students written by H Gluckman, J Greig, S Pendlebury, Y Reed, C Rossouw, and M Van der Mark. Edited by H Gluckman. Revised in 1984 and again later.

1995 HELP! A LANGUAGE SKILLS WORKBOOK FOR HIGHER EDUCATION STUDENTS AND THEIR TUTORS. Written by H Gluckman

CHAPTER 24

FROM VELDSCHOOLS TO ENVIRONMENTAL CENTRES

(Contributed by Clive Webber, formerly Head of Department of Geography and Environmental Studies)

During the late 1970s JCE participated in the Veldschool programme of the TED by sending small groups of final-year students who volunteered to visit veldschools. They joined larger number of students from the Afrikaans-medium colleges who adhered to the TED policy which made attendance at veldschools compulsory for students in their final year of study. Four JCE lecturers, Margaret Winkens, Elsa Oetle, Genie McLachlan and Clive Webber, accompanied students, their role being that of observers only of the veldschool programme devised by the staff of the veldschool.

During the early years the media of the English-speaking community were critical of the ideological bias of the programmes, indeed there were allegations of brainwashing. English-speaking educationists disagreed with the emphasis on Youth Preparedness in the programmes which included lecturers on the fears of a total onslaught on South African white society by communist-trained insurgents. These lectures, and even church services in the programme, were characterized by the ideological bias of the government of the time.

JCE's WITHDRAWAL IN 1980

To indicate its serious objection to the ideological basis of the programmes, JCE refused to send students to veldschools in 1980. This stand caused considerable consternation among the authorities in Pretoria.

A NEW APPROACH IN THE 1980s

As a result of negotiations between the TED and JCE, an entirely different type of programme was planned. The College agreed to send its students provided the entire programme was devised, presented and controlled by a JCE staff team. Clive Webber and Margaret Winkens,

who had extensive environmental expertise and experience in organizing students' excursions, assumed responsibility for the new venture.

The basic principles of the new programmes were:

- The programme would focus on experiences in environmental education.
- Veldschool staff would conduct selected activities in the programme, if they were invited to do so!
- The emphasis for all the extensive physical activities, which were normally a part of the programme, would change from competitiveness and challenge to activities where safety-first and mental preparedness were priorities. Activities included overcoming obstacles and back-packing hikes. (It was encouraging to note at subsequent camps the supportive conduct of students in litteria and obstacle courses e.g. physical education students assisting weaker women students).
- JCE staff were expected to lead their students by example and participate in the programmes
- Veldschool staff would supply all their domestic needs such as accommodation equipment and meals.
- Specific veldschool venues would be visited in a three-year rotational basis. This, it was hoped, would provide variety and encourage resident veldschool staff at different centres to adopt programmes different from the prevailing official ones of the TED.
- The JCE staff team consisted of senior lecturers with expertise in disciplines which could be adapted to environmental studies e.g. History, Biology, Geography and Physical Education.
- The staff team for the first few years consisted of vice rectors and heads of departments including Don Henning, Margaret Winkens, Clive Webber and Claire Nicholson. Later team members who served for a few years included Lorraine Peterson, Annabelle Lucas, Dave Hearne, and Frances Graves. Since 1988 a small staff team consisting of Clive Webber, Liz Anderson and Gail Natrass were involved continuously for ten years.



Staff and students visit a traditional Venda village.

MEMORABLE EXPERIENCES AT VELDSCHOOLS

SCHOEMANSDAL

- On one of the hikes up the Southpansberg a staff member, who was well shod, spotted a JCE woman staff member with only sandals on her feet, and observed: "Surely you are not intending to climb this mountain in those flimsy things".
- A visit to a beautiful cycad forest on the upper slopes of the mountain.
- An invitation to visit the kraal of an elderly Venda man who chatted about his way of life with his three wives.
- Ox-wagon rides in the Schoemansdal Living History museum.
- Bird-Watching and back-packing hikes in the berg.
- Traditional Venda dancers around a camp fire on the upper heights of the berg.
- Cattle straying from a farm and wandering among sleeping students on the mountain slopes.

- Associating with staff members of the veldschool, one of the most interesting being a lady by the name of Willie Botha who was so highly regarded that one evening the Rector presented to her a gold medal.
- Fascinating lectures on astronomy given by Professor Hall who regularly came by air for one night each year to show his support for the College staff team.
- The first Black students to attend a veldschool.
- Staff members' participation in the closing-night concert singing "We'll all stand together", made famous by Paul McCartney of Beatles fame.

PILGRIMS REST

The historical environmental of this early gold-mining area was of special interest, as was to be expected, but the forests and the escarpment provided spectacular hiking opportunities.

The Junior Primary and Pre-Primary students shared their expertise with the staff of a crèche; they encouraged them to permit the little children to take off their shoes and pour cups of water into the sandpit.

One night, as the call of a jackal was heard in the forest, where staff members were preparing their sleeping bags for a night's sleep under the trees, a rather timid, nervous voice from one of the ladies called to a male staff member bedded down 50 metres away inquiring whether he would move closer.

On the last day of one of the visits, the staff team decided to dress up in period costumes and posed for a photograph.

GLENMORE

For three years this popular veldschool on the Natal south coast was visited. From this camp it was possible to enjoy boat trips on the Mtamvuna River and to hike in the gorge forest. Another absorbing activity was the study of marine life in the rock pools.

A memorable event on one of the visits was the rescue from drowning of a local man and his son in the sea off the beach by a College student.



Staff in period costumes.

ENVIRONMENTAL CENTRES

The consequence of JCE's persistent efforts to persuade the TED to change the focus of veldschools and to place more emphasis on environmental education triumphed in 1994. This was reported to the College Senate on 15 March 1995:

JCE had consistently opposed certain of the aims of the 'veldschools' and had been instrumental in changing the programmes with more emphasis on environmental education. Mr Webber had been invited to

attend a curriculum planning session by TED in Pretoria to draw up an environmental education programme for the centres. As from 1994 the Veldschools officially changed to Environmental Education Centres. Mr Webber had been seconded earlier in the year to Head Office to visit the eleven centres to train staff in environmental education.

Mr Webber reported that seventy-four, third year students from JCE had attended the programme at Schoemansdal. The stigma attached to the veldschools appears to have disappeared and five black students were among the group of 74. Mr Webber outlined the programme. On the last day of the visit the students were asked to evaluate the programme. The enthusiasm and positive feedback were unanimous.

The Rector, on behalf of Senate, thanked Mr Webber for the significant role he had played in changing the thinking of TED towards environmental education at these centres. Appreciation was also expressed to Mr Webber's team of Mrs L Anderson and Mrs G Nattrass for their support.

A report to Senate on 20 September 1995 recorded that a course at an Environmental Centre had been attended by fifty-nine students and three members of staff. Professor Hall had delivered a lecture on astronomy.

Students showed a growing enthusiasm for environmental awareness and the visit proved positive in interrelationships between students. The Rector thanked Mr Webber and his team of Mrs Liz Anderson and Mrs Gail Nattrass for their dedication and commitment to accompany the students on these visits.

VISITS BY JCE STUDENT LEADERS TO KRUGER PARK BUSH CAMP

In 1990 and again in 1991, a group of JCE student leaders accompanied the Rector, Professor Graham Hall, and Clive Webber, Head of Department of Geography and Environmental Studies, to a bush camp on the banks of the Sand River in the Kruger National Park. The experience lasted from a Monday to Saturday and aimed at developing a heightened environmental awareness and responsible attitudes towards conservation, development and environmental issues. Numerous topical environmental issues were debated during the week while daily bush walks raised awareness and understanding and appreciation of how natural ecosystems function and the threats facing the sustainability of such areas. Sleeping under the stars in lion territory helped to make these experiences memorable for each individual, even if the hardship of rain at night made sleepy bodies seek shelter with their sleeping bags while lions and hyenas prowled near the fence around the bush camp perimeter.

CHAPTER 25

THE TEACHERS' CENTRE

(contributed by Grace Nurden Head of Department – Teachers' Centre)

The Transvaal Education Department established the Teachers' Centre at the College in June 1982. As Frances Graves, the first Head of the Centre, reported in 1983, the purpose of this new department was to serve the needs of the practising teachers in TED schools in the Johannesburg and West Rand areas. The geographical area served by the Centre soon extended, and by 1995 teachers from 7 of the 18 districts in Gauteng were attending workshops, seminars, demonstrations and displays at College. Not only were attendance figures rising, but as the Centre opened its doors to teachers from different communities there was a great diversity of needs and interests, a daunting and challenging task for a limited number of staff.

Great progress was made during the time of Esdre Keller, who was appointed Head of the Centre in 1990. Her enthusiasm, broad vision and her dynamic approach as a leader was responsible for the growth of the Centre; the number of schools, which were using the Centre rose to 447, while 200 workshops and courses were organized in 1994.

Attendance at these courses is voluntary: teachers who come from far and wide have returned to their schools inspired with new ideas and renewed enthusiasm.

The resources of the Centre have increased from a few periodicals, a camera and a copy duplicator to a well-equipped media centre and a sound studio. The Centre now has two computers, a fax machine, photocopiers, overhead and slide projectors, a video tape recorder and a TV monitor. The Centre has the means to e-mail information to schools.

In response to teachers, who sensed the need to become computer-literate, in 1997 the Centre organized courses using the computers of the Enrichment Centre on campus. These successful courses were taken over by the College Computer Centre in 1999.

The Centre has become well known throughout South Africa and has forged links with educational institutions other than schools. The Centre has received visits from educationists from many overseas countries, and

the presenters of programmes have come from the USA, Australia, New Zealand, the United Kingdom.



Teachers attending one of the many courses at the Teacher's Centre.

The Centre has benefited from the measure of autonomy which it enjoys; this has made it possible to offer courses on a wide variety of topics; many subjects are not necessarily limited to the school curriculum. The Centre strives to stretch teachers' minds and imaginations; guest speakers on occasions have led discussions on current and possibly contentious issues.

The Rector of the College, who is chairman of the Management Committee of the Centre, has encouraged initiative by removing petty constraints.

Many "hands-on" Science courses have been arranged, one of which involved the construction of a model meteorite. On completion of their model it was necessary to crash it in order to demonstrate what happens when a meteorite breaks up on contact with the earth. Grace Nurden, the Head of the Centre since 1996 volunteered to drop the model from the roof of the Macgregor block. While teachers were absorbed in analyzing the results of the crash, the Head of the Centre was in danger of falling over the edge and nearly succumbed to a severe attack of vertigo!

The funding of the Centre has inevitably determined the range of activities which the Centre has been able to offer. Since 1985 schools

using the Centre have contributed donations which have varied according to the resources and type of school, but no teacher has ever been turned away, in fact, the Centre has depended on donations received from about 10 per cent of the schools whose teachers attend. In spite of the constraints imposed by the budget however the Centre has paid for its own secretary, who also serves as a administrative assistant, and a part-time librarian; a remarkable achievement when one considers that the Centre serves more than a 1 000 schools and attends to the needs of about 14 000 teachers every year.

Since 1997 there has been uncertainty about the future of the Centre. Inevitably the staff has been despondent at times, but the Centre continues to enjoy the support of teachers who derive benefit from the Centre's invaluable contributions to education in Gauteng.

CHAPTER 26

IN SEARCH OF HISTORY

(Contributed by Gail Natrass, Senior Lecturer in History)

I am thinking of registering for History II, but first tell me will there be a history tour this year? It was a Monday morning in early February 2000 when fourth-year student, Ashnee Naiker, made me this offer. I was helping with student registration, one of the additional administrative tasks that have come our way since the staff rationalization of recent years.

Ashnee's comment was symptomatic of some of my more dubious reasons for conducting history tours over the years. I believe field history is important and that much is to be gained from it, but I am also aware that students like to have fun, and our courses need to attract them. I would have preferred Ashnee to say she had decided to do History II because she had enjoyed History I, or better still, because she had heard History II was a great course, but we were willing to accept her registration for whatever reason. In the last few years of JCE, it is no secret that the departments have competed for student numbers.

For all the reasons cited above, I have tried to take the History II students somewhere each year, although in 1999, we did not go anywhere because two of our kombis had just been stolen, and hire costs were prohibitive.

It is in History II that we focus on South African history and our courses can include some hands-on experience. In History I, we do topics like Egypt and Russia, and tours would be difficult, although the thought has crossed my mind.

Over the years we have visited places of historical interest close to Johannesburg and Pretoria, and further afield as far as Kimberley and Pilgrim's Rest. The last two places have been the most popular, and they are possible to visit in a weekend if we leave by mid morning on Friday. It means a lot of driving which my students have been more than willing to do. I have then been able to sit back and enjoy the company of young people and talk history – at least some of the time. It has also always been an opportunity to get to know our students better, and for

them to interact in a different way to that on campus. I have also allowed them to bring friends or partners if space permitted and to reduce costs. A full bus means everyone pays less. After all it has always been College policy to reach out to the wider community, and I believe I have had a few converts to history as a result. Without exception the visitors have been a pleasure. On one occasion we even had a baby, the 5-month old son of Lilian Blundell (nee Jackson), who came with us everywhere in Pilgrim's Rest in 1998. Very good he was, too.



History tour to Pilgrim's Rest.

In the weeks beforehand, we would list our priorities, plan our time, work out costs, decide on food requirements and generally work things out together. I have always been struck by the supportive nature and resourcefulness of our students, and of how basically nice they are to each other. I remember being more selfish in my own youth. Perhaps it

is the fact that they are all teachers, with a commitment to sharing and participating – but whatever the reason, it augurs well for the future of this complex land.

Some of my favourite memories of taking students away include:

- realizing that trips to these places – even the Voortrekker Monument in Pretoria – were a ‘first’ for many of our students.
- hearing Michael Sithole say he had never been out of Gauteng before, and Cheril Henriques admit that her strict upbringing had precluded her even being allowed to go on school tours. (In 1992, her young husband, Joao, came with us to Kimberly and was a wonderful help to me.)
- persuading Greg Deveraux and Ross Kirkby to get back in the bus in the small towns we stopped at en route to Kimberley in 1995 because we needed to be on our way, and they found the people so interesting.
- getting lost in Kimberley (I always thought young people did not get lost); deciding that this was because Kimberley had been badly laid out in the diamond rush of the early years.
- seeing the delight of Douglas de Kock’s young wife, Sandy, at the architecture of old Kimberley.
- standing at the Big Hole, trying to picture the dust and the flies, the broken dreams, and the closed compounds of 130 years before.
- visiting the *Star of the West* pub, with its original sturdy bar counter, vintage girly pictures and photos of the sports teams of yesteryear.
- keeping a watchful eye on my girls who were a source of great interest to the locals.
- being invited to bring our own meat to the local steak house where they cooked it for us and gave us a night to remember.
- deciding to sleep on my own in Kimberley to give the students some privacy, only to find that Michelle Hall and Asleigh Manson had moved my things in with them because the place where we were staying looked ‘a bit rough’.
- visiting the eerie battlefield at Magersfontein where the Boers hid in trenches and the British advanced right over them during the Anglo-Boer (South African) War.

- coping with an entire rain-filled weekend at Pilgrim's Rest, and watching the Springboks beat France in the rugby World Cup at a pub in Graskop, because it was too wet to do anything else.
- after that match, sitting beside Theo Smith with my heart in my mouth as he drove one of the kombis back to Pilgrim's Rest in the thickest mist I had ever seen.
- panning for gold in the romanticized, picturesque little town of Pilgrim's Rest, mindful of the fact that young men in the prime of their life had died of fever in this place, and black child labour had been used on the old mines.
- struggling to believe that this is where it all began as we stood at the derelict old park in Langlaagte where George Harrison first recognized conglomerate gold.
- the feeling of gratitude I always have as we drive back through the gates of JCE at the end of each trip, knowing we have done it without mishap or hijacking.
- seeing the note pinned to my board from a reluctant participant to Pilgrim's Rest in 1996: *Thankx. I did not know history could be so interesting. Tammy Coates*

And getting back to Ashnee Naicker: Were her expectations fulfilled? Yes and no. Our plans to visit the Northern Province in June 2000 had to be aborted. The road to Mapungubwe was closed and the cost of getting to Venetia diamond mine became prohibitive. It is, perhaps, a sign of the times that so many of our students struggle financially. In the end we went to Langlaagte and Gold Reef City. It was the last history tour by JCE in its present form. After all our adventures far afield, I did not expect my last tour to be to Gold Reef City, but the trip underground and the gold pour afterwards, turned out to be surprisingly worthwhile. The students made the best of it, as they always do.

Did our history excursions contribute to life at JCE, and to memories of student years?

Yes, I think so.

CHAPTER 27

GEOGRAPHY EXCURSIONS

(Contributed by Paul Goldschagg, Head of Department of Geography and Environmental Studies)

The Geography Department at JCE has always placed a strong emphasis on linking theory with relevant practice in such a way that learning is meaningful, but also enjoyable. At least one Geography excursion has been planned every year, to take students from the classroom into the field where they can observe and experience those topics they have covered in lectures.

The enjoyment of a tour can sometimes only be appreciated afterwards. In 1997, a trip was planned to the Pilansberg Game Reserve. Excursions can be expensive for students, so to save costs, it was decided by the lecturers to camp at the Manyane complex. Camping may be affordable, but it can have disadvantages – adverse weather being one, as was prophetically pointed out by a former Associate Head of Department, Graham Keats, during the planning meeting. Head of Department at the time, Clive Webber volunteered to bring his caravan, which would be the kitchen, and general headquarters.

Three minibuses filled with forty two students and three lecturers duly arrived in the Pilansberg along with the darkest looking clouds anybody had seen for a long time. As the checking-in procedures were being completed, the first drops of rain began to fall, and there was a frantic unpacking of tents and equipment. Then, for the next 90 minutes the heavens opened, dumping enough water onto the campsite to cause the staff to wonder if they were now camping in a formerly dry riverbed. Most students had pitched their tents in shady hollows, which now rapidly become large pools of water with bits of camping equipment floating about – even sleeping bags will float for a while! When the rains stopped the only item of camping equipment left standing bore a remarkable resemblance to Noah's Ark – the caravan which had previously been parked on a concrete slab stood proud and became the rallying point for dozens of bedraggled students.

The lecturing staff began to ferry the drenched students to the Manyane learning centre. It had been planned to use the centre for an educational activity that evening, but the centre rapidly assumed the characteristics of a refugee camp when desks and chairs were pressed into service to hang soaked clothes and sleeping bags out to dry. True to the character of JCE students, what little complaining there was soon dried up, along with the wet equipment, and tales of their experience were exchanged amidst much laughter.

Excursions have also crossed international borders, with a visit in May 1996 to the construction site, soon to become Katse Dam, and the Lesotho Highlands Water Project. The tour group stayed at Golden Gate in the Eastern Free State, leaving early in the morning to rendezvous with the tour guides at Katse Dam. This visit provided a powerful illustration of a series of lectures dealing with the provision of water in Gauteng, and ended with a hair-raising drive through Butha-Buthe at night dodging livestock, to cross the border before it closed.

Many students also benefited from Clive Webber's close ties with the Kruger National Park. In 1985, a trip was organized to what was, at the time, the Eastern Transvaal by Mr Webber, and Vice-Rector Don Henning. Former Geography student and current Head of Department Paul Goldschagg recalls how evident it was that lecturers enjoyed their interaction with students, being prepared to make an effort to provide interesting learning experiences. Who would ever forget boring holes into the ground with a soil auger to extract soil samples, whilst at the same time peering into the undergrowth for hungry lions?

In recent years, due to staffing cutbacks, and subsequent heavy lecturing loads imposed on staff, as well as increased costs, educational tours have tended to be shorter and more intense, concentrating on interesting geographical phenomena within easy travelling distances from JCE. A good working relationship has been forged with the Hartebeeshoek Radio Astronomical Observatory, which students visit on an overnight basis. Students learn first-hand about radio astronomy, and get to use powerful telescopes which are owned by the College, but are on loan to Hartebeeshoek. Urban and Development Geography as well as Physical Geography fieldwork is also carried out using Hartebeeshoek as a base. Students are ferried to the lofty heights of the Magaliesberg Mountains on the Hartebeeshoek Aerial Cableway from where they are able to carry out practical observations relating to their theoretical component, then into the depth of the Earth at Sterkfontein Caves and Wonder Caves to study limestone formations. Current staff member, Lee Rusznyak, recalls seeing students confront their fear of bats in the caves usually by shrieking out every time a shadowy form flitted by. On

occasion, students have even been out on Hartebeespoort Dam on an inflatable boat to collect water samples for later analysis.

Previous years have seen some wonderful excursions arranged for students. No doubt these will continue into the future given the commitment of staff and enthusiasm of students. As South Africa has opened up to the world since 1994, and opportunities for students increase, perhaps in the future students from this College will be able to experience their Geography fieldwork in distant locations, currently only easily accessible through the medium of television and the print media.

CHAPTER 28

THE SCIENCE DEPARTMENT EXTENDS ITS ACTIVITIES BEYOND THE CAMPUS

(Contributed by Annabelle Lucas and the Science Department)

Science has been a relatively large and busy department at JCE over the past 30 years. Its many lecturers have been specialists in particular lines of physical science or biology and most have undertaken some form of extra-mural work in addition to their lecturing loads. It is impossible to name all these persons or to list their activities in detail but the latter were always varied and often encompassed aspects of adult education. This was highlighted by the public lectures and demonstrations offered on zoology and botany over the years.

In general it may be said that the science staff attended and contributed to educational and scientific seminars, lectures and conferences. They judged school displays and competitions such as the Science Expo, while meeting regularly with colleagues from other colleges and educational institutions. Sometimes visitors were hosted at JCE but, more often, staff members undertook long journeys in their own time to exchange ideas.

Saturday courses were given for scholars and teachers seeking help. These might involve a single lecturer or the whole staff. The latter was the case with one Sowetan school whose principal a Mr Vilakazi, brought all his matric pupils together with their teachers for at least four Saturdays each year. Lectures and practicals were given in areas of difficulty and seemed set to continue for years until, during the 1976 uprisings, Mr Vilakazi was chased off his school premises and nothing further was ever heard. Other groups continued to be coached, however, and the department later participated fully in the project to update black teachers initiated by Mrs P Benjamin.

EXCURSIONS

The major extra-curricular activity of the science department was always excursion work. Whenever possible, students were taken on field trips for up to a week during vacation periods. The content of these outings

was mainly biological with input from physical science when applicable. Past students have happy memories of excursions on which lasting friendships were made while combating the “rigours of the field”. Scientists tend to bear charmed lives when out in the veld, brushing off difficulties and just carrying on with their activities. This characteristic was illustrated by the young lady who, while examining a sandbank, was unaware that a baby octopus had climbed up her leg until she was given a deep triangular bite. She promptly bottled the animal, then bandaged her wound and caught up with her group, none of whom had noticed a thing.

Professor Boyce in his “History of JCE”, 1999, mentions the excursions to Inhaca Island made during the early 70s by Dr Irene Jackson (nee Sturgess) and Mrs Nancy Scott. Other members of staff became involved as well and visits continued until political conditions in Mozambique made further student excursions unwise. After trying various substitute venues, Hibberdene became the base for vacation work. Studies were made of the rock pools of this little settlement and Mr Willie Wormald, a zoologist, trained an octopus to take a crab from his hand. This took place night after night. By torchlight the students would watch the animal streak out of its hole and swim across the pool by jet propulsion to snatch its crab. Mr Wormald was never bitten and the same performance continued over 3 years whenever JCE was at the pool (1977 – 1979). Prohibitive prices during the 80s terminated the visits to Hibberdene and were eventually responsible for the cessation of weekend stays at Pilansberg and other reserves.

Perhaps a mention should be made of the day and half-day student excursions which have continued into the year 2000. These related to the syllabus and are strictly within the teaching framework but the venues visited are often the same as those used on the longer outings of previous years and are therefore of interest. Trips have been made to laboratories and museums, parks and botanic gardens, zoos and animal parks, game reserves and nature reserves. These reflect the versatility of the lecturers concerned.

By the time the longer excursions ended the science staff were helping with the visits of students to the various veldschools. The experience of a zoologist and a botanist working as a team at Pilgrims Rest illustrates the type of input required of staff. 120 students were required to work through a steep valley about 2km long and then to return the same way. The party was divided into 4 groups to visit the gorge over 2 days but the lecturers each went up and down that slippery, undulating terrain twice a day before tramping 6km back to the school. Biologists have always had to be fit!



Science students visit an industrial plant in Gauteng.

During the same week Professor Hall had to leave after his lecture on astronomy and asked David Hearne, a zoologist, to lead the “star-gazing” practical. Many were the stars presented for the students’ enlightenment, particularly a very clear and red Mars. Mr Hearne discovered the next day that the latter was actually a beacon on a nearby hill!

In the early 80s the science staff organized day excursions for the lecturers of JCE. There was a walk along the Braamfontein Spruit, a visit to the Suikerbosrand Nature Reserve and a pleasant day at the Soutpan, organized in conjunction with Clive Webber of Geography. Lecturers said afterwards that their perspective of the environment was much changed and that they hoped that the outings would continue. Time did not permit, however.

The Melville Koppies Nature Reserve has been the scene of much work by biologists from JCE. This area is close to College and much botanical training has taken place there.

Dr Jackson and Mrs Annabelle Lucas were long-term members of the governing committee of the reserve, Dr Jackson being the chairman. These biologists ran numerous courses for schools and the public as well as writing and editing trail guides, articles and booklets on the plants and animals of the reserve. In addition, Mrs Lucas acted as a guide at the weekends throughout her 26 years on the staff at JCE. She also

presented numerous lectures and workshops on the flora of the Koppies with a view to publicising the area and to train group leaders of the future.

Yet another after-hours activity was undertaken by the science staff when the College moved to its new campus in Parktown in 1979. Nancy Scott started the stocking of the garden, helped by Annabelle Lucas who, after Mrs Scott's retirement, continued with the planting and supervision of the gardens until 1992. Mrs Meriel Harris advises on the plantings at present.

Members of staff have continued in the traditions indicated above, so much so that they are often overwhelmed with requests for their free time. Physical scientists in particular help countless scholars and teachers with their problems. One of the active staff during the early 90s was Dr Stephen Henning, a chemist and zoologist, who produced a beautiful book on the butterflies of South Africa, contributed to the Red Data Book and helped establish 2 reserves for butterflies – all this in his spare time. The contributions of other lecturers should not be discounted, however. They have given much to science beyond the call of their lecturing loads.

CHAPTER 29

JCE AND THE ORGANISED TEACHING PROFESSION

(Contributed by Mike Myburgh, a former Vice-Rector, Executive Director and CEO of the National Union of Educators, Gauteng)

The last two decades of the 20th Century at the College were characterized by an increasing interaction between JCE and the organized teaching profession, in particular with the Transvaal Teachers Association (TTA) and its subsequent formations. Members of the academic staff as well as the institution played a role in the activities of this association.

At the beginning of 1995 the TTA amalgamated with the Transvaal Association of Teachers (TAT), an association of teachers that had previously serviced the needs of mainly Coloured teachers, to form the Association of Professional Teachers (APT). This association then became a national trade union for teachers in March 1998 when it amalgamated with the South African Teachers Association (SATA) to become the National Union of Educators (NUE). Throughout these changes within the organized profession the College maintained a close link with the Gauteng part of the Union and extended its participation to structures of the NUE in other parts of the country. The influence that the College had on professional development, through the organized profession in particular was at both an institutional level as well as through the personal involvement of members of staff in the leadership structure of the TTA, APT and NUE.

Rectors of the College have served on the executive committee of the association / union almost without break since the late 1970s. Professor Napier Boyce served as President of the TTA in 1979 / 1980. During his term as rector Professor Rod Conacher was President for the period 1987 / 1988. Professor Graham Hall has been a co-opted member of the Executive Committee of the APT and subsequently the Management Committee of the NUE in Gauteng. Each of these rectors has influenced the direction that the organized teaching profession took in the professional development of educators. In particular the association /

union benefit from the emphasis placed on professionalism and the development of criteria for professionalism as well as the formation of a set of ethics and principles.

During the period when Professor Conacher served as President of the TTA he was instrumental in establishing a process that culminated in the formulation of a set of principles and ethics which were adopted by the TTA and subsequently the APT. The principles of the NUE were based, at least in part, on these. A corner stone of these principles was the value placed on a child-centred philosophy.

At various times through this period members of staff of College were involved in conducting research on behalf of the TTA / APT / NUE. Honey Gluckman, in the early eighties, prepared a position paper on a philosophy that might be considered as underpinning certain aspects and values of the practice of education in English-speaking schools. Later in that same decade the TTA made extensive use of a research team, which included college staff, to monitor legislation and prepare papers for the association. At the NUE annual conference in 1999 Graham Hall, in a paper he delivered on the supply and utilization of teachers, alerted the union to the spectre of a serious teacher shortage despite the rationalization of the profession that was occurring at that time. At his instigation the NUE raised this at a national level and there was a slow but eventual acceptance by the end of 2000 even by the national department of education of the validity of Professor Hall's statistics as well as the need to address these concerns.

Throughout the last decade of the century the influence that college staff had on professional development was increasing. The union established a division dedicated to providing professional development of teachers. This was initially headed by Penny Mackrory, a former staff member and more recently by Marie-Louise Pudney, the head of the School Experience. Under their guidance a series of seminars and weekend island-type courses were presented to assist teachers with both curriculum as well as related issues.

A major project to address the needs of under-qualified teachers was undertaken as a joint effort by the College and what was then the APT in 1993. Dave Balt, the then President of the APT and a member of the College Council, and Graham Hall initiated the formation of an NGO (non governmental organization) called the Bureau for In-Service Teacher Education (BITED). Both the association and the College through the JCE Trust provided extensive funding for this initiative. The project aimed at upgrading in-service teachers to certificate and ultimately diploma level. More than 700 such teachers were eventually registered for the courses which were conducted on a distance education

basis with regular contact being maintained with the teachers through lectures on Saturdays as well as monitoring of classroom practice. Centres were established in Pietersburg, Johannesburg, Pretoria, Benoni and a rural area of Mpumalanga. College staff were an integral part in the writing of course material as well as the presentation of the courses.

EPILOGUE

A TRIBUTE TO PROFESSOR GRAHAM HALL, BY
HENRY J BENNETT, CHAIRMAN OF THE COLLEGE COUNCIL

Although our sons went to the same school, and Graham and I worked together on the Council of that school for some time, it was not until the latter part of 1992 when my name was put forward as a nominee for Chairman of the Council of JCE that I really began to get, over the next few years, a deeper insight into Graham, both as a man and as an educationalist. Until then I had known Graham, his wife Pru, and their son, Andrew, as a close-knit family unit: I was now about to acquire through interaction with him, and to a lesser extent the staff and students of JCE, during the extraordinary times that lay ahead, an appreciation of his consummate professionalism as an educationalist, and of his integrity, judgment and courage.

In 1992 the decision had already been made about the merger of various colleges of education, in this case JCE with Pretoria College of Education. Legalistically the "old" College was to be closed, and all staff retired. However, all posts in the "new" College would be advertised internally at first, and staff from the "old" Colleges could apply for these, before the posts that remained were advertised externally. What in my personal view (shared by a number of others) were infamous "retirement packages" were offered to all staff members: infamous, not because they were financially unfair, but because they presented an opportunity for experienced and irreplaceable staff to take what was not an unreasonable option of leaving the Colleges during a time of uncertainty, consequently weakening these structures throughout the country. This was the first (and massive) challenge I found facing Graham. He had to have interviewed and selected the entire staff for JCE out of those at JCE and PCE who applied at the same time doing what he could to retain, albeit on a temporary basis, such skills as he might otherwise lose. Notwithstanding the unstinting help of loyal friends such as Professor David Freer and Mr Rod Conacher in the selection process, this was a draining task: draining, not only because of the hours needed, but because of the anxieties and apprehensions that had to be dealt with, not least of all his own in trying to retain within JCE the treasure that lay in the motivated and highly competent group of educationalists that had for so long been the hallmark of JCE.

Notwithstanding a number of regrettable losses, Graham was able in 1992 and 1993 to see JCE through this process, and to preserve by various means the caliber of its educational output. Nevertheless, the staff remained unsettled and anxious from then onwards, a state of affairs aggravated from time to time by external announcements and events, the latest being the proposed merger of JCE with Wits, presently under negotiation and mentioned later.

This was the first thread in my learning experience, but there were others.

One of these which has impressed me throughout the period of my association with JCE has been the rigour of the discipline that has been infused into every aspect of the financial planning, procedures and controls at the College. Responsibility for the management of the College and its financial affairs (including its residences) is perhaps the key function of the Council: responsibility in all academic matters is devolved to the Senate, and the Council only has an advisory role in the selection of staff. Graham's choice of excellent staff in relation to the installation of the extensive computer system, and the handling of the financial affairs of the College, together with his own close supervision of and interest in this vital aspect of the affairs of the College, has been extraordinary. The accounts of the College have been beyond reproach, and the cautious stewardship of its affairs, involving methodical accumulation of provisions for the maintenance and refurbishment of JCE's outstanding but massive plant, has ensured that JCE is what it is today: financially and structurally a thoroughly sound educational institution for the training of teachers appropriate for South Africa's needs, with a vibrant student body consisting of both new students and existing teachers upgrading their qualifications. This is in itself an exceptional achievement.

Another thread was the very careful and sophisticated negotiation needed to put in place an updated agreement with Wits University regarding the partnership which has since the seventies existed between these two great institutions in the field of education. JCE teachers three courses on behalf of Wits and this has important staffing, academic and financial implications for both institutions. Right through 1993 Graham had to keep control of these negotiations, which ultimately lead to the signature of the updated agreement in May 1994.

A further thread in the tumultuous year of 1993 was the closure (and a somewhat violent one at that) of the Promat College of Education. JCE was called upon to assist Promat in handling this disaster especially insofar as its students were concerned. Graham with the assistance of his staff (and in this regard special mention should be made of the Vice-Rectors, Kevin Tait and from 1994 Michael Myburgh) arranged and oversaw the peaceful and constructive admission of a substantial number of students from Promat into the College. Everyone at the College was keenly aware of the potential minefield that existed in the admission to JCE of a body of students accustomed to militant action. That it took place in the way it did is a tribute to the understanding and diplomacy of Graham and his staff, and to the relationship that exists between them and the students. A key element of this is the respect that the students have for Graham, and their certain knowledge of his dedication to their interests.

The first democratic elections of 1994, as anticipated, heightened expectations of JCE and created further potential for danger. New courses were developed, special in-service training was established, and upgrading of teacher qualifications continued apace. Inevitably JCE was caught up in the racial and industrial relations tensions that spread throughout South Africa. Stresses manifested themselves between the SRC of the College and those members of its student body who belonged to SASCO. At the same time these same stresses infiltrated the labour relations that the College had with its non-professional staff. Disturbances arose, and Graham himself was the victim of violence. Accusations of racism were made against the staff. In 1996 the Barry Jammy Commission of Enquiry was established by the Gauteng Department of Education, which found, inter alia:

"The conduct of the Rector in interposing himself between the demonstrating students and the student body was commendable. I have expressed to the Rector my respect for this decision and for his restraint during the incident."

In a few words, this sums up the calm detachment and cool judgment, combined with courage and integrity, that Graham was able to command in relation to what were dramatic and dangerous challenges to the institution he cherishes so dearly. I believe this was recognized by his students, his colleagues and the officials in the provincial and national ministries.

Then there followed the debacle with the matric examinations in Gauteng. Access appeared to have been had to question papers on a large scale, and the results were accordingly questionable. For the next year and thereafter Graham was called in to manage and control the security and distribution of the papers, an extraordinary and onerous task which took a considerable toll on him. Nevertheless, through attention to detail and meticulous organization Graham was able to ensure a turnaround in the situation in the very next year, improving to a virtually faultless examination procedure subsequently. This he did without any reward for himself. To the extent that he used the resources of JCE he arranged for the Department of Education to fund JCE, and it was characteristic of the man that as an integral part of doing this he sought to ensure that those of his students who were most impoverished had the opportunity of being employed about this process to earn income, so as to assist them in financing their future education.

Finally there has in 1999 and 2000 been the move to merge JCE with Wits University. It had always been Graham's vision that if ever a merger with a tertiary institution was to take place, it should be with Wits. However, the extraordinary problems around the academic politics of two long established but different institutions, the property and management responsibilities and the conflicting interests of the national and provincial educational authorities, all interplaying with one another, can at best only be imagined. I found them Byzantine. Graham has had to lead JCE in this, a process which once again exacerbates all the uncertainties that have existed with staff since 1992, whilst at the same time placing a heavy responsibility on him and those around him to ensure that ultimately whatever arrangements are arrived at are in the best interests of teacher education in this country. Graham is coping with all this, assisted this time by his dedicated Vice Rector, Francis Faller. At the time of writing, the eventual outcome cannot be foreseen, but the indications are that Graham's vision may well be realized.

Finally, it would be wrong if one failed to record Graham's achievements as possibly the foremost statistician and forecaster in the educational field in this country. Over the last 6 to 8 years or so he has had a major influence in the national drive to collect relevant data, make projections and assess possible future trends in relation to teacher supply and development, and the viability of the institutions involved.

I have a sense that Graham is not only one of the great Rectors of JCE, but is also one of the foremost educationalists in our country at this unprecedented time of transition. The devotion and loyalty of his staff, and the respect of his students, are the reciprocals of his own total dedication to their interests. These are without doubt great sources of strength for him.

Throughout its history South Africa has been blessed with people at certain critical times with the vision and talent needed to help move it through difficulties or meet challenges. Graham Hall is one of these people.

*H J Bennett
Chairman of Council*

APPENDICES

Appendix A

Table 1: Quotas for first-years 1987

(This table does not include the provision for applicants applying for admission to secondary courses).

	Men	Women	Total
Junior Primary	0	151	151
Senior Primary	91	123	214
TOTAL	91	274	365

Table 2: Quotas for 1988 (primary)

(This table does not include the provision for applicants applying for admission to secondary courses).

	Men	Women	Total
Junior Primary	0	131	131
Senior Primary	50	109	159
TOTAL	50	240	290

Table 3: Data on selection of students

An analysis of what happened during the processes of selection from the time applications were received until students registered in 1987.

	Applications received: 1200 for all courses	Applications meeting minimum requirements	Places offered	Number registered	Quota allowed
SP Men		91	66	55	91
SP/JP Women		581	417	230	274
PE		137	6	6	0
HE		10	6	6	6
Technika		11	4	4	10

Table 4: Enrolments 1985-2000**ENROLMENT 1985**

Course	Year 1	Year 2	Year 3	Year 4	Total
HDE Primary	452	389	286	252	
HDE (Post Grad)				9	1388
HDE Secondary (College and Wits)	98	77	50	43	268
B Prim Ed	140	97	76	63	376
TOTAL	690	563	412	367	2032

ENROLMENT 1986

Course	Year 1	Year 2	Year 3	Year 4	Total
HDE Primary	293	379	302	274	
HDE (Post Grad)				17	1265
HDE Secondary (College and Wits)	98	58	58	55	269
B Prim Ed	145	114	94	75	428
TOTAL	536	551	454	421	1962

ENROLMENT 1992

Course	Year 1	Year 2	Year 3	Year 4	Total
Senior Primary	69	58	92	78	297
Junior Primary	52	52	86	48	238
Pre-Primary	18	16	15	15	64
B Primary Ed	79	87	90	95	351
Physical Education	22	19	25	19	85
Technika	15	10	7	2	34
Home Economics	13	13	9	5	40
Physical Science	9	13	12	8	42
Mathematics	10	-	-	-	10
Commerce	11	-	-	-	11
TOTAL	298	268	336	270	1172

ENROLMENT 1993

Course	Year 1	Year 2	Year 3	Year 4	Total
HDE Primary	104	131	137	186	558
HDE Secondary (College)	53	51	51	48	203
B Prim Ed	77	75	98	102	352
HDE Secondary (University)	14	10	9	11	44
TOTAL	248	267	295	347	1157

ENROLMENT 1995

Course	Year 1	Year 2	Year 3	Year 4	Year Total
Senior Primary	82	78	42	65	267
SP Post Grad.	0	0	0	2	2
Junior Primary	57	43	45	54	199
J P / Pre-Primary	24	12	10	15	61
Physical Education	14	18	18	21	71
Technika	7	8	6	11	32
Home Economics	10	11	12	9	42
Commerce	13	11	10	9	43
B Primary Ed	93	88	70	83	334
Physical Science	6	8	0	2	16
Mathematics	5	8	6	4	23
TOTAL	311	285	219	275	1090

ENROLMENT 1996

Course	Year 1	Year 2	Year 3	Year 4	Total
Senior Primary	65	74	82	55	267
SP Post Grad.	0	0	0	1	1
Junior Primary	37	39	40	43	159
J P / Pre-Primary	19	29	10	10	68
Physical Education	11	13	17	17	58
Technika	8	6	7	7	28
Home Economics	6	10	12	12	40
Commerce	12	12	9	10	43
B Prim Ed	61	81	84	71	297
Physical Science	6	5	7	0	18
Mathematics	12	5	8	7	32
TOTAL	237	274	276	233	1020

ENROLMENT 1998

Course	Year 1	Year 2	Year 3	Year 4	Total
Senior Primary	69	45	55	74	243
Junior Primary	29	25	33	37	124
J P/ Pre-Primary	33	25	16	27	101
Physical Education	10	9	10	11	40
Technika	11	7	3	4	25
Home Economics	13	9	7	8	37
Commerce	17	13	7	8	45
Maths and Physical Science.	17	4	15	7	43
B Primary Ed	42	49	46	74	211
TOTAL	241	186	192	250	869

ENROLMENT 1999

Course	Year 1	Year 2	Year 3	Year 4	Total
Senior Primary	100	51	38	53	242
Junior Primary	38	25	19	36	118
J P/ Pre-Primary	23	29	20	14	86
Physical Education	12	12	8	4	36
Technika	5	11	3	4	23
Home Economics	10	7	8	8	33
Commerce	19	11	7	8	45
Maths and Physical Science.	19	11	5	16	51
HDE upgrade (PT)				27	27
B Primary Ed	48	32	46	50	176
TOTAL	274	189	154	220	837

ENROLMENT 2000

Course	Year 1	Year 2	Year 3	Year 4	Year Total
Senior Primary	111	70	38	37	256
Junior Primary	29	34	20	21	104
J P / Pre-Primary	56	10	21	18	105
Physical Education	16	9	9	5	39
Technika	16	5	9	4	34
Home Economics	11	6	5	9	31
Commerce	22	14	10	5	51
Maths and Physical Science.	11	11	9	6	37
Diploma upgrade (PT)				328	328
HDE upgrade (PT)				512	512
B Primary Ed	62	42	29	48	181
TOTAL	334	201	150	153	*838

* excludes upgrading

Appendix B

Table 1: Examination Results 1998

1st Years

Course	Number of candidates	Promoted	Results awaited	Repeating year	Withdrawn/cancelled
Senior Prim.	70	47	6	11	6
Junior Prim.	28	22	2	3	1
Pre-Primary	29	29	0	0	0
Phys. Ed.	7	5	1	0	1
Technika	11	10	0	0	1
Home Econ.	12	7	0	2	3
Business St.	13	9	0	0	4
Physical Sc.	8	6	0	2	0
Mathematics	9	7	0	1	1
TOTAL	187	142	9	19	17
Percentage		76%	5%	10%	9%

2nd Years

Course	Number of candidates	Promoted	Results awaited	Repeating year	Withdrawn/cancelled
Senior Prim.	44	27	4	7	6
Junior Prim.	24	18	1	1	4
Pre-Primary	23	20	1	2	0
Phys. Ed.	9	4	0	2	3
Technika	6	4	0	2	0
Home Econ.	8	8	0	0	0
Business St.	14	7	3	2	2
TOTAL	128	88	9	16	15
Percent		69%	7%	13%	12%

3rd Years

Course	Number of candidates	Promoted	Results awaited	Repeating year	Withdrawn/ cancelled
Senior Prim.	56	45	1	6	4
Junior Prim.	35	33	0	0	2
Pre-Primary	15	13	0	1	1
Phys. Ed.	9	1	7	0	1
Technika	4	4	0	0	0
Home Econ.	7	6	0	0	1
Business St.	6	5	0	0	1
TOTAL	132	107	8	7	10
Percent		81%	6%	5%	8%

Final Years

Course	Number of candidates	Qualified	With Distinction	Results awaited
Senior Prim.	78	56	3	1
Junior Prim.	38	26	6	1
Pre-Primary	27	20	4	2
Phys. Ed.	14	9	1	1
Technika	4	0	4	0
Home Econ.	9	1	6	1
Business St.	9	1	3	1
TOTAL	179	124	16	7
Percent		69%	9%	4%

Table 2: Analysis of Dropout during Training**Higher Diploma in Education**

Year in which student qualified	Year in which training commenced	Number of students in 1st Year	Number of students qualified	Success rate (%)
1985	1982	367	224	61%
1986	1983	420	220	52%
1987	1984	464	226	49%
1988	1985	452	228	50%
1989	1986	293	186	63%
1990	1987	285	163	57%
1991	1988	235	130	55%
1992	1989	174	129	74%
1993	1990	176	134	76%
1994	1991	134	116	87%
1995	1992	139	118	85%

**Higher Diploma in Education Secondary
(including Mathematics and Science)**

Year in which student qualified	Year in which training commenced	Number of students in 1st Year	Number of students qualified	Success rate (%)
1993	1990		54	
1994	1991	57	31	54%
1995	1992	80	42	53%

Bachelor of Primary Education

Year in which student qualified	Year in which training commenced	Number of students in 1st Year	Number of students qualified	Success rate (%)
1985	1983	109	61	56%
1986	1984	119	81	68%
1988	1985	129	97	75%
1989	1986	137	104	76%
1990	1987	101	82	81%
1991	1988	87	80	93%
1992	1989	109	83	76%
1993	1990	88	75	85%
1994	1991	85	72	85%
1995	1992	82	75	92%
1996	1993			
1997	1994			
1998	1995			
1999	1996			

Table 3: Analysis of Supplementary Examination Results**First Year**

Course	Number of supps granted	Passed	Failed
Senior Primary	21	8	13
Junior Primary	2	1	1
Pre-Primary	2	0	2
Physical Education	0	0	0
Technika	0	0	0
Home Economics	1	1	0
Business studies	2	1	1
Total	28	11	17
Percent		40%	60%

Second Year

Course	Number of supps granted	Passed	Failed
Senior Primary	15	9	6
Junior Primary	3	2	1
Pre-Primary	0	0	0
Physical Education	2	0	2
Technika	0	0	0
Home Economics	0	0	0
Business studies	1	1	0
Total	21	12	9
Percent		57%	43%

Third Year

Course	Number of supps granted	Passed	Failed
Senior Primary	3	1	2
Junior Primary	3	1	2
Pre-Primary	0	0	0
Physical Education	1	1	0
Technika	0	0	0
Home Economics	1	1	0
Business studies	0	0	0
Total	8	4	4
Percent		50%	50%

Final Year

Course	Number of supps granted	Passed	Failed
Senior Primary	4	3	1
Junior Primary	2	2	0
Pre-Primary	0	0	0
Physical Education	1	1	0
Technika	0	0	0
Home Economics	0	0	0
Business studies	0	0	0
Total	7	6	1
Percent		86%	14%

Appendix C: Membership of the New College Council and Senate

College Council

Mr H J Bennett (Chairman)
Prof G N Hall
Mr D G Lewis
Mr D Schambriel (Secretary)
Prof R W Charlton
Prof P D Tyson
Prof P Randall
Prof P A Enslin
Mr R C Conacher
Mrs M Webber
Mr C van Duyn
Mr D Balt
Mr M Myburgh
Prof J C van Vuuren
Dr J G Pretorius
Dr R Eberlein
Col J D Opperman

College Senate

- a) Chairman: Prof G N Hall
- b) Two other members of Council: Mr R Conacher
Mrs M Webber
- c) Two persons designated by the Executive Director:
- d) Such members of the lecturing staff as Council may determine:
 - Vice-Rectors: Mr D Lewis, Mr K Tait
 - African Languages: Mrs M Wood
 - Afrikaans: Dr L Malan
 - Art: Dr M Marais
 - Biblical Studies: Mr D Rossouw
 - Commerce: Mrs A Matthews
 - Computer Studies: Mr G Marchant
 - Drama: Mr J Harley
 - Educational Studies: Mrs D Snell
 - English: Mr F Faller
 - Geography: Mr C Webber
 - Gifted child Centres: Mr J Daffue
Mr J Steenkamp
 - History: Miss H Ludlow
 - Home Economics: Mrs L Schult

Junior Primary:	Miss J Place
Library Science:	Mrs J Crow
Mathematics:	Mr Boot
Music:	Mrs B Ensor-Smith
Physical Education:	Miss C Orsmond
Preprimary:	Mrs P Burrus
Professional Studies:	Mrs S Rees
Residences:	Miss R Blatchford
	Mr D McMillan
	M K von Buddenbrock
Science	Miss van der Mark
Teachers Centres:	Mrs E Keller, Mr J Taylor
Technika:	Mr H Kleingeldt
e) Two persons designated by the lecturing staff:	Mr G Keats, Mr N Viljoen
f) Such members of non-teaching staff as Council may determine:	Mr D Schambriel
g) Two persons designated by the organized teaching profession:	Mr M Myburgh, Mr D Robertson
h) Six persons designated by the University :	
Dean of the Faculty of Education:	Prof P Randall
Head of Department of Education:	Prof P Enslin
Director of Teacher Training or nominee:	Mrs M Metcalfe (for 1993)
Nominee of Faculty of Arts:	Prof K Beavon
Nominee of Faculty of Science:	Prof J Bradley
One other appointee:	Mr J Paton
i) Two students designated by Council:	
Chairman of SRC:	Mr C Larsson
SRC Nominee:	Miss H Ratering

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Abbreviations used

CC	College Council
CS	College Senate
HOD	Heads of Department
JWG	Report of Working Group
TED	Transvaal Education Department
JET	Joint Education Trust
CERT	Colleges of Education Rationalization Team

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GDE	Gauteng Department of Education
INSET	In-service Education and Training
JET	Joint Education Trust
JWG	Joint Working Group
TED	Transvaal Education Department
TPA	Transvaal Provincial Administration

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