

https://dspace.org/

The role of the history of education in teacher Education in South Africa, with particular reference to developments in Britain and the USA

Randall, Peter Ralph

2015
http://hdl.handle.net/10539/18116

Downloaded from a DSpace repository. https://dspace.org/

history of education. The education department at UNP attributes the position to the greater emphasis being placed on current educational issues and problems, which is clearly not undesirable in itself. The historian, however, will insist that present issues and problems can be fully understood only in the light of their historical roots and that any attempt to shape the educational future can be only partially successful if the past is ignored.

One hopeful sign in the generally gloomy picture (gloomy for the historian of education, that is) may be provided by the MEd history/comparative 'package' being offered by Wits. Over the past few years this has attracted significant numbers of students, especially black teachers, head teachers and inspectors. Their research reports, while not of the same scale as full blown masters and doctors research degrees, have begun to fill in some of the major lacunae in the history of South African education, particularly the education of black South Africans. These reports, which frequently deal with the educational history of local black communities(16),can evince the kind of careful documentation and painstaking investigation that Ravitch regards as the proper task of contemporary American historians of education, in place of the 'tendentious generalisations', the assertion and the ideological posturing that she condemns in the writings of many modern American scholars (17) - failings which are by no means wholly absent from the historiography of South African education.

Where general comments were appended to the completed questionnaires returned by the South African departments of education they tended to reflect a somewhat defensive attitude towards the position of the history of education. At UOVS, for example, there is a recognition that comparative education has received more attention, but there is a move to rectify the situation by spending equal time on the two disciplines at the HDipEd (postgraduate) and BEd levels. Potchefstroom and Stellenbosch saw the need to move away a chronological approach and purely factual knowledge ('blote feitekennis'). As has been indicated, the movement away from such

traditional approaches has been most marked at UWC, UCT and Wits, where the courses are now informed by, amongst others, radical American scholars like Michael Katz and Bowles and Gintis. At UWC the Department of Education is participating in a process, initiated by the Faculty, to bring the 'part disciplines' closer together. It has also decided that South Africa should replace Europe as the primary focus in the study of the history of education. This has apparently caused students, since South African education has moved into sharp focus as a result of the current crisis in black schools, to respond with greater enthusiasm than they displayed towards the older, more traditional courses. Students at UWC - and at some other universities - continue, however, to question the relevance of the history of education in that they do not see how it contributes to their teaching practice.

At UCT, where the influence of the American and British revisionists is particularly strong, the merging of the history of education with the other educational disciplines has become complete, in that the subject is no longer taught in its own right, but forms part of sociology/political economy/education and development, where it is, perhaps inevitably, a minor element. Much the same position applies, for example, at UNP, although here the course appears to be more 'traditional'. In either case, the merging of the history of education with the other educational disciplines can hardly be seen to result in its strengthening. These developments are in line with the trends identified in British and American university departments of education.

The University of South Africa (UNISA)

As mentioned earlier, the position at UNISA requires separate treatment because of this university's particular circumstances. UNISA is a correspondence university, with the highest student enrolment in the country (75 919 in 1985, out of a total student population for the country,'homelands'included, of 221 767)(18), and is still growing (about 88 000 in 1987). As a non-residential

institution, it is also the most thoroughly multi-racial of all South African universities, as the following figures indicate:

Table 6: UNISA: Student Enrolment by Racial Category 1985(19)

African	17 556
Chinese	185
Coloured	3 872
Indian	8 210
White	46 096

The structure of UNISA's Faculty of Education is complex, reflecting the major fields of study: there are separate departments for the history of education, Fundamental Pedagogics (philosophy), comparative education, didactics (subject methodology), empirical education (psychology) and special empirical education, and orthopedagogics. These departments are firmly rooted in the Pedagogics tradition that dominates the education faculties of the Afrikaans universities (and which dominated the newer 'black' universities which began life under UNISA's auspices, although, as has already been seen, UWC has abandoned this tradition). As has historically been the case, many of the students registered in the Faculty of Education are serving teachers seeking to improve their academic qualifications by reading for a BEd, MEd or DEd degree, but unable, for a variety of reasons, to attend lectures at a residential university. Many others are taking education courses as part of their curricula for a first degree, sometimes with a view to going on to a postgraduate teaching diploma. Education can be taken as a major subject for a BA degree, and in 1986 there were approximately 6000 students taking Education 1, which consists of history of education, comparative education, empirical education and didactics in roughly equal proportions.

UNISA's Department of the History of Education had, in 1986, some 20 teaching staff, making it far and away the largest department of its kind in the country (in contrast, for example, Wits had only two lecturers with responsibility for teaching the history of education,with the assistance of a tutor).There are two very distinct 'schools' in the UNISA department, described by a member of

the department as the 'traditionalists' and the 'revisionists'.(20) The 'revisionists' are not really comparable to the revisionists as commonly understood in Britain and America,but represent the particular school of thought which labels itself as 'metagogics'. The 'traditionalists' remain embedded in the historic-pedagogics tradition of Pedagogics, and follow conventional chronological and factual approaches to the study of the history of education. These distinctions were discussed in Chapter 5 and it is sufficient to note here merely that the 'traditionalists' tend to control the courses at first degree and postgraduate diploma level, while the metagogicians determine the nature of the history of education taught at the BEd level, with the supervision of higher degrees falling under one or the other.(21) Whereas the undergraduate and diploma courses follow the old potted chronology from classical times, the metagogicians have moved completely away from this in the BEd, taking contemporary educational situations as their starting point and looking for 'invariants' in the historical past as a means of establishing criteria for future predictions. One consequence of this arrangement is an abrupt rupture between the history of education as taught in the first degree and the history of education as taught in the BEd. This may account for the sharp drop in the numbers of BEd students taking the optional module in the history of education as against those who have to take the compulsory module in the same subject.

As an earlier discussion, in Chapter 5, has indicated, it is not possible to regard metagogics as a genuine study of the history of education, being rather a somewhat bizarre amalgam of aspects of history, contemporary sociology, future studies, systems theory and Fundamental Pedagogics/Christian National Education, and with its own eccentric terminology (encoding, decoding, the politico-educational relation, entropy, ectropic etc).(22) Paradoxically, therefore, although on the face of it the history of education should be in a very strong position at UNISA, with its own well-staffed department, it is being eroded from within as it were, and its position is actually no more secure than it is in other

South African universities.

One consequence of the metagogical approach in the UNISA BEd degree is that its graduates who enrol, for example, for the Wits MEd histor'/comparative 'package' find that there are virtually no continuities between the two, and that they are exposed to a very different set of approaches to the study of the history of education for which their UNISA course has not prepared them.

In concluding this survey of the position of the history of education in teacher education programmes in South African universities, one may note the almost total absence of contact between the English and Afrikaans medium universities. They tend to exist in separate and watertight compartments, developing their distinctive approaches to the discipline in isolation from each other. The English medium universities and UWC are clearly influenced by developments in Britain and the USA while the umbilical cord that attached the Afrikaans institutions to Holland and Germany, in particular, is now much attenuated. At the same time, the revisionist revolution that has been profoundly affecting the study and the teaching of the history of education in the English-speaking world has largely passed the Afrikaans universities by. All this, of course is to some extent merely a reflection of the wider political realities within which these universities operate. The increased admission of black students to the English medium universities has brought further differences, especially as regards the priorities for research and the content of the courses being taught in these universities. Again, the Afrikaans universities appear to have been largely insulated from this process.

The separate worlds described in the previous paragraph have no formal meeting point. There is no History of Education Society as there is in Britain and America, where ideas may be exchanged. There is no scholarly journal devoted to the advancement of the discipline and the publication of research. The SA Association for

the Advancement of Education does have a history of education 'interest group', but this appears to be confined to representatives from the Afrikaans universities.(23) Members of the education departments at the English medium universities - and increasingly from some of the 'black' universities - meet informally at what is known as the Kenton conference, but the history of education as such is seldom discussed at these.

Given the nature of South African society, it is difficult to imagine this academic apartheid being overcome in the near future.

Notes

(1) Also called the 'liberal' universities (cf S S Barnard's reference to "die Engelse en liberaalgesindes", mentioned in chapter 5, p 310). These universities espoused a non-racial admission policy despite the government's attempts to impose strict racial segregation on all universities from the passing of the inappropriately named Extension of University Education Act of 1960 until this policy appeared to be tacitly abandoned in the mid-1980s. Some comparative enrolment figures are given in chapter 4, Tables 1, 2 and 3.

(2) See Trends in the Study and Teaching of the History of Education, History of Education Society, Occasional Publication no 7, 1983, in particular the papers by Peter Gosden, 'Recent Developments in the Study of the History of Education in Teacher Education Courses', p 14 -19; Gordon Batho, 'The Current Situation in the Teaching of the History of Education in Diplomas, Masters taught courses, and Research Degrees', p 20 -28; Keith Dent, 'The Relevance of the Rear-View Mirror in Initial Training', p 29-38. The Society's questionnaire is appended to this publication, p 39 - 47.

(3) See, for example, 'Minimum Requirements for the One-Year Postgraduate Training Course for the Secondary School', Criteria for the Evaluation of South African Qualifications for Purposes of Employment in Education, Department of National Education, Pretoria. It is instructive to compare these criteria with the British 'Criteria for the Approval of Courses' with their much greater stress on professional preparation (see chaper 2).

(4) Peter Gosden, 'Recent Developments...', in Trends..., p 15.

(5) Ibid.

(6) Trends..., p 31.

(7) Brian Simon, 'The History of Education' in J W Tibble (ed), The Study of Education, Routledge Kegan Paul, London, 1966, p 105.

(8) A move demonstrated by the recent appointment of 'liberal' professors of education like Owen van den Berg and W E Morrow.

(9) Trends..., p 33.

(10) Ibid, p 37.

(11) R F Dearden, 'Philosophy of Education 1952-82', British Journal of Educational Studies, vol xxx no 1, p 70, Feb 1982.

(12) Trends..., p 38.

(13) Ibid, p 20ff.

(14) Ibid, p 25-26.

(15) Batho, in Trends..., p 20.

(16) Recent examples of such resear . reports include M M Morapeli, The Rock: the history of Orlando High School 1939-1984 (1984); M M Modiba, The Schools of Kagiso - the development of formal schooling for Blacks on the West Rand (1985); G J Tabane, The Origins and Development of African Education in Sophiatown, Martindale, Newclare and Western Native Township 1905-1963 (1986); C Z Nwandula, The Swiss Mission in South Africa: a critical review of their educational practices among the Tsonga people 1899-1954 (1987). While it may be possible to criticise some of these titles as 'conservative', following Batho's strictures on MEd titles like 'The Development of Elementary Education in the Parish of..., 1870-1902' (Trends..., p 23), the point is that such detailed local investigations represent a necessary first level of research, since they are necessary in order to arrive at generalised conclusions and in order to test the received wisdom. In the South African context it is also necessary to take into account the previous neglect of the histories of specific black communities. Not only are such projects exercises in the writing of history from below, but they also involve the recording of a considerable amount of oral history that will disappear with time. One is reminded of Ravitch's call for 'a search for a sense of a once-living people with once-vital aspirations, for the culture within which they lived, and for the processes by which they were educated' (The Schools we Deserve, p 207). The work of Morapeli, Modiba, Tabane, Nwandula and others may perhaps be seen as a modest contribution to such a search. Cf Katz's views on the importance of detailed local history for the reconstruction of the process of educational development (see chapter 3, note 173).

(17) Diane Ravitch, The Schools we Deserve (1985), p 207.

(18) urvey of Race Relations in South Africa 1985, SA Institute of Race Relations, Johannesburg, p 401.

(19) Ibid.

(20) This categorisation was made to the writer by Professor J H Coetzee, of the UNISA Department of the History of Education, himself a 'metagogician'. Personal interview, 9 July 1986.

(21) Information from Professor J H Coetzee, personal interview.

(22) See, for example, D K de Jager et al., Metagogics: Methodology and Application, HAUM, Pretoria, 1983. See also the section on metagogics in chapter 5.

(23) The present writer gave a position paper to this interest group in 1986, and was the only member of an English medium university to be present. The audience remarked on the fact that it had been several years since an English-speaking academic had attended a meeting of the group.

Chapter 7

Context and Curriculum

In Chapter 1 the question was posed: what is the nature of the intellectual preparation that should be attempted in teacher education, particularly in initial courses, and what role does and should a study of the history of education play in this? The actual role of the history of education in the period of between 75 and 100 years since universities in America, Britain and South Africa first became involved in teacher education has been analysed in the previous six chapters. This final chapter will thus suggest answers to the last part of that question. Slightly modified, this can read: what role should the study of the history of education play in the preparation of teachers in contemporary South Africa?

Answers to this question cannot be attempted in isolation, as if the history of education could be regarded as floating in some sort of vacuum. They can be attempted only in terms of the context within which teacher education operates in contemporary South Africa, and in relation to the overall teacher education curriculum. Context and curriculum will thus be the key issues that will be examined in this chapter.

The starting point for the discussion is Cremin's observation that 'as a society makes up its mind about the education of its teachers, it is really undertaking to define its own future'.(1) In Chapter 1 the observation was made that the present critical state of education in South Africa suggests that there is a need to assist both prospective and practising teachers to meet the challenges of the present and, as far as we can identify them, of the future. This need involves much more than mere classroom expertise,

important though that is: a major aim of teacher education should surely be to assist in the preparation of autonomous and professional people with high levels of appropriate knowledge and skills, such personal qualities as integrity and motivation, a critical awareness of dogma, and a realisation of both the need and the opportunity for educational transformation.

The way in which 'a society makes up its mind about the education of its teachers' is most clearly reflected in the teacher education curriculum. But the curriculum itself cannot be viewed in isolation: from the historical analysis that has been presented in the earlier chapters, it is apparent that it is shaped by its socio-political context and that it reflects the dominant values of the society, even if the reflection is often oblique rather than direct.

When the major need was to train teachers for the burgeoning systems of elementary education, the pupil-teacher method and the normal schools and training colleges provided a basic training for classroom practice. The main defect, as Tibble has remarked, lay in the inadequacy of the academic education given to candidates for the profession.(2) In line with the terminology adopted in earlier chapters, 'academic' may here be taken to include 'theoretical': what is in fact being discussed, as indicated in the opening paragraph of this chapter, is the intellectual preparation of teachers. The point was made in Chapter 1 that it is not desirable to pose a simple dichotomy between 'theory' and 'practice', or between the 'academic' and 'professional' elements in teacher education. Good professional practice must rest on theoretical insights and principles, even when these may not be explicitly stated, and even when the practitioner is unable adequately to articulate them. Some forty years ago Harold Jowett made a related point, amongst the rather quaint homilies and earnest pieces of sage

advice in his Principles of Education for African Teachers:

> a 'born teacher' will be infinitely the better for his training, and common sense and a good character will be much more effective when they have a background of educational principles.(3)

Early teacher education made little attempt to provide more than mere practical training, in South Africa as much as in Britain and the USA. In South Africa the great bulk of teachers are black, working in a segregated and inferior system. This group thus deserves special attention. Until very recently, African teacher training was dominated by an adapted form of the old teacher training provided in white colleges: it is only in the very recent past, as Chapter 4 has indicated, that the universities have played any significant role in black teacher education, and, in fact, the overwhelming majority of black teachers still receive their preparation in training colleges, often mere extensions of secondary schools.

Shortly before the introduction of Bantu Education and the taking over of African education - including teacher training - by the state from the missionary institutions which had previously provided it under the auspices of the provincial authorities, the 'native' teacher education curriculum remained essentially unchanged. As was indicated in Chapter 4, it was regarded as appropriate for 'the head of the native' to give him a very practical training, with attention to such subjects as handicrafts and art, gardening and nature study, health education and religious instruction, in addition to classroom methods and such 'principles' as the aims of education; the responsibilities of a teacher; the characteristics and aims of the main types of schools for 'natives'; and an outline of child psychology.(4)

The curriculum was thus clearly an adaptation of the one followed traditionally in white training colleges, adapted to the need to train teachers with the necessary attributes to prepare 'native' children for their subordinate places in a segregated and

discriminatory society in which they could seldom aspire to higher than domestic or manual labour.(5)

In the 1950s Bantu Education thus inherited a teacher education curriculum that admirably suited the intentions of its protagonists. It modified that curriculum to accord more closely with the tenets of Christian National Education: instruction through the medium of the mother tongue, the inculcation of ethnic consciousness, the financing of black education to be borne primarily by blacks themselves, and adherence to the policy of apartheid with its consequent focus on the African 'homelands'. In the process:

> The Bantu teacher must be integrated as an active agent in the process of development of the Bantu community. He must learn not to feel above his community, with a consequent desire to become integrated into the life of the European community.... It is the policy of my department that education should have its roots entirely within the Native areas and the Native environment and Native community.... There is no place for him in the European community above the level of certain forms of labour.(6)

The emphasis on scripture, manual training and the vernacular was strengthened under Bantu Education. As Molteno has said, the intention was 'to prepare young Africans psycho-ideologically for the position in which the Bantustans placed them physically and politically'.(7) African teachers were expected to play their part in this and those few who resisted were dealt with with varying degrees of ruthlessness. The context of Bantu Education differed significantly from that of the earlier provincial system. But in essence the dominant ideological impulses were similar, and thus there was little need for a radical restructuring of the African teacher education curriculum. A changed context, however, will normally introduce new forces to shape the curriculum. In post-colonial Africa, although most of the changes in teacher education have been structural and organisational rather than curricular (8), there are illustrations of this. One recent example

is provided by Zimbabwe, where the government has announced its intention of introducing a study of scientific socialism into the teacher education curriculum as part of its goal 'of transforming the country along Marxist-Leninist lines'.(9)

When major political change comes in South Africa, it seems reasonable to assume that the teacher education curriculum will be reviewed. In the present process of transition towards some form of post-apartheid society, however, the opportunities for curricular development are limited. But the English language universities, at least, have certain opportunities: this matter will be considered later in this chapter. The present context of South African teacher education is marked by a grave under-provision of black education in general and qualified teachers in particular; an intensification of the political struggle; the near collapse in some areas of the state system of black schooling; a proliferation of alternative non-state institutions, including the first moves towards the setting up of independent colleges of education; and the increasing admission of black students to both the private schools and the English language universities, as was indicated in Chapter 5. It is now a truism that education in South Africa has become a contested terrain, a site of struggle.(10) Bantu Education has failed to achieve its creators' declared goals; more importantly, it has failed to meet the aspirations of the black community. At the same time it has resulted in generations of black children receiving an inadequate and inferior education, while white schooling has provided many whites with a set of distorted values and a distorted sense of reality. Instead of being an integrating force, our education has been a cause of disunity, conflict and confrontation. The question that follows is whether the education system should be reformed - indeed, whether it is capable of reform - or whether it should be destroyed and replaced. There is, however, a prior question, and that relates to the kind of future society that is desirable, and the kind of education that would be appropriate for its achievement. As Cremin's words indicate, this affects the teacher education

curriculum most crucially. Such debate as there has been in South Africa about these issues has been bedevilled by ideological posturing and by unclear definitions of goals for education in general and teacher education in particular. Until the exercise is at least attempted, discussion of such specific questions as the role of the history of education in teacher education must remain unfocused and nebulous.

For the purposes of th' chapter, two basic requirements suggested by Hartshorne will b ted as means of clarifying at least the intermediate goals in a process of transition towards a meaningfully changed education system. According to Hartshorne, what is now required are programmes that

> are not concerned with reinforcing the present model of apartheid education, but are informed and guided by a philosophy and goals which in one way or another have to do with working towards education in a non-racial, democratic and just society, and are part of the process by which this comes about; and are innovative in character, informed by a concern for the learner, educationally soundly based, aimed at both quality and relevance, open to evaluation and subsequent adjustment, effective in their outcomes...(11)

Certain implications for teacher education flow from these propositions. The most important of these are beyond the control of, for example, individual university departments of education. They involve major shifts in state policy, such as an abandonment of the 'own affairs' ideology which divides education into separate racial systems. Others, however, are directly relevant to university departments, which may indeed contribute towards a process that in the end will result in structural change in the system. Teacher educators committed to the achievement of a non-racial and democratic South Africa will take this into account in devising their curricula. They cannot plead ignorance of the social inequities of their own educational practices, despite the fact that these may reflect social injustice rather than their own

policies. At the same time, the English language universities are faced with escalating demands for black admissions, and over the past few years have moved significantly towards becoming more representative - at least in the composition of their student bodies - of the total population. A further factor to be borne in mind is that financial constraints must mitigate against all South African universities developing the kind of research infrastructure that the older ones enjoy. The state's subsidy formula rewards universities for post-graduate enrolment, stricter academic selection of students, and the research output of academic staff: the impact of this on the predominantly black universities with their relatively high failure rates, low research output and small numbers of post-graduate students, is likely to be further stratification of the tertiary sector.(12) All these factors suggest that the English language universities have both a special role and a special responsibility in the period of transition. With regard to the Afrikaans universities, their very limited intake of black students and their adherence to Pedagogics suggest that they are geared more to a maintenance of the status quo than to transformation. Historico-pedagogics itself would seem to be of very limited relevance to the needs of black student teachers and to be ideologically unacceptable to them. The wholesale abandonment of historico-pedagogics at the University of the Western Cape, as described in Chapter 6, is an indication of this. When the present chapter examines the role of the history of education in the contemporary South African teacher education curriculum it thus does so primarily in terms of the English language universities and those other universities that have moved away from Pedagogics in the preparation of teachers.

The earlier investigation of teacher education courses at South African universities revealed that initial courses often lack clearly defined purposes and priorities. One of the immediate curricular consequences of this is a lack of integration in the programme, and a process of accretion whereby change becomes merely

a matter of trying to fit yet more elements into the course, a case of curriculum developoment by what may be termed the township taxi method - there is always room for one more. Where, however, substitution occurs, the history of education tends to be the loser, as the example of UCT in Chapter 6 indicates. (This has also been the experience in Britain and the USA, as Chapters 2 and 3 showed).

All this is related to attempts to link educational philosophy, psychology and sociology into composite courses which usually result in the studying of fragmented snippets from each discipline loosely linked to general themes. The problem is thus firmly situated in the curriculum. Adequate curriculum planning requires a coherent policy that informs the whole programme. As File has said:

> An explicit philosophy specifying levels of performance, the balance between 'international' and 'African' issues in the curriculum, a conscious statement of the importance of inter-disciplinary teaching to provide context, and flexibility in terms of exit level reflected in different degree programmes and a less rigid adherence to minimum and maximum periods of study is not a threat to excellence but a precondition of its achievement.(13)

This soon brings the discussion back to the relationship between theory and practice in teacher education. Thompson comments that the

> emphasis on theory rather than practice is often justified on the grounds... that young teachers need a sound theoretical basis if they are to continue to extend their thinking and understanding when they are in the field. But I think those who teach psychology, philosophy and sociology too often labour under the illusion that when a teacher in a classoom faces a problem he will seek to call to mind the theories and the research evidence with which he was presented in his training programme and then to apply them to his problem. In practice he simply has not the time, and this is not the

> natural way in which people behave. I am not opposed to the teaching of foundations theory but I think we must ask more rigorously what its relation is to the task of the teacher and then proceed to ask what elements and how much of them need to be taught in what way.(14)

In line with these views, it is taken as axiomatic here that the teacher education programme should seek to provide a sound theoretical basis for practice, and that it is always necessary to ask the kind of questions posed by Thompson: what elements of theory, how much of them, and how should they be taught? The corollary of this is that a purely functionalist approach to teacher education is unacceptable, particularly in a period of transition when social change is required. Karier, the American revisionist historian of education, has crisply pointed to the dangers of a purely practical training: it is pragmatic, that is, dedicated to the system's survival, and it fails to deal with the moral issues of the day.(15) If the history of education is part of the necessary theoretical training of teachers, what then is its place in contemporary South African teacher education, particularly in the universities already identified? Several elements of the discussion need to be clarified, in the sense of providing some guidelines for an answer to the question.

Some guidelines for the place of the history of education

The value of a study of the history of education as one of the 'liberalising' disciplines has been mentioned by several writers. It can, for example, help to liberate us from the stale dogmas of the past and the present, and it can expand our vision of the future. The historically ill-informed are not in a position to challenge such assertions as that 'things have always been like that'. In the words of Kenneth Charlton, in the quotation that concluded Chapter 1 of this study, 'remaining ignorant or misinformed about the past, we allow our actions to be determined not only by our ignorance but also by those who claim either authority for the past or who claim that the past has no authority'.

The dangers of this in contemporary South Africa should be all too apparent, since differing interpretations of the past help to shape current political views.

Conventional justifications for a study of the history of education are provided, amongst others, by Elton and Entwistle. According to the former

> a sound acquaintance with the prehistory of a situation or problem does illumine them and does assist in making present decisions; and though history cannot prophesy, it can often make reasonable predictions. Historical knowledge gives solidity to the understanding of the present and may suggest guiding lines for the future,(16)

while the latter feels that 'it is a pity that some study of the history of education is not required of every student teacher... the history illuminates some universal educational principles as well as urgent current issues'.(17)

At the same time we need to avoid viewing the past simply as the precursor of the present, or as a source of useful confirmation of current prejudices. In the South African context we need to remember that student teachers themselves have come through a school system in which, as Bozzoli says, 'some extraordinarily biased and highly controlled versions of social reality have been fed to countless schoolchildren, often using extremely didactic and role-orientated approaches to teaching'.(18) One must guard against history - and the history of education - becoming merely the handmaiden of an ideology, as it has tended to be with such diverse schools as the traditionalists like Cubberley and Monroe, the social reconstructionists in the 1930s, the radical revisionists of the 1970s, and the historico-pedagogicians and metagogicians of present-day South Africa. One must beware of the tendency to develop rigid new orthodoxies, often arising from the passionate desire to rewrite a resented past, and which can result in the

strange kind of over-kill that causes a complete rejection of older ideas, as appears to have been the case, for example, in the changes introduced into the UCT teacher education curriculum after 1976. In South Africa we now need to move beyond the fundamental ideological debate between 'liberals' and 'radicals' that has articulated so much of recent educational research. The former may have consistently recognised the centrality of democracy while ignoring problems of class and social structure, but the latter have, while understanding the importance of these, too often descended into unproblematic functionalism through the application of inadequate and narrow analytical concepts. It is the complex interaction of a wide range of factors that needs our attention. These include not only capitalism and class structure, racial inequalities and political domination, but also the social geography of South African towns and rural areas, patterns of childhood and family life, and the role of informal educational agencies. The polemical struggle needs to be laid to rest, much as the debate on 'revisionism' has been in the USA.

In this regard, Alan Ryan's words are worth repeating:

> ...many historians have observed that the demolition of the Whig interpretation leaves an intellectual vacuum. Historians are apt to feel that if history is not the triumph of moderation and good sense, it must be the triumph of something, or it becomes a mere tale of sound and fury told by an idiot. The natural replacement for old-fashioned liberal triumphalism is offered by Marxism.(19)

And, one might add, the triumph of moderation and good sense has sometimes been replaced with the triumph of the People, or some similar abstraction.

We also need to guard against the dangers of exchanging historical detail for historical sweep: Sweep exhilarates, detail reveals. Moreover, since historians rely on other books as well as on direct

research, if the other books are themselves general, both economic and philosophical historians can get further and further away from actual human experience'.(20) The paucity of detailed research in South African educational history has been referred to earlier in this study: in that absence there is a danger that the study of the history of education will rely too much on broad generalities. The lack can only be addressed through vigorous work at higher degree level, and the picture here, as indicated in Chapter 6, is somewhat bleak.

An obvious guideline for the place of the history of education is the need to avoid a primarily antiquarian study of the subject. This has long been recognised, by Brubacher amongst others:

> There will be some who have an antiquarian interest in the past as the past, but they are not likely to be among professional students of education...(who) will have an interest in the history of their profession, if at all, because it illuminates the contemporary problems with which they will have to deal.(21)

Related to this is Pulliam's view that the history of education is a developing rather than a finished area of study, concerned with building a full understanding of the current educational situation through the study of the evolution of educational practices, ideas and institutions in their social context.(22)

Chapters 2 and 3 have shown that the study of the history of education in Britain and the USA now tends to concentrate on the relatively recent past, in particular the period since the development of mass schooling in those countries. In South Africa considerable attention is still paid to the distant past, for example the classical period and the Middle Ages. While these periods may have some relevance, at least they should not be taught at the expense of more recent history. As Addison has said:

> It is never too soon to explore the recent past. Findings are bound to be provisional, distorted by current perspectives and hampered by lack of evidence. But as we stumble into the future a provisional map is better than none at all. Scholarly detachment may be something to aim for in fifty years' time, but engagement is what we need now.(23)

Finally, in considering these guidelines, there is the question of the intellectual attitudes that should be fostered by a study of the history of education. E P Thompson's description of history as a discipline of 'attentive disbelief'(24) and David Tyack's reference to 'an informed scepticism'(25) are both suggestive. Obviously the study of history of education should not lead to an uncritical respect for 'tradition' and authority. Indeed, 'we need a deeper historical perspective to reveal the extent to which our thinking is based on dogma rather than on a perception of the real role of education in our time'.(26) It should free us from 'that determinism, even fatalism, which results from the naive over-simplification of history, that backward projection of prejudice and ignorance which creates a false sense of the permanence of what is merely present custom or fashion'.(27) It is the transformative potential suggested by an historical consciousness that is vitally important in South African teacher education at present.(28)

To summarise the discussion thus far in this chapter, it is obvious that the study of the history of education cannot be considered in isolation, that the very attempt to pose questions about its role in the preparation of teachers raises a host of complex questions about context and curriculum, about the nature of history itself, about the relationship between theory and practice, and about the relationships between history of eduction and the other educational disciplines. It also raises questions about the nature of South African society and education, the goals of teacher education in this country at present, and the nature of the institutions that are engaged in providing it. The danger thus is that one may lose sight

of the wood for the trees, becoming entangled in the thickets of the complex issues involved. This chapter has attempted to avoid this problem while at the same time seeking to sketch a meaningful contextual framework within which the central question of the role of history of education in contemporary South African teacher education may be addressed. Without such a context, the question remains largely academic. The chapter will now proceed to suggest some tentative answers to the question.

The place of the history of education in South African teacher education

Chapter 4 demonstrated the fact that the history of education played no meaningful role in African teacher education until the very recent past, when university involvement in the education of black teachers assumed significant proportions. At least until the post-1976 period, the history of education taught to white student teachers was merely an echo of that taught in Britain: it was Eurocentric and concentrated on the Great Educators and the development of formal schooling systems for whites. In the Afrikaans universities the Pedagogics approach assumed dominance after the Second World War, and this influence spread into the ethnic university colleges established for blacks from the 1960s. The distance between the history of education in the English language universities and the historico-pedagogics taught at the Afrikaans universities now seems unbridgeable, and there are no formal meeting points for any discussion across the divide. There have recently been moves away from the dominance of Pedagogics in the black universities: the case of the University of the Western Cape has been mentioned, and the University of Fort Hare is currently engaged in reviewing its teacher education courses, seeking assistance from the English language universities in this exercise.

In the English language universities there has been a decided attempt to 'Africanise' or at least 'South Africanise' the curriculum. This has brought black education to the forefront of the curriculum, often at the expense of the study of history of education itself. At the BEd and MEd level there has been a dramatic increase in the number of black teachers enrolling at the English language universities, as was shown in Chapter 6. This is a most important development, and has provided, particularly at the University of the Witwatersrand, an opportunity for first hand research to be undertaken into neglected areas of the history of black education. But the general picture is not encouraging, since there is little attention given to the history of education at most of the other universities at this level and consequently little original research. At the very least one would like to see greater opportunity for specialised study, possibly through optional courses, in the history of South African education at the higher degree level, thus increasing the pool of expertise which could result in greater research output. Allied to this is the need for the establishment of a scholarly society with an associated journal to foster the discipline in this country, and to disseminate the findings of research.

As far as initial teacher preparation courses are concerned, it has been an underlying contention of this study that an understanding of the historical roots of the present education system can only be of benefit to prospective teachers, for reasons which have been spelled out more than once. However, given the decline in the discipline's fortunes, one can only conclude, with Entwistle, that it is a pity that some study of the history of education is not required of every student teacher. Although many universities have introduced four-year concurrent or professional degrees over the past few years, the great majority of student teachers in our universities are following the one-year post-graduate diploma course. The constraints affecting such a course have been described already, and the pressures on curriculum planners to make it as practical as possible have resulted in Britain and the USA in a general movement

away from the theoretical disciplines; there are indications that the South African universities are likely to follow this trend, especially in the climate of economic stringency that prevails. As has been shown, and for reasons given in Chapter 2, the history of education tends to come off rather worse than the other disciplines, particularly sociology and psychology, in such a situation.

It has to be accepted that the short duration of the one-year course, together with the many claims for inclusion of other matters, makes it inevitable that there can be no proper and detailed study of the history of education. Superficial chronological surveys of the major landmarks and of the contributions of the Great Educators, even where these are somehow geared to South African needs, are not likely to be valuable, and may have the common outcome of alienating students. Historians of education can still, however, make a contribution. This may have to be done in collaboration with colleagues from the other educational disciplines: at the very least students should be helped to gain an understanding of the education system, and of the historical processes that have brought it into being. One possibility currently being explored at the University of the Witwatersrand, is the organisation of the theory course under several general themes (Learning and Teaching; the Nature of Knowledge; Education and Transformation), each of which is introduced by means of a fairly brief core course, followed by optional courses on topics and issues related to the theme. It is in such optional courses that historians, for example, may be able to explore, with their students, in greater depth than general lectures to large groups would allow, and in so doing may be able to stimulate a desire to pursue advanced study in the subject at a later stage, thereby helping in the recruitment of future historians of education. The best of the work produced in the optional courses could also be shared in general sessions with the whole class.

While the approach being sketched here is not essentially an inter-disciplinary one in the sense of shared teaching and an attempt to integrate the different disciplines - which, as has been seen, tends to result in an unsatisfactory pastiche - it is inter-disciplinary in the sense that it involves the different disciplines in joint planning and the formulation of the curriculum. It is taken as axiomatic that the work of one discipline can be illuminated by the others: philosophy, for example, urges historians to examine and clarify their assumptions, while historians may be helpful in reminding sociologists that the search for general patterns of social behaviour can run against the rock of the contingent nature of human activity.

Whatever form the teaching of the history of education may take, mere factual knowledge is less important than the fostering of attitudes of mind that will challenge the dogmas of the past as well as the orthodoxies of the present, that will open up the possibilities of transformation, and will result in the kind of 'informed scepticism' that Tyack speaks of. The focus should thus be on the present and the relatively recent past. No real understanding of Bantu Education, for example, and of the current educational crisis, is possible without an examination of its continuities with segregated 'native' education and with missionary education in the colonial period. Another major theme will probably be represented by the role of industrialisation and urbanisation in the transformation of South African society and the consequences of this for education. The role of church, state and capital in the provision of education will no doubt have to be examined, as will the initiatives of black communities who have struggled and endured. Resistance to the imposition of apartheid in education, and forms of alternative education, in particular People's Education, can hardly be ignored, even if they find no place in the agenda of the historico-pedagogicians.

The focus thus shifts from a chronological account of what Simon has called surface phenomena, concentrating on the administrative and other steps that led to the development of a state system for whites, with black education seen as a kind of appendage, to a thematic treatment of education in its broader manifestations and in the context of socio-political developments, with black education at the centre. Certainly in the one-year diploma course there is no room for over-specialised programmes with little regard to context, whether these be labelled 'history of education' or any of the other educational disciplines.

In the four-year professional degree courses there is more opportunity for a treatment of the history of education as such, and curriculum planning here can allow, for example, for an introduction into historical research methods, as well as for a discussion of the rise of mass schooling in the West, with its implications for this country, and of the educational experiences of other African countries, again with a view to their possible relevance for South Africa.

An underlying assumption here is that there is a need for both black and white educators to gain an insight into the processes of domination and subjugation that have shaped our society, and the role of education in this. As was said in Chapter 4, part of the healing of our national psyche will involve a re-examination of the historical past and the routes that have led us to our present crisis.

Notes

(1) See Chapter 1, n 6.

(2) J W Tibble (ed), The Study of Education, Routledge and Kegan Paul, London, 1966, p 2.

(3) Harold Jowett, Principles of Education for African Teachers, Longmans Green, London, 1948, p 118.

(4) See, for example, Department of Public Education, Cape of Good Hope, Courses of Training for Native Teachers, Stellenbosch, 1950, pp 26-27. Interestingly enough, the first reference to the history of education in any 'native' teachers' training course comes in the 1946 edition of this document, where the syllabus for the Certificate in Physical Education for Native Teachers at Healdtown includes the history of physical education under the headings of Primitive physical activities, the Greek-Roman period, the Renaissance, and Modern Times (p 70).

(5) The discrimination practised against 'native' teachers may be illustrated by reference to the salaries paid to them and their 'European' counterparts, for example:

Grade A: Degree + professional certificate

	European	Native
men	£340 x £20 - £600	£180 x £9 - £306
women	£270 x £15 - £450	£120 x £6 - £204

Source: TED, Handbook of Regulations and Instructions for the Guidance of Superintendents of Native Schools and Teachers, Government Printer, Pretoria, 1943, (TED341), p 7.

(6) Speech by Dr H F Verwoerd, Minister of Native Affairs, in the Senate, quoted in B Rose and R Tunmer (eds), Documents in South African Education, p 262-266.

(7) F Molteno, 'The Evolution of Educational Policy', in P Kallaway (ed), Apartheid and Education, Ravan, Johannesburg, 1984, p 93.

(8) See A R Thompson, 'Current Trends in Teacher Education in English-speaking Africa', in A Taylor (ed), Insights

into African Education, Teachers College Press, New York, 1984.

(9) 'Marx added to Trainees' Curriculum', Times Educational Supplement, 5 December 1986.

(10) See, for example, John Samuel, 'The Educational Context: Crisis and Change', in P Randall (ed), Addressing Educational Crisis and Change, Centre for Continuing Education, University of the Witwatersrand, 1987, pp 19-28.

(11) Ken Hartshorne, 'Private Sector involvement in Education', in P Randall (ed), ibid, p 50.

(12) See Jon File, 'The Politics of Excellence: University Education in the South African Context', Africa Seminar 3, Centre for African Studies, University of Cape Town, March 1986, p 15.

(13) Ibid, p 25.

(14) A R Thompson, 'The Curriculum of Teacher Education', paper to the University of Bophuthatswana, Faculty of Education, September 1985, mimeographed, p 7.

(15) Clarence J Karier et al, Roots of Crisis: American Education in the Twentieth Century, Rand McNally, Chicago, 1973, p 21.

(16) G R Elton, The Practice of History, London, 1969, p 67.

(17) Harold Entwistle, review of Brian Simon's Does Education Matter? in History of Education, vol 15 no 3, 1986, p 217.

(18) Belinda Bozzoli (ed), Class, Community and Conflict: South African Perspectives, Ravan, Johannesburg, 1987, p xiv.

(19) Alan Ryan, review of English Society 1699 - 1832 by J C D Clarke, London Review of Books, vol 8 no 11, 23 Jan 1986, p 14.

(20) Asa Briggs, review of John Hall's Powers and Liberties in Weekly Guardian, 3 August 1986, p 22.

(21) Brubacher, 1947, p vii.

(22) John D Pulliam, History of Education in America, Charles E Merrill, Columbus, Ohio, 1976, p 7.

(23) Paul Addison, review of Phillip Whitehead's The Writing on the Wall, London Review of Books, vol 8 no 1, 23 January 1985, p 7.

(24) E P Thompson, The Poverty of Theory, Merlin, London, 1978, p 29.

(25) David Tyack, foreword to Harold Silver, Education as History, Methuen, London, 1983, pxiii.

(26) History of Education Society, The Changing Curriculum, Methuen, London, 1971, p 100.

(27) Ibid, p 87.

(28) Cf. 'Historical consciousness ought to assist one to understand the possibilities of transformation and the possibilities within people', E P THompson, Visions of History, Manchester University Press, 1983, p 16.

APPENDIX

1 Jan Smuts Avenue
Johannesburg
2001 South Africa

Telegrams 'Uniwits'
Telex 4-27125 SA
☎ (011) 716-1111

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Telephone (011) 716-5225

Enquiries

Date 17 June 1986

Dear

Enquiry into the Teaching of History of Education

I am currently engaged in research into the position of the history of education in South African university departments of education as part of a wider research project, which also involves some analysis of trends in other countries.

The general aim of this inquiry is to establish as clearly as possible the present role and status of history of education in initial and in-service teacher education and to establish current research patterns in the field.

I believe than an inquiry of this nature will have relevance and benefit not only for the study and teaching of the history of education in our university departments, but also for teacher education programmes more widely, since it will have to deal with the relationship between theory and practice.

I shall be very grateful for the co-operation and assistance of those members of your department who teach the history of education, in particular in the completion and return of the enclosed questionnaire. This covers both initial courses (e.g. the one-year postgraduate diploma) and in-service courses (e.g. the B Ed or taught M Ed). Space has been allowed for general comments at the end of the questionnaire, and for the names of the persons filling in the different sections, with a view to possible later follow-up contact. It would, indeed, be greatly appreciated if the relevant colleague could find the time to discuss the matter with me personally, when I have evaluated the answers to the questionnaire.

This research project will be greatly advanced by the return of the completed questionnaire with as much comment as possible, to the above address by 30 July 1986. Any relevant prospectus or calendar entry would also be appreciated.

Yours sincerely

Peter Randall.

Peter Randall
Lecturer in the History of Education

Encl.

PR/pk

1 Jan Smuts Avenue
Johannesburg
2001 South Africa

Telegrams 'Uniwits'
Telex 4-27125 SA
☎ (011) 716-1111

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Telephone (011) 716-5225

Enquiries

Date 17 Junie 1986

Geagte

Ondersoek na die Onderrig van die Historiese Opvoedkunde

Ek is tans besig met navorsing oor die posisie van die Historiese Opvoedkunde in die opleiding van onderwysers/esse by Suid-Afrikaanse universiteite. Dit vorm deel van 'n wyer navorsingsprojek wat ook analise van die tendense in ander lande sal behels.

Die algemene bedoeling van hierdie ondersoek is om die huidige rol en status van die Historiese Opvoedkunde so duidelik as moontlik vas te stel, asook die huidige patrone van navorsing in dié deeldissipline.

Ek is van mening dat so 'n ondersoek voordelig sal wees vir die bestudeering en onderrig van die Historiese Opvoedkunde. Hopelik sal dit vir die opleiding van onderwysers/esse in die algemeen ook van nut wees want uit die aard van die saak sal dit ook oor die verwantskap tussen teorie en die praktyk moet handel.

Ek sal die hulp en samewerking van die betrokke dosente wat die Historiese Opvoedkunde aanbied hoog op prys stel, veral met die voltooiing en terugstuur van die ingeslote vraelys. Dit behels beide aanvangsopleiding (bv die een-jaar nagraadse diploma) en indiensopleiding (bv Meesters graad). Daar is ook plek aan die einde van die vraelys vir algemene opmerkings, asook plek vir die name van diegene wat die verskillende seksies van die vraelys voltooi, met die oog op 'latere opvolg-kontak. Dit sou, inderdaad, hoog op prys gestel word as die betrokke kollegas tyd sou kon vind om die saak persoonlik met my te bespreek, sodra ek 'n kans gehad het om die antwoorde op die vraelys te evalueer.

Die vraelys is ongelukkig net in Engels beskikbaar. Ek vertrou dat dit geen ongerief sal veroorsaak nie. Die antwoorde kan natuurlik in Afrikaans verskaf word.

Hierdie navorsingsprojek sal grootliks bevorder word as die voltooide vraelys, met soveel kommentaar as moontlik, teen 30 Julie 1986 aan my by die bogemelde adres gestuur kan word. Enige toepaslike prospektus ens wat die antwoorde kan aanvul sal ook waardeer word.

Die uwe

Peter Randall

Peter Randall
Dosent in die Historiese Opvoedkunde

byl.

PR/pk

THE HISTORY OF EDUCATION: its place in South African university departments of education.

QUESTIONNAIRE on the teaching of the history of education in initial and in-service teacher education courses.

Please supply answers or tick the boxes as appropriate. Additional comment will be appreciated. Space is provided at the end of the questionnaire for general comments.

Initial Training Courses

A One-Year Postgraduate Diploma Courses

1 Name of Course/s .....

2 Is Theory of Education taught in the above course/s? |__| **Yes** |__| **No**

3 If so, please indicate which of the following is included and the approximate number of hours devoted to each:

	Yes	Number of hours	Not included
psychology of education	|__|	|__|	|__|
philosophy of education	|__|	|__|	|__|
sociology of education	|__|	|__|	|__|
history of education	|__|	|__|	|__|
comparative education	|__|	|__|	|__|

other (please specify) ....

.....

4 If history of education is included, is it a compulsory part of the course for all students? |__| **Yes** |__| **No**

5 If so, is it taught as a separate component? |__| **Yes** |__| **No**

6 Or is it part of a multi-disciplinary component? |__| **Yes** |__| **No**

7 If so, please describe this component briefly: .....

.....

.....

.....

8 Is history of education offered as an optional course? |__| Yes |__| No

9 If so, please describe it briefly. .....

.....

.....

.....

and indicate the number of students ..... who are taking it this year out of the total number of students on the course ..... .

10 In the teaching of the history of education in this course, which of the following methods are used?

class lecture |__| seminar/tutorial |__| fieldwork |__| other |__|

If 'other', please specify. ....

.....

11 Is any attention given to research methods, primary sources, etc?

|__| Yes |__| No

12 Please indicate the period/s and/or theme/s covered in the history of education in the one-year postgraduate diploma course: .....

.....

.....

.....

.....

13 Please indicate the textbooks (or other readings) in use in this field :

i) Prescribed:

.....

.....

.....

ii) Recommended:

.....

.....

.....

14 Is the history of education component taught by specialists in the history of education? |__| Yes |__| No

15 Any additional comments : .....

.....

.....

.....

.....

Name of person completing this section of the questionnaire :

(Please print).....

Name of university

.....

Name of department

.....

B Four-Year Professional or Concurrent Degree Course

1 Name of Course/s .....

2 Is Theory of Education taught in the above course/s? |__| **Yes** |__| **No**

3a If so, please indicate which of the following is included and the approximate number of hours devoted to each (over the whole degree course).

	Yes	**Number of hours**	**Not included**
psychology of education	|__|	|__|	|__|
philosophy of education	|__|	|__|	|__|
sociology of education	|__|	|__|	|__|
history of education	|__|	|__|	|__|
comparative education	|__|	|__|	|__|

other (please specify) .....

.....

.....

3b Please indicate the years of study in which history of education is offered:

first |__| second |__| third |__| fourth |__|

4 If history of education is included, is it a compulsory part of the course for all students? |__| **Yes** |__| **No**

5 If so, is it taught as a separate component? |__| **Yes** |__| **No**

6 Or is it part of a multi-disciplinary component? |__| **Yes** |__| **No**

7 If so, please describe this component briefly : .....

.....

.....

.....

8 Is history of education offered as an optional course? |__| **Yes** |__| **No**

9 If so, please describe it briefly. .....

.....

.....

.....

and / .....

B Four-Year Professional or Concurrent Degree Course, **continued**

(Question 9, continued)

and indicate the number of students who are taking it this year out of the total number of students on the course in each year.

first	second	third	fourth

10 In the teaching of the history of education in this course, which of the following methods are used?

class lecture |__| seminar/tutorial |__| fieldwork |__| other |__|

If 'other', please specify. .....

.....

11 Is any attention given to research methods, primary sources, etc.?

|__| **Yes** |__| **No**

12 Please indicate the period/s and/or theme/s covered in the history of education in each year.

first: .....

.....

.....

second: .....

.....

.....

third: .....

.....

.....

fourth: .....

.....

.....

13 / ....

B Four-Year Professional or Concurrent Degree Course, continued

13 Please indicate the textbooks (or other readings) in use in this field.

i) Prescribed

first year: .....

.....

.....

second year: .....

.....

.....

third year: .....

.....

.....

fourth year: .....

.....

.....

ii) Recommended

first year: .....

.....

.....

second year: .....

.....

.....

third year: .....

.....

.....

fourth year: .....

.....

.....

14 Is the history of education taught by specialists in the history of education? |__| Yes |__| No

15 / ...

B Four-Year Professional or Concurrent Degree Course, **continued**

15 Any additional comments : .....

.....

.....

.....

.....

Name of person completing this section of the questionnaire :

(Please print) .....

Name of university

.....

Name of department

.....

In-Service Courses

A B Ed

1 Does your Department offer a B Ed degree? |__| Yes |__| No

2 If so, please indicate which of the following are required for completion of the degree:

|__| compulsory courses (Please specify: .....
.....)

|__| optional courses (Please specify: .....
.....)

|__| dissertation / long essay / topic report, etc. (Please describe requirements briefly: .....
.....

|__| any other (Please specify: .....
.....

3 Total number of B Ed students : |____| 1986 |____| 1985 |____| 1984

4 Number of B Ed students taking courses in the history of education :
|____| 1986 |____| 1985 |____| 1984

5 In the teaching of the history of education in this course, which of the following methods are used?

class lecture |__| seminar/tutorial |__| fieldwork |__| other |__|

If 'other', please specify ....

6 Is any attention given to research methods, primary sources, etc.?
|__| Yes |__| No

Additional comments? .....
.....
.....

7 Please indicate the themes and periods covered in history of education in the B Ed programme:

i) in any compulsory course (including any multi-disciplinary course)
.....
.....
.....

In-Service Courses, continued

A 7 continued

ii) in any optional course/s

.....

.....

.....

.....

8 Please indicate the textbooks (or other readings) currently in use in history of education courses in the B Ed programme.

1) Prescribed

.....

.....

.....

.....

.....

ii) Recommended

.....

.....

.....

.....

.....

.....

9 Any additional comments: .....

.....

.....

.....

Name of person completing this section of the questionnaire :

(Please print) .....

Name of university .....

Name of department .....

In-Service Courses, continued

B M Ed by Course Work

1 Does your Department offer an M Ed by Course Work? |__| **Yes** |__| **No**

2 If so, please indicate which of the following are required for completion of the degree:

|__| compulsory courses (Please specify: .....
.....)

|__| optional courses (Please specify: .....
.....)

|__| research method/design course (If so, please give a brief description. .....
.....)

|__| thesis/dissertation/research report (If so, please indicate approximate length. .....)

3 Please list the optional courses currently on offer and indicate the number of students registered for each.

	Number
i)	____
ii)	____
iii)	____
iv)	____
v)	____
vi)	____
vii)	____
viii)	____
ix)	____

4 Total number of M Ed students:

	1986	1985	1984
part-time			
full-time			

5 / .....

In-Service Courses, continued

B continued

5 Number of M Ed students taking courses in the history of education:

	1986	1985	1984
part-time			
full-time			

6 In the teaching of the history of education in the M Ed programme, which of the following methods are used?

class lecture |__| seminar/tutorial |__| fieldwork |__| other |__|

If 'other', please specify: .....

.....

7 Please give a brief outline of the history of education courses currently on offer in the M Ed programme (this and the following question might be conveniently dealt with by attaching copies of the relevant documents).

.....

.....

.....

.....

.....

.....

.....

.....

8 Please indicate the prescribed and recommended readings for the history of education courses in the M Ed programme.

.....

.....

.....

.....

8 continued/...

In-Service Courses, continued

B 8, continued

.....

.....

.....

.....

9 Any additional comments : .....

.....

.....

.....

.....

Name of person completing this section of the questionnaire :

(Please print) .....

Name of university

.....

Name of department

.....

C **Research Degrees** (in the Education Faculty only)

1 Titles of degrees (MA, MEd, MPhil, PhD, DEd, etc.)

(1).....(2).....(3).....(4).....(5).....

(6).....(7).....

2 Total number of students registered for M degrees by research:

|___| 1986 |___| 1985 |___| 1984

3 Total number of students registered for D degrees by research:

|___| 1986 |___| 1985 |___| 1984

4 Number of students doing M degrees by research in the history of education:

|___| 1986 |___| 1985 |___| 1984

5 Number of students doing D degrees by research in the history of education:

|___| 1986 |___| 1985 |___| 1984

6 Topics or fields of study of students currently registered for research degrees in the history of education in your department:

Masters:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Doctors:

.....

.....

.....

C **Research Degrees,** continued.

6. Doctors, continued.

.....

.....

7 Any information on recently completed research will be appreciated.

.....

.....

.....

.....

.....

.....

.....

Name of person completing this section of the questionnaire :

(Please print) .....

Name of university

.....

Name of department

.....

General comments :

We shall be very grateful for any additional comments on the following:

1 Research interests of staff teaching the history of education, and relevant publications.

.....

.....

.....

.....

.....

2 Changing trends in the study and teaching of the history of education in your department.

.....

.....

.....

.....

.....

3 Patterns of student responses in initial training courses with regard to:

i) theory of education in general -

.....

.....

.....

.....

.....

ii) history of education in particular -

.....

.....

.....

.....

.....

.....

/ /

General comments, continued

4 Overseas influences on the study of South African educational history.

.....

.....

.....

.....

5 Lacunae in the research into and the literature on the history of South African education.

.....

.....

.....

.....

.....

.....

Name of person completing this section of the questionnaire :

(Please print) .....

Name of university .....

Name of department .....

..... Please return the completed questionnaire by 30 JULY, 1986 to -

P Randall
Department of Education
University of the Witwatersrand, Johannesburg
1 Jan Smuts Avenue
Johannesburg
2001

PR/pk

Select Bibliography

Abbreviations used:

CUP	:	Cambridge University Press
DES	:	Department of Education and Science (UK)
HE	:	History of Education (journal of the HES)
HEQ	:	History of Education Quarterly
HES	:	History of Education Society (UK)
HMSO	:	Her Majesty's Stationery Office (UK)
NED	:	Natal Education Department
OUP	:	Oxford University Press
RKP	:	Routledge and Kegan Paul
RSA	:	Republic of South Africa
SPCK	:	Society for the Promotion of Christian Knowledge
TC	:	Teachers College (Columbia University, NY)
TED	:	Transvaal Education Department

Official Documents, Reports etc
- Britain
- USA
- South Africa

Published Sources : BOOKS
- Education : General
- The Study of Education
- Teacher Education
- History of Education : General, African and Western
- History of Education : Britain
- History of Education : USA
- History of Education : South(ern) Africa
- Other Books

Published Sources : other
- Articles, Monographs and Chapters in Books
- Journals and Bulletins
- Reviews and letters

Unpublished Sources : including theses

Interviews

A note on the Published Sources :

Given the aim of the research to investigate changing trends and patterns in the study of the history of education, many of these sources represent primary source material, particularly those intended as textbooks or handbooks for student teachers.

Official documents, Reports etc : Britain

1. Board of Education, Regulations for the Instruction and Training of Pupil Teachers and Students in Training Colleges:
   Cd. 1666, 1903
   Cd. 2134, 1904
   Cd. 2607, 1905
   Cd. 3444, 1908. HMSO.
2. Board of Education, Regulations for the Training of Teachers for Elementary Schools. Cd. 6795, 1913. HMSO.
3. National Union of Teachers, The Training of Teachers. Report of a Committee of Investigation appointed by the Executive of the NUT and adopted by the Executive on 3 March 1939.
4. Joint Standing Committee of the Training College Association and Council of Principals, memorandum on The Training of Teachers, Univ. of London Press, 1939.
5. Ministry of Education, Education 1900-1950. Report of the Ministry of Education, 1950. Cmd. 8244, HMSO, 1951
6. DES, The Education System of England and Wales, HMSO, Aug. 1983.
7. University of Leicester, undergraduate and postgraduate syllabuses, School of Education, 1975-85.

Official documents etc : USA

1. American Council on Education, 'The Improvement of Teacher Education'. A final report by the Commission on Teacher Education, Washington, DC, 1946.
2. Deptartment of Health, Education and Welfare, 'Higher Education', Part III of Education Directory of the Office of Education 1959-1960, Government Printing Office, Washington DC, 1959.
3. Fund for the advancement of Education, 'The Role of Education in American History', NY, 1957
   Fund for the advancement of Education, Report of Committee on the Role of Education in American History, Education and American History, NY, 1965.
4. Teachers College, Columbia Univ., New York:
   Teachers College Bulletin 1912-13, 3rd Series, No 17.
   Teachers College Bulletin for the Winter and Spring Sessions 1936-37, 27th Series, No 4.
   Teachers College Bulletin 1951-52, 42nd Series, No 3.
   Teachers College Bulletin for the Autumn and Spring Terms 1971-72, Series 62, April 1971.
   Teachers College Bulletin 1985-86, Series 76, April 1985

Official documents etc : South Africa

1. Cape of Good Hope, Training Colleges, High and Secondary Schools for European, Coloured and Native Students, Department of Public Education, Cape Town, 1949.
2. Cape of Good Hope, Courses of Training for Native Teachers, Department of Public Education, Cape Town, 1946.
   Cape of Good Hope, Courses of Training for Native Teachers, Department of Public Education, Cape Town, 1950.
3. Natal Education Department, Teachers' Fourth Class Certificate (T4), Regulations and Syllabuses for Native Training Colleges, Pietermaritzburg, Jan 1939.
4. NED, Teachers' Third Class Certificate (T3 Senior), Regulations and Syllabuses for Native Training Colleges (mimeographed circular), 1949.
5. OFS, Syllabus for Native Teachers' Examinations, Department of Education, Bloemfontein, 1930.
6. TED, Native Education: Particulars of the Course of Training in Training Institutions, together with Syllabus of Work, TED, Government Printing & Stationery Office, Pretoria, 1915.
7. TED, Native Education: Particulars of the Courses of Instruction to be followed in Training Institutions, together with Syllabus of Work and Regulations Governing the admission of Students. Revised with effect from 1st July 1931 and to become operative as from that date. Pretoria, mimeographed, 1931.
8. TED 330, Native Education: Courses of Training and Instructions to be followed in Native Schools, Transvaal Education Department, Government Printer, (GP-520610), Pretoria 1938, reprinted 1944.
9. TED 341, Handbook of Regulations and Instructions for the Guidance of Superintendents of Native Schools and Teachers, Tranvaal Education Department, Government Printer (GP-530277), 1943
10. TED, Circular Minute to Heads of Institutions and Principals of Training Colleges, New Training College Syllabuses for T3 Junior and T4, issued by S R Dent, Chief Inspector of Native Education, Pretoria, mimeographed, 24 October 1949.
11. RSA, Report of the Commission of Enquiry into the Training of White Persons as Teachers (Chairman, Dr J S Gericke). RP29/1969.
12. Human Sciences Research Council. Provision of Education in the RSA. Report of the Main Committee of the HSRC Investigation into Education (the De Lange Report), Pretoria, July 1981.
13. The Phelps-Stokes Report. See T Jesse Jones under Education : General

14. University of Cape Town. Handbooks, calendars, syllabuses and examination papers of the Faculty of Education 1930-1986.

15 University of South Africa. BEd Tutorial letters, Department of History of Education, 1984-85.

16. University of the Witwatersrand. Handbooks, calendars, syllabuses and examination papers of the Department of Education, 1975-1986.

Published Sources : Books

Education : General

1. Robin J Alexander, Maurice Craft & James Lynch (eds), Change in Education, Holt, Rinehart & Winston, London and New York, 1983.
2. Alexander W Astin, Achieving Educational Excellence, Jossey-Bass, San Francisco & London, 1985.
3. E Berman (ed), African Reactions to Missionary Education, TC Press, New York, 1975.
4. K Blakemore & B Cooksey, A Sociology of Education for Africa, Geo.Allen & Unwin, London, 1981.
5. Mark Bray et al, Education and Society in Africa, Edward Arnold, London, 1986.
6. E T Campagnac, Studies Introductory to a Theory of Education, CUP, 1915.
7. Martin Carnoy, Education as Cultural Imperialism, David McKay, New York, 1974.
8. Michael Crowder (ed), Education for Development in Botswana, Macmillan, Gaborone, 1984.
9. T Jesse Jones, Education in Africa: a study of West, South and Equatorial Africa by the Education Commission under the auspices of the Phelps-Stokes Fund and Foreign Mission Societies of North American and Europe, New York, 1922 (the "Phelps-Stokes Report").
10. I L Kandel, The New Era in Education, Harrap, London, 1955.
11. Antoine Léon, The History of Education Today, International Bureau of Education, UNESCO, Paris, 1985.
12. E G Malherbe (ed), Educational Adaptations in a changing society, Report of the SA Education Conference, July 1934, under the auspices of the New Education Fellowship, Juta, Cape Town, 1937.
13. Peter Randall, Little England on the Veld: the English Private school system in South Africa, Ravan, Johannesburg, 1982.
14. Diane Ravitch, The Schools we deserve: reflections on the educational crises of our times, Basic Books, New York, 1985.
15. A R Thompson, Education and Development in Africa, Macmillan, London, 1981.
16. J Welton, What do we mean by Education?, Macmillan, London, 1915.

The Study of Education

1. Archibald W Anderson, Wm. O Stanley et al, The Theoretical Foundations of Education: Historical, Comparative, Philosophical and Social, Bureau of Research and Service, University of Illinois, Urbana, 1951.
2. R N Anderson et al, Foundation Disciplines and the Study of Education, Macmillan, Toronto, 1968.
3. Frank P Bessag & Jack L Nelson, The Foundations of Education: Stasis and Change, Random House, New York, 1984.
4. Joseph F Callahan & Leonard H Clark, Foundations of Education: Planning for Competence, Macmillan, New York and London, 1983.
5. Alexander Darroch, Education and the New Utilitarianism, Longmans Green, London, 1914.
6. R F Dearden, Theory and Practice in Education, RKP, London, 1984.
7. Frederick Eby & Charles Flinn Arrowood, The Development of Modern Education in Theory, Organisation and Practice, Prentice-Hall, New York, 1934 (2nd edition, 1952, appears under Eby's name alone).
8. G A J Griessel et al, Orientation in Pedagogics, Univ. of South Africa, Pretoria, 1976 (Study Manual No 3).
9. HES, History, Sociology and Education, Methuen, London, 1971.
10. HES, The Changing Curriculum, Methuen, London, 1971.
11. Paul H Hirst (ed), Educational Theory and the Foundation Disciplines, RKP, Henley, 1983.
12. Peter Kallaway (ed), Apartheid and Education, Ravan Press, Johannesburg, 1984.
13. F H Matthews, The Principles of Intellectual Education, CUP, 1908.
14. P W Musgrave (ed) Sociology, History and Education, Methuen, London, 1970.
15. R S Peters, Education as Initiation, Evans, London, 1965 (this was Professor Peters' inaugural lecture, originally published in Peter Gordon (ed), The Study of Education, vol 1, London, 1963).
16. James J Shields & Colin Greer (eds), Foundations of Eduction: Dissenting Views, John Wiley & Sons, New York, 1974.
17. J W Tibble (ed), The Study of Education, RKP, London, 1966.
18. J W Tibble (ed), An Introduction to the Study of Education, RKP, London, 1971.
19. John Walton & James L Kuethe (eds), The Discipline of Education, Univ. of Wisconsin Press, Madison, 1963.

Teacher Education

1. Merle L Borrowman, Teacher Education in America: a documentary history, T C Press, New York, 1965.
2. R Freeman Butts, The College Charts its Course, McGraw-Hill, New York, 1939.
3. James B Conant, The Education of American Teachers, McGraw-Hill, New York, 1963.
4. Donald P Cottrell (ed), Teacher Education for a Free People, American Association of Colleges for Teacher Education, Oneonta, New York, 1956.
5. H C Dent, The Training of Teachers in England and Wales 1800-1975, Hodder and Stoughton, London, 1977.
6. B G Denzel, Grondbeginselen van Werkdadig Schoolonderwijs, Johannes van der Hey en Zoou, Amsterdam, 1836.
7. David Freer & Peter Randall (eds), Educating the Educators, Department of Education, University of the Witwatersrand, Johannesburg, 1982.
8. Anthony Hartnett & Michael Naish (eds), Theory and the Practice of Education (2 vols), Heinemann Educational Books, 1978.
9. David Hopkins & Ken Reid (eds), Rethinking Teacher Education, Croom Helm, Beckenham, Kent, 1986.
10. Harold Jowett, The Principles of Education for African teachers in training, Longman, London, 1948.
11. Donald E Lomax (ed), The Education of Teachers in Britain, John Wiley, London, 1973.
12. B F Nel & P A Duminy, Survey of the Development of European Teacher Training in South Africa 1652-1960, published by the authors, Pretoria, 1961.
13. R S Peters, Education and the Education of Teachers, RKP, London, 1977
14. R W Rich, The Training of Teachers in England and Wales during the nineteenth century, CUP, 1933.
15. Harold Rugg, The Teacher of Teachers, Harper, New York, 1952
16. James Earl Russell, 'A Summary of some of the difficulties connected with the making of a Teachers College', 1924 (in Merle L Borrowman, q.v.above)
17. Peter Searby, The Training of Teachers in Cambridge University 1879-1939, Department of Education, Cambridge Univ., 1982.
18. J W Tibble (ed), The Future of Teacher Education, RKP, London, 1971.
19. John Wilson, Educational Theory and the Preparation of Teachers, NFER, Windsor, 1975.

Author Randall P R
Name of thesis The role of the History of Edcuation in Teacher Education in South Africa, with particular reference to developments in Britain and the USA 1988

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.