A timeline of South African events in Education in the Twentieth Century: 1900 – 1999

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1900 — 1909

1900 The Natal Education Department appoints the Junior and Senior Indian Teachers' Certificate Examination. However the department makes no attempt to train the teachers writing these examinations ([Indian] Teacher Education 2003).

1901 In Pretoria a commission for teachers – known as die Vriendenkring is established (after the Anglo-Boer war) to help needy teachers and their families (Coetzee 1963:304).

1903 A new education act (Ordinance 7 of 1903) [applicable to the Transvaal] is published in the government gazette (Venter & Verster 1986:109). Ordinance 27 of 1903 applied to the Orange River Colony. In both, the Lieutenant Governor is recognised as the supreme authority in education. Later that year a separate director was appointed for each province (McKerron 1934:38).

1903 Commenting on the report of the Transvaal Education Department (TED) for 1903, the South African Mines, Commerce and Industries accused the Government of ‘paying too much for police and too little for pedagogics’ (Weekend Argus, 22 January 1977 in Cross 1992:118).

1903 The Transvaal’s first Inspector of Native Education, the Rev. WEC Clarke states that the object of black schooling is to ‘Teach the Native to work’ (Molteno 1990:62).

1904 The Transvaal introduces separate primary courses and curricula for Africans (Troup 1976:15).

1904 Rhodes University College, Grahamstown, is incorporated into the University of the Cape of Good Hope (McKerron 1934:83).

1904 The first teacher training practice for Indians in Natal is established by the Saint Aidans’ Mission. This college - located in Sydenham, Durban - was first known as Saint Aidans' Diocesan Training College and later took on a different name - the Saint Aidans' Provincial Training College ([Indian] Teacher Education 2003).

1904 The First Christian National Education (CNE) School in Natal is opened at Brakhoek in the Newcastle District (Steenkamp 1941:192).

1905 Act No. 35 of 1905 makes provision for the division of the Cape Colony into roughly one hundred School Board districts (McKerron 1934:33).

1905 In 1905 only 2,1% of the whole African population is at school (none in post-primary classes) (Troup 1976:14).

1905 The Council of the University of the Cape of Good Hope appoints a committee to investigate the institution of a school-leaving certificate examination (Malherbe 1977:244).

1905 The South African Teachers’ Union is established (Kruger (ed) 1986:152).

1905 On 17 November 1905 the Selborne Memorandum on education and its control is published (Venter & Verster 1986:110).

1905 The Theologiese School van de Gereformeerde Kerk (Theological School of the Reformed Church), founded at Burghersdorp in 1869, is transferred to Potchefstroom (McKerron 1934:96-97).
1906  Transvaal University College is incorporated into the University of the Cape of Good Hope (McKerron 1934:93).

1907  A technical institute is founded, which later became the Durban Technical College (Kruger (ed) 1986:183).

1907  A new education act (Act 25 of 1907) – drafted by General JC Smuts – came into force on 1 October 1907. He saw it as a means to “effect reconciliation between Boer and Briton and to use education for the creation of a ‘new nation’” (Venter & Verster 1986:111).

1907  Attorney General of the Orange River Colony, General Hertzog, is appointed Minister in charge of education (McKerron 1934:39).

1907  Grey College at Bloemfontein is divided into two separate departments – Grey University College and the Grey College School (McKerron 1934:93).

1908  Mr WJ Horne is appointed as inspector of technical education, and under his leadership the first trade school was opened in Pretoria in 1909 (Kruger (ed) 1986:183).

1909  Huguenot College, Wellington, is incorporated into the University of the Cape of Good Hope (McKerron 1934:93).

1909  By the Act of Union in 1909, the Union Parliament becomes responsible for higher education (McKerron 1934:50).


1910 — 1919

1910  On 31 May, all education (with the exception of higher education) is handed over to the provincial administrations (Troup 1976:14; van Schoor 1963:175).

1910  The Cape Senior Certification Examination is instituted (cf. conflicting evidence in 1925) (McKerron 1934:69).

1910  Cordwalles (a preparatory feeder school) is set up by the Anglican Church to send ‘well prepared’ boys to Michaelhouse [in Natal] (Morrell 2001:54).

1913  The Union Education Department institutes the Union First Class Teachers’ certificate, which was given after the successful completion of an 18 months’ postgraduate training course (Malherbe 1925:424).

1913(-1917) Four industrial schools (reformatories) are founded in terms of the Children’s Protection Act, Act 25 of 1913 (Kruger (ed) 1986:182).

1914  Dr JE Adamson, the Director of Education in the Transvaal, introduces a system of medical inspection of schools in the province. [By 1920 all other provinces had followed its example] (McKerron 1934:78).

1914  Weston Agricultural High School is opened (Morrell 2001:54). It was something new in Natal education. It was a farm school on a piece of ground, approximately 4000 acres big. Boys between the ages of 13 and 16 received tuition in the normal subjects as well as Agriculture and Animal Husbandry (Steenkamp 1941:184-185).
1915 Dr JE Adamson, Director of Education in the Transvaal, in the course of the Presidential address (before the Educational Section of the South African Association for the Advancement of Science), strongly advocates the National Control of Education (Malherbe 1925:440)

1915 The South African Native College is founded. Although it provided 3 years pre-Matriculation instruction, it was subsidised by the Union Education Department as an institution for higher learning (Malherbe 1925:424).

1916 By the University Act of 1916, three universities are created: The University of Cape Town, the University of Stellenbosch, and the University of South Africa [the successor of the University of the Cape of Good Hope]. Two bodies – the Joint Matriculation Board (JMB) (see below) and the Joint Committee for Professional Examinations – are formed (Malherbe 1925:421; McKerron 1934:96).

1916 The University College of Fort Hare is opened in the Eastern Province in 1916 (Troup 1976:14).

1916 The Joint Matriculation Board (JMB) – a statutory body – is created by parliamentary legislation (Kruger (ed) 1986:135).

1917 The Higher Education Additional Provisions Act empowers the Union Government to make regulations for the training of teachers and the establishment of practising and demonstration schools (Malherbe 1925:424).

1917 Dr CT Loram, who had just returned to Natal after studying at Teachers College, Columbia University, New York, is given the task of supervising and inspecting the four existing African teacher training schools in that province (Hartshorne 1992:223).

1917 A commission is appointed by the Suide-Afrikaanse Akademie vir Taal, Lettere en Kuns to provide the necessary textbooks in Afrikaans, and also to draw up a proper orthography. Thus the Afrikaanse Woordelys and Spellys is published (Malherbe 1977:15).

1917 A teacher, Mr SJ Botha, develops an entirely new idea in the form of a school farm, at a place called Seodin, near Kuruman, right on the border of the Kalahari (Malherbe 1977:229).

1918 Dr CT Loram is responsible for setting up the Native Teachers Library (Hartshorne 1992:224).

1919 Dr CT Loram is responsible for starting the Native Teachers Journal (Hartshorne 1992:224).

1919 The literary department of Theologiese School van de Gereformeerde Kerk (Theological School of the Reformed Church) is separated and develops into Potchefstroom University College (McKerron 1934:97).

1920 — 1929

1920 All fees for Africans in primary schools in the Cape are abolished. In the Transvaal, on the other hand, a tax is imposed on Africans over and above the £2
poll tax payable at the time, as the province was finding the education of Africans too costly (Troup 1976:14).

1920 By 1920 all provinces had made provision for free primary education (McKerron 1934:77).

1921 The Open Air School [in Natal] is opened for pupils with special needs. At the time it was the only one in South Africa (Steenkamp 1941:188).

1921 Pietermaritzburg College introduces an agricultural course for pupils who had passed the Junior Certificate Examination. The course would last two years after which pupils could continue their studies at the State Institute at Cedara (Steenkamp 1941:185).

1921 By Act No. 15 of 1921, the University of the Witwatersrand is formed and is opened in Johannesburg on 1 March 1922 (Malherbe 1925:421; McKerron 1934:96).

1921 The Orange Free State makes it compulsory for the mother tongue to be the medium of instruction in all standards of the primary school, and stipulates that the second language is to be offered as a subject from the child’s second school year – at first informally, but from standard 2 onwards more formally (Venter & Verster 1986:115).

1922 The Cape introduces separate primary courses and curricula for Africans (Troup 1976:15).

1922 The Apprenticeship Act, 1922 (Act 26 of 1922) is promulgated to make better provision for the training of apprentices (Kruger (ed) 1986:184).

1922 The TED institutes its own senior certificate examination (Malherbe 1977:235).

1922 A Sketch of the development of rural education (European) in the Cape Colony, 1652–1910 by ME Marthinius is published (Venter & Van Heerden 1989:76).

1923 Despite objections from Coloured parents who wanted their children to have the same education as Whites, curricula for Coloured children ‘adapted to their needs’ (sic) are introduced [in the Cape] (Troup 1976:15).

1923 The Union Education Department, via the technical colleges, issues a National Technical Diploma or National Technical Teachers’ Certificate. However each college drew up and presented its own curriculum so that the training was not uniform (Kruger (ed) 1986:189).

1923 The first Afrikaans-medium classes in Pietermaritzburg are held in a separate building at the Longmarket Girls’ School. These Afrikaans-medium classes were part of the Boys’ Model School in Loop Street. Conditions were not, however, conducive to effective education (Steenkamp 1941:194-195).

1924 The National Union of South African Students (NUSAS) is founded. Largely based on the English-medium universities, it consistently rejected racism in education and propagated a philosophy – liberal, radical, humanist and egalitarian – that was in complete opposition both to government policy and to the values of the government-supporting Afrikaanse Studentebond (ASB) (Troup 1976:62).

1924 In the Orange Free State, a special (sic) syllabus for Africans is introduced (Troup 1976:15).
1924  The *Higher Education Act of 1923 (Act 30 of 1923)* gives the Minister of Education the power to take over, or establish and control certain institutions which he declared institutions for higher education by a notice in the *Government Gazette* (Kruger (ed) 1986:185).

1925  The Cape Education Department instituted its own high school senior certificate examination (cf. conflicting evidence in 1910) (Malherbe 1977:235).

1925  EG Malherbe’s *Education in South Africa, volume 1, 1653-1922* is published. It can be seen as a pioneering work in the field of the educational historiography of South Africa (Coetzer, Coetzee & van Heerden 2001:26).

1925  Ixopo High School is opened in Natal (Morrell 2001:56).

1925  The Director of Education for the Orange Free State estimates that the percentage of the total school population in private schools in the four provinces was as follows: Natal 19,6; Cape 6,5; Transvaal 5,9; and Orange Free State 1,4 (McKerron 1934:49).


1926  Provision is made in Durban for separate classes for retarded pupils (Steenkamp 1941:188).

1927  The Opportunity School is used for special education (Steenkamp 1941:188).

1927  The first Afrikaans-medium school – Voortrekker Hoërskool – is opened in Pietermaritzburg (Steenkamp 1941:196).

1928  Alan Paton is employed by Maritzburg College (Morrell 2001:57).

1928  The upliftment clause of the Cape Town Agreement in 1927 leads to the establishment of an Indian Education Enquiry Committee in 1928 ([Indian] Teacher Education 2003).

1929  The National Bureau of Education is instituted in recognition of the pressing need for co-ordination in educational investigation and research (Behr & Macmillan 1971:456; McKerron 1934:53).

1930 — 1939

1930  Two Nursery Health Classes are established in Johannesburg, one sponsored by the South African National Council of Women at the Florence Institute, Vrededorp and the other by the Wesleyan Church at Fordsburg (Webber 1962:231).

1930  The Transvaal University College becomes the University of Pretoria (McKerron 1934:96).

1931  Education is made free in the Cape for children up to the age of 15. The Transvaal and Orange Free State already provided for free secondary education (McKerron 1934:77).

1931  AD Lazarus is one of the first Indians who graduated from the University of Fort Hare. In this year, he became part of the staff of Sastri College [in Durban, Natal] ([Indian] Teacher Education 2003).
The Afrikaanse Studentebond (ASB) forms as a breakaway from NUSAS. It endorsed the ideas of CNE and regularly aligned itself with current trends in government policy (Troup 1976:62).

ME McKerron’s *A History of education in South Africa (1652-1932)* is published. It highlights the most important aspects of the South African educational system during this period (Coetzer, Coetzee & van Heerden 2001:26).

In the Cape Province Dr W De Vos Malan, who had specialised for his Ph.D at Columbia University in the field of secondary education, becomes Superintendent-General of Education (Malherbe 1977:233).

The South African Council for Educational and Social Research is constituted under the chairmanship of the Minister of Education (Behr & Macmillan 1971:457).

Speaking at the New Education Fellowship Conference in July 1934, Dr WWM. Eiselen puts forward his views about what is wrong with African education and what should be done to ‘put it right’ (Hartshorne 1992:33).

The first complete manual on training facilities for technical teachers is issued by the Union Education Department (Kruger (ed) 1986:189).

Agricultural Studies is introduced at Vryheid High School and Eshowe High School (Steenkamp 1941:186).


The Film Institute of the National Bureau of Educational and Social Research is instituted (Coetzee 1963:332).

A commission under the chairmanship of the Rev. William Nicol is appointed in 1937 by the Transvaal Provincial Council to inquire into the educational system of the Province with a view to making such recommendations ‘as may increase its efficiency, bring it into line with the most modern developments in educational practice and enable it to meet satisfactorily the requirements of all sections of the population’. (The commission brought out its report in 1939) (Behr 1988:22-23; Malherbe 1977:40).

A commission under the chairmanship of Mr Judge FN Broome is appointed to inquire into education in Natal. (It brought out its report in 1938 [NP60/1938]) (Behr 1988:24; Steenkamp 1941:207).

PS du Toit’s *Onderwys aan die Kaap onder die Kompanjie, 1652-1795*, is published (Coetzer, Coetzee & van Heerden 2001:27).

As no university would initiate a course for the training of nursery school teachers, the Ministry of Education agrees to the establishment of the first training centre in Johannesburg under the Witwatersrand Technical College. It was opened at 39 Banket Street and consisted of a demonstration / practice nursery school for 35 children and 6 trainees under the direction of a qualified nursery school teacher from overseas (Webber 1962:232)

*The Story of education in South Africa* by EG Pells is published (Venter et al. 1989:78).
The National Bureau for Educational and Social Research* conducts a survey of the schools of the Cape, Transvaal and Natal in order to find out how many Afrikaans children are receiving instruction through English medium. The survey showed that only 5% of the Afrikaans-speaking children were being taught through the ‘wrong’ medium during the compulsory mother-tongue medium stage. This 5% included the pupils in Natal schools where the parents had the choice of medium and where a number of Afrikaans parents deliberately chose English as a medium for their children in order to enable them to function more efficiently in the predominantly English-speaking urban areas of Natal, such as Durban and Pietermaritzburg (Malherbe 1977:51).

(* later to become the Human Sciences Research Council [HSRC])

A conference in Pretoria, called by the Union Education Department, lays down the courses and syllabuses to be followed for Nursery School Teacher training (Webber 1962:232).

A second training centre for nursery school teachers is established at Claremont, Cape, under the aegis of the South African National Council for Child Welfare. This was first known as Buxton Pre-School Training Centre and later as Barkly House Training College (Webber 1962:232).

As a result of a big Volkskongres oor Onderwys en Opvoeding held at Bloemfontein, the Nasionale Instituut vir Opvoeding en Onderwys (NIOO) is established as an action committee to organise protests in connection with the language-medium question in schools (Malherbe 1977:49).

The Nursery School Association of South Africa is constituted (Webber 1962:232).

The Bantu Parents’ Association in Natal holds its first conference on 30 June 1939 (Molteno 1990:85).

The Orange Free State Education Department institutes its own senior certificate examination (Malherbe 1977:235).

At a conference held by the Federasie van Afrikaanse Kultuurvereniginge (FAK), the Institute of Christian-National Education (ICNE) is organised to insure the ‘continual propagation and furtherance of the historically-developed idea of Christian and National education and for insuring that the general lines of policy laid down ... [by the Institute] ... should find acceptance in a systematic way (Rose 1989:53).

1940 — 1949

A third training centre for the training of European Nursery School Teachers is opened at Pretoria University (Webber 1962:232).

Ladysmith High School introduces an agricultural course (Steenkamp 1941:186).

Onderwys vir Blankes in Natal, 1824–1940, an abridged version of a DEd thesis by LS Steenkamp, is published (Venter et al. 1989:78).
1941 The Native Affairs Commission abolishes school fees in all government and government-aided primary schools (for Africans), although fees in secondary schools and training colleges still vary greatly (Troup 1976:16).

1942 Rev. W Nicol, with the pending provincial election in view, comments on the danger, which is threatening the single-medium school (Malherbe 1977:44).

1942 Professor BF Nel of Pretoria University publishes a book called Naturelle-Opvoeding en Onderwys in ‘n Christelik-Nasionale Stelsel, in which he advocates that the principle of mother-tongue education should be applied in African schools, and that Afrikaans, not English, should become the second language in those schools (Malherbe 1977:73).

1942 The Natal Consolidated Education Ordinance of 1942 (No. 23) reaffirms that parents have the right to decide whether their children should be taught through the medium of English or Afrikaans (Venter & Verster 1986:116).


1943 J Chris Coetzee’s Opvoedkundige teorie en praktyk deur die eeue is published (Coetzer et al. 2001:27; Venter et al. 1989:77).

1943 The Natal Provincial Education Committee is appointed under the chairmanship of EC Wilks. (It brought out its report in 1946 [NP2/1946]) (Behr 1988:24).

1944 PS du Toit’s Onderwys aan die Kaap onder die Bataafse Republiek, 1803-1806 is published (Coetzer et al. 2001:27).

1944 The Bantu Parents’ Association holds a meeting in Ladysmith in January 1944, with a view to enabling all parents in Natal to present a firm stand against Native Education (Molteno 1990:85).

1945 By this year, the government is still spending only £3.17.10d a year on each African school-child, whereas for Coloureds and Indian the figure is £10.16.2d and for Whites it is £38.5.10d (Troup 1976:16).

1945 The Christian National Voortrekker Infant’s School is opened in Pietermaritzburg in April 1945 by Professor JC van Rooy (Malherbe 1977:53).

1945 The Government appoints a commission under the chairmanship of Dr JF de Villiers to investigate technical and vocational education in South Africa. This was the first major investigation into education following the end of World War II. (The Commission brought out its massive report of 332 pages in 1948 [UG65/1948]) (Behr 1988:25).


1945 The Native Education Act makes provision for financing [of Black education] from the general revenues of the country. This gave practical effect to the view that it was not right to expect the poorest section of the population to finance its own educational services (Mbatha 1962:226).

1946 The Pretorius Commission, under the chairmanship of WJ Pretorius, MEC, is appointed in March 1946 by the Administrator of the Orange Free State to study
1946 The Wilks Report of the Natal Education Department (tabled in the Provincial Council in 1946) emphasizes that all education is a unity and should be regarded as an uninterrupted process (Kruger (ed) 1986:186).

1945 The University of South Africa (UNISA), which had until then been mainly an examining body, inaugurates a “Division of External Studies”, with a view to providing instruction through correspondence (Behr & Macmillan 1971:449).

1946 The ML Sultan Technical College in Durban is established. (Behr & Macmillan 1971:445).

1946 On 1 January the new Language Ordinance becomes policy (Coetzee 1963:339).

1946-55 Training centres for African Nursery School teachers are developed at Ekutuleni (Sophiatown), Edendale (Pietermaritzburg) and Enkuliso (Durban). By the end of 1958 they had all closed (Webber 1962:232).

1947 Die invloed van die Engelse skoolwese op die Kaapse skoolwese, 1806–1915 by AH Du Preeze van Wyk (edited by J Chris Coetzee) is published (Venter et al. 1989:78).

1949 The Eiselen Commission is established to look into the education of Africans (Naicker 1996:51).


1950—1959

1951 AK Bot publishes Die Ontwikkeling van onderwys in Transvaal (Coetzer et al. 2001:26).


1952 A Bureau for educational research is set up by the TED (Behr & Macmillan 1971:458).

1953 The Bantu Education Act (no. 47) of September 1953 makes education for blacks an integral part of ‘separate development’, and leaves the missionaries, who had until then controlled almost all schools for Africans, in a dilemma: either to hand over their schools to the newly-created Department of Bantu Education or to keep them under missionary control without government subsidies (Cross 1992:222).

1953 The Natal Education Department institutes its own senior certificate examination (Malherbe 1977:235).

1954 A decision is taken to recruit primary school teachers mainly from women. This was, according to Dr HF Verwoerd, ‘in order to save money in teacher training and salaries, and also because women are generally better than men in handling small children’ (Troup 1976:40).

1954 JJ du Toit’s Vryheid en gesag in die opvoeding is published (Coetzer et al. 2001:27).

1954 CK Oberholzer publishes Inleiding in die prinsipiële Opvoedkunde (Coetzer et al. 2001:26).
1954 The then Minister of Native Affairs, Dr HF Verwoerd, makes his infamous Senate speech of 7 June 1954 (Hartshorne 1992:37).


1954 Before the end of 1954 the Department of Native Affairs notifies missions that all training of teachers for State and State-aided schools will be undertaken by the Department only (Troup 1976:23).

1955 It is announced that all subsidies to mission school will gradually be reduced and ended by 1958 (Troup 1976:24).

1955 The ANC’s boycott was due to come into operation on 12 April 1955. But with opinion divided about its feasibility, the boycott, when it started, affected only some schools on the Reef and in the Eastern Cape. Then the government stepped in to compound the boycotter’s difficulties. It announced that all children out of school on 25 April would be expelled and that unlicensed schools were illegal, with a fine of £50 or imprisonment for those found running them (Troup 1976:22).

1955 In March 1955, a group of educationists led by Dr AH du Preez van Wyk, Director of Education, sets off overseas to study the question of differentiated secondary education. Their report appeared in October 1955 (Kruger (ed) 1986:137).


1955 The Freedom Charter is adopted; it stated that the doors to learning and culture shall be open to all (Hlatshwayo 2000:108).

1956 An ‘All-in’ conference expresses the opinion ‘that mother-tongue instruction would have the effect of reducing the horizons of Africans, cramping them intellectually within the narrow bounds of tribal society, and diminishing the opportunity of inter-communication between the African groups themselves and also with the wider world of which they form a part’ (Troup 1976:35).


1958 The first Vlei and Vlei Adventure School course is organised in July 1958, in Port Elizabeth. The project was introduced to South Africa by Mr JL Omond, as a result of a visit to English Outward Bound Schools (the British equivalent) while he was at London University in 1957 (Omond 1962:287).

1959 BF Nel’s Aspekte van die onderwysontwikkeling in Suid Afrika is published (Coetzer et al. 2001:27).

1959 The Extension of the University Education Act (45 of 1959) is promulgated. It provided for the establishment of racially exclusive universities for Africans, Indians and Coloureds (Naicker 1996:52). This act also extended the principles of CNE to higher education (Troup 1976:55).

1959 By the University College of Fort Hare Act, 1959, control of this old and respected institution is transferred from the Governors to the Minister of Bantu Education against bitter opposition (Troup 1976:56).
1959 The University of the Western Cape, is established at Bellville, near Cape Town (Troup 1976:57).

1959 The TED sends a number of its members overseas to study the latest methods in language-teaching in order to improve the teaching of the second language in the schools (Malherbe 1977:114).

1960 — 1969

1960 In Circular Minute No. 38 of the Transvaal Education Department, dated 22 March 1960, it is announced that permission had been granted for additional full-time posts to secondary schools in order to make provision for the tuition of instrumental music as a school subject (Transvaal Education Bulletin 1960:V:1).

1960 The Director of Education, Mr LJT Biebuyck, issues a memorandum stating that a two-stream system of education would be introduced in Natal White high Schools in 1962 (Kruger (ed) et al. 1986:139).

1960 AL Behr states in his paper “Is the primary school in South Africa meeting the challenge of our times?” (at the National Conference on Education, University of Natal, Durban) that no thorough investigation into the problems of primary school education has taken place since 1937 (Behr 1962:237).

1960 The aggregate mark of the matriculation examination is raised from 40 per cent to 45 per cent in an attempt to rectify the high failure-rate at first-year level at university (Macmillan 1970:35).

1960 Under the Children’s Act, 1960 (Act 33 of 1960), the Minister of Education, Art and Science is authorised to create management boards consisting of three to nine members to exercise control over Children’s Act schools (Venter & Verster 1986:132).

1962 After 1962 Africans are allowed to take the Senior Certificate in two stages as an alternative to the examinations of the JMB (which were open to all races but had to be taken at one time) (Troup 1976:37).

1962 The government decides to end the grants for hostels, which had either to be maintained unsubsidised or handed over (Troup 1976:24).

1962 In his second reading of the Bill on the National Advisory Education Council (NAEC), the then Minister of Education, Art and Science, Senator J de Klerk, describes the lack of uniformity in teacher training and certification as ‘chaotic’ (Venter & Verster 1986:126).

1963 Following the commission sent in March 1955, a second commission, led by Mr WF Wentzel, goes overseas to make a thorough study of the organisation of secondary education with a view to differentiation. The commission found that the existing education system was not suited to the application of effective differentiation in secondary education (Kruger (ed) 1986:139).

1963 The report of the Commission of Enquiry (chaired by Professor RE Lighton) recognises that Natal’s attempt at differentiation had a number of shortcomings (Kruger (ed) 1986:140).

1963 An advisory board for Bantu Education is established (Jones 1970:71).
1963 The 1963 *Education Act* removes control of all Coloured education from the Provincial and Government departments, vesting it in a Division of Education within the Department of Coloured Affairs (Troup 1976:49).
1966 40% of Indian teachers are not fully qualified ( cf. 1974) (Troup 1976:42).
1966 The Vaal Triangle Technical College is opened (Kruger ed 1986:191).
1967 FJ Potgieter’s *Historiese Pedagogiek en Geskiedenis van die Onderwys* is published (Coetzer et al. 2001:28).
1967 The *National Education Policy Act* is legislated (Kruger ed 1986:140). For the first time the central government laid down a comprehensive education policy to be followed in all four provinces (Venter & Verster 1986:119).
1967 Act 41 of 1967 ends the divided control over education by the provincial authorities (Kruger ed 1986:140).
1967 A survey by the HSRC shows that out of the (White) Standard 8 pupils in the country, 59% received their instruction through Afrikaans medium, 37% through English medium, and 4% through both media (Matherbe 1977:110).
1967 Shocked by the poor (Black) urban “matric” results, Black parents and others form an Association for the Educational and Cultural Advancement of the African People of South Africa (ASSECA), one of the aims being to raise funds to improve high school facilities (Troup 1976:38).
1967 The Natal Youth Choir is formed by Hein de Villiers, the then Music Inspector of the Natal Education Department. The first choir consisted of 42 members from high schools in the province. (The choir made its debut in October 1968) (KwaZulu-Natal Youth Choir 2003).
1968 After the NAEC had thoroughly investigated the whole question of teacher training, a report and a draft bill (Bill on the training of teachers) was submitted to the government showing that the NAEC felt that teacher training should be the responsibility of Institutes especially established for this purpose in universities, and jointly controlled by the universities, provincial administrations and the Department of National Education (Venter & Verster 1986:126).
1968 CK Oberholzer’s *Prolegomena van ’n prinsipiële Pedagogiek* places Education in South Africa on its way to independence (Coetzer et al. 2001:26).
1968 *Temas uit die Historiese Pedagogiek* by FJ Potgieter and CB Swanepoel is published (Venter et al. 1989:78).
1969 The South African Student Organization (SASO) becomes an official organisation; one of its organising principles was the belief in Black Consciousness (Hlatshwayo 2000:81).
1969 Deputy Minister, Mr GF Froneman states that “[C]ompulsory education can be extended to Africans only when they themselves ask for it, when they can finance
it themselves, and when their economy can absorb the increased number of educated people’ (Troup 1976:34).

1970 — 1979

1970 For every R1 spent on the education of each African child between the ages of 5 and 19, the government spends R31.60 for each White child in the same age group (Troup 1976:31).


1971 By this time there remained only 438 private schools for Africans – nearly all of them Roman Catholic – out of a total of just over 10 000 African schools in South Africa. (In 1953 there had been over 5000 state-aided mission schools for Africans) (Troup 1976:24).

1971 A report entitled *Education Beyond Apartheid* is published by the Study Project on Christianity in an Apartheid Society (Rose & Tunmer 1975:79)

1971 On 12 November 1971, the Minister of National Education announces a new general policy regarding differentiated education, which would come into effect nationwide in 1973* (Kruger (ed) 1986:141)

[* Venter & Verster 1986:121 give the date as 1972.]

1971 Replying unequivocally in Parliament in June 1971 to criticism of history textbooks in White schools, the Minister of National Education said, ‘The presentation of the Nationalist Party’s policy in the school syllabus is put in perspective as forming part of the development history of our policy relating to peoples’ (Troup 1976:44).

1972 The University of Potchefstroom decides to admit Black postgraduate students, applications to be treated on their merits (Troup 1976:58).

1972 An article in *The Star* (Johannesburg) on 9 September 1972 points out that whereas the Eiselen Commission had envisaged that proportion of graduates among African high school teachers would be raised from 45% to 100%, it had in fact fell to 22% by 1969 (Troup 1976:38).

1973 By this time there are 3579 farm schools representing nearly one-third of all African schools and just over 10% of all African school children (Troup 1976:38).

1973 The HSRC issues a publication giving an outline of the training and occupational opportunities available for those who had a Standard 10 qualification (Malherbe 1977:242).

1973 The starting salary of similarly qualified male teachers at this time was as follows: R71 per month (Blacks), R123 per month (Coloureds and Indians) and R209 per month (Whites) (Troup 1976:41).

1974 JJ Pienaar’s *Temporaliteitspedagogieik* is published (Coetzer *et al.* 2001:31).
1974 For the first time, in January 1974, African teachers are granted the same leave privileges as Whites (Troup 1976:41).
1974 Professor Alan Solomon founds the Witwatersrand Youth Orchestra under the auspices of the TED (About the Orchestra Company s.a.)
1975 In July 1975, Dr J Adendorff, chairman of the Bantu Investment Corporation, claims that ‘the level of education among the Bantu people of South Africa is the highest in the whole continent of Africa and approximately 80% of the population can read and write’ [cf. see contradictory evidence in 1970, pointing to apartheid propaganda] (Troup 1976:33).
1975 Regulation R1192 of 20 June 1975 lays down that religious instruction based on the Bible is to be a compulsory subject for student teachers, though exemption could be granted on the grounds of religious conviction (Venter & Verster 1986:127).
1976 ISJ Venter’s *Die Historiese Opvoedkunde* is published (Coetzer *et al.* 2001:33).
1976 On 16 June 1976, a well-organised mass protest of some 6000 children from Soweto leads to confrontation with police. This event triggered off riots, violence and unrest, which spread through South Africa (Behr 1988:37).
1977 The Soweto Teachers Training College is opened and was financed by the Anglo American Corporation and De Beers Chairman’s Fund, but run by the Department of Education and Training (DET) (Badat 1991:78).
1979 In terms of the *Advanced Technical Education Amendment Act, 1979* (Act 43 of 1979) the name ‘College for Advanced Technical Education’ is changed to ‘Technikon’ (Kruger (ed) 1986:193).
1979 United States business corporations establish the South African Educational Program which makes available scholarships to Black students tenable at American institutions (Badat 1991:79).
1979 The *Education and Training Act* (90 of 1979) marks the government’s interim response to the education crisis (Kallaway 1990:25). It stated that it shall be the aim and objective, with the co-operation of parents, to introduce compulsory school attendance and free tuition (including free books) in all areas for African children (South Africa 1979:section 3c).

**1980 — 1989**

1980 In June 1980 the South African government requests the HSRC to conduct an in-depth investigation into all facets of education in the Republic of South Africa (HSRC 1981:1).
1980 FJ Potgieter’s *Historiese Wordingskunde* is published (Coetzer *et al.* 2001:29).


1981 The Johannesburg Teachers’ Centre is started by the TED as an institute of the Johannesburg College of Education (JCE) (Johannesburg Teachers’ Centre 2003).

1981 A new strategy is devised to control the growing number of black enrolments at formerly whites-only schools: a ‘quota system’ was imposed according to which ‘open’ schools could accept black pupils only up to one-third of their total enrolment. Only the Cape Province and Natal had tried to implement this policy. In the Transvaal, the quota system was completely ignored by local authorities (Cross 1992:232).


1983 Vista University – consisting of campuses throughout the country solely for Blacks – is opened (Grattan-Guinness 1989:154).


1983 In this year a total of 224 Whites (out of more than 20 000) attend ‘Black’ universities (Omond 1985:83).

1984 In early 1984 school boycotts were spreading throughout South Africa; from Atteridgeville (Transvaal) to Cradock (Cape). Some of the factors that contributed to the protest were high unemployment, rising housing rents, exclusion of African from the tricameral parliament, and poor “matric” results of November 1983 (Hlatshwayo 2000:93).

1985/6 New attempts to impose restrictions and control are made in September 1985 and again in 1986 when new regulations regarding private schools are introduced (Cross 1992:232).

1986 The government begins to phase out the JMB (King & van den Berg 1992:13).

1986 In May 1986 racial clauses imposed by the new regulations are withdrawn (Cross 1992:232).

1986 The South African Certification Council Act (85 of 1986) is passed. The object of the South African Certification Council (SAFCERT) was “to ensure that the certificates issued by the Council at a point of withdrawal represent the same standard of education and examination” (King & van den Berg 1992:13)

1986 Gerrit Viljoen, Minister of Education and Development aid declares that ‘education must be depoliticised’ (Unterhalter 1991:67).

1987 On 1 August 1987 Mrs HF Snelling becomes principal of Willowmoore High School in Benoni on the East Rand. She was the school's first female principal and the first woman to be appointed as head of a technical school by the former TED (Pretorius 1999).

1988 The Independent Examinations Board (IEB) is registered. The IEB is an association incorporated under Section 21 (Reg No 88/03512/08) - not for profit, governed by a board. It came about, originally, to make up for the loss of the JMB’s Senior Certificate Examination and to deal with the threat of inferior and segregated examinations being imposed by the nationalist government. Its role has grown well beyond this original focus to a broader concern with the management of quality in education and training (Independent Examinations Board 2003).

1989 IA Coetzer and AE van Zyl’s *History of Education: a few contemporary educational issues* is published (Coetzer et al. 2001:35).

1989 ISJ Venter and SM van Heerden’s *The grounding of History of education* is published (Coetzer et al. 2001:35).

1990 — 1999

1990 The *Star* newspaper (8 January 1991) assesses the Department of Education and Training (DET) “matric” examination results as “the worst ... in its history” with a 36.4% pass rate (King & van den Berg 1992:3).

1990 The South African Democratic Teachers’ Union (SADTU) is officially launched at a rally in Johannesburg in October 1990 wherein the keynote address by Nelson Mandela, the then recently released deputy president of the African National Congress (ANC), was an important symbol of the new body’s alignment with the liberation movement in South Africa (Thurlow 1992:37).


1991 The National Professional Teachers’ Association of South Africa (NAPTOSA 1991*) is formed. It was a national body comprising of 14 teacher associations representative of all Afrikaans, English-speaking and African teachers (Mothata 1998:100).

(* To distinguish it from NAPTOSA 1994)

1992 The Education Renewal Strategy (ERS) is published by the government; it was an attempt to pave the way for much-needed education transformation (Sedibe 1998:270).

1991-1992 The National Education Policy Investigation (NEPI) is carried out under the chairmanship of Professor J Gerwel between December 1991 and August 1992.
1992 The Department of National Education issues a *Curriculum Model for Education in South Africa (CUMSA)*, which tables language policy options from which parents could choose. This was implemented in 1993. The options did not challenge the dominance of English and Afrikaans or address the African language issue (Sedibe 1998:271).

1992 In August 1992, the Committee of College of Education Rectors of South Africa (CCERSA) is established. Its membership was open to all rectors of Colleges of Education in geographical South Africa, i.e. the four provinces together with the TBVC countries and self-governing territories (SGTs) (Pratt 2001).

1992 The film "Sarafina" premieres. It shows the battle that the children of Soweto waged against the apartheid government that formerly ruled South Africa. It shows that children can have an effect on their world (Teach with Movies 2003).

1994 Three major federations, namely NAPTOSA, the Teachers’ Federal Council (TFC) and the United Teachers’ Association of South Africa (UTASA), combined to form one major federation. Some of these respective organisations were part of NAPTOSA ’91. Between 1991 and 1994 there were mergers and alignments between different organisations. After lengthy negotiations, a constitution was ratified by all the member associations and the name NAPTOSA (1994 – cf. 1991) was retained for the new body. NAPTOSA 1994 was officially launched in Pretoria on 11 November 1994 (Mothata 1998:101).

1994 The 1994 ANC *Policy Framework for Education and Training* emerges out of discussions with the Tripartite Alliance as well as between COSATU and the National Training Board (NTB). It advocated the development of an integrated unitary system of education and training, which could improve both the quality and relevance of educational knowledge and skills for the world of work and bring about greater equity and redress (de Clercq 1997:151).

1994 A Committee on Teacher Education Policy (COTEP) is appointed to advise The Council of Education Ministers and the Heads of Education Departments Committee (HEDCOM) on teacher education policy (Sedibe 1998:272).


1995 The *South African Qualifications Authority Act (SAQA)* is passed (Sedibe 1998:276).

1995 The apartheid-era education departments (structured according to race) cease to exist (Donn 1995:1).

1995 The 1995 Senior Certificate Examinations are the last to be written according to the previous racially segmented education departments.
1995

1996
The first non-racial provincial examinations are administered (Sedibe 1998:271).

1996
Differences among members of the federally structured NAPTOSA began to emerge. Several organisations representing Afrikaans-speaking teachers within NAPTOSA severed ties with the organisation to form a national union for Afrikaans-speaking teachers called the Suid Afrikaanse Onderwysunie (SAOU) (Mothata 1998:102).

1996
The National Education Policy Act of 1996 (NEPA) becomes effective; it defined the powers and duties of the national and provincial education ministries (Carrim 2001:101).

1996

1996
The Department of Education releases the Second White Paper on Organisation, Governance and Funding of Schools (Welton 2001:174).

1996
Resolution 3 of 1996 of the Education Labour Relations Council (ELRC) offers teachers redeployment rather than likely retrenchment. Teachers refusing redeployment would be offered attractive voluntary severance packages (VSPs) and leave the system. Teachers who accepted redeployment would appear on a so-called ‘closed-vacancy’ redeployment list to be circulated to schools. (Jansen s.a.).

1996
Laerskool Potgieterus (in the Northern Province) refuses admission to Black learners. A group called ‘The Concerned Parents’ is formed by parents of some learners who were refused admission (Mamaila 1996:1).

1996
Judgment is passed against Laerskool Potgieterus by Justice T T Spoelstra who states that he is satisfied that it had been proven prima facie that racial discrimination was the reason behind the refusal to admit Black learners (Mamaila & Charle 1996:1).

1996
For every rand the ANC government was spending on the education of the African child, a White child was receiving R2,47 (SAIRR March 1996:No 3 in Abdi 2002:132).

1996
The Durban Music School is closed (DMS asks “What next?” s.a.).

1997

1997
Grove Primary School (in Claremont, Cape Town) in early 1997 brings a case against the then Minister of Education, Sibusiso Bengu, on grounds that new legislation placed “unlawful limitations” on the governing authority of the school to freely recruit and appoint teachers (Jansen s.a.).

1997
An academic gathering on the Africanisation of knowledge is held at the University of North (Abdi 2002:178).
1997 The Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee in Education Support Services (NCESS), “Quality Education for All: Overcoming Barriers to Learning and Development” (1997) makes specific suggestions to accommodate South African learners with special needs effectively (Burden 1999:21).

1997 *OBE: Outcomes-based Education, A Teacher’s Manual* by Ria McDonald and Helen van der Horst is published (McDonald and van der Horst 1997).

1998 The Department of Education releases policy on the National Norms and Standards for School Funding and the Admission Policy for Ordinary Schools (Welton 2001:174).

1998 At least 100 former House of Delegates schools close early on 27 January 1998 in protest against the KwaZulu-Natal Education Department’s policies with regard to the termination of temporary teachers (Dispatch Online 1998).

1999 The South African Broadcasting Corporation (SABC) broadcasts a series called ‘Yizo Yizo’ (meaning ‘This is it’). It is seen by many to portray a realistic picture of what is going on in many Black schools (Tsumele 1999:19).

1999 Springfield College of Education ceases to function as an institution for training teachers when it merged with the Umlazi College for Further Education and Natal College of Education to form the SA College for Open Learning (SACOL) to provide distance education (The Sunday Times 1999).

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REFERENCES


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