

CHAPTER 9

The preschool education movement (the nursery school movement) in South Africa

J. Olivier

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9.1 Introductory remarks

Mention has been made in previous sections of the pioneering efforts in preschool education in England during the previous century of, in particular, Robert Owen, James Buchanan and the Macmillan sisters. It is interesting to note that the influence of their activities was not confined only to Britain. As a leader in military and economic fields, Britain reigned over a world-wide colonial empire during the first half of the nineteenth century. From this position of power the British culture and language were transmitted to numerous subordinate colonies. Institutions (for instance those concerned with the well-being of the infant) and philanthropists (for instance Dr John Philip as missionary of the London Missionary Society) thus found it convenient to put into practice and propagate the advantages of British institutions in regions under British Rule. In this manner the infant school idea referred to earlier was also transmitted to the Cape Colony during the 1820s. It was, however, only during the twentieth (present) century that the nursery school idea really came to its rights in South Africa and then the existing knowledge which was initially gleaned from Britain was avidly put to use. This will be more fully discussed in paragraph 9.3.

9.2 Factors which influenced the origin and development of nursery schools in South Africa

The South African economy during the seventeenth and eighteenth centuries was based mainly on agriculture. The discovery of gold and diamonds during the second half of the nineteenth century, and the industrialization and urbanization which followed, resulted in South Africa's becoming a mining and industrial region within the space of a few decades.

These changes in the structure of the community brought about specific social, economic and educative problems which created a need for serious attention to be given to the care and education of preschool children in the cities and towns. In the following exposition, the social, economic and educational factors which were, and still are, responsible for the actual origin and establishment of the preschool teaching movement in South Africa will be discussed briefly.

As was the case in other countries, the following socio-economic factors played a decisive role in the origin, development and application of the nursery school idea.

9.2.1 Socio-economic factors

- The move to the cities (depopulation of the rural areas) plunged whole families, adults as well as children, into overpopulated environments. The limited living space (rooms, apartments and small erven without any space to play) had a deleterious effect on the healthy development of children; they had to "be quiet" (not disturb others) and neither could they, nor were they allowed to, climb or run and often they could not even see what was happening beyond the limits of their small world because of window heights and the safety precautions of these habitations.

Provision has to be made for children who have to grow up in such poor and confined conditions. When they are expected to think and behave like adults, the outcome is that they suffer from pedagogic neglect. The development and progression towards adulthood of such infants are seriously impeded and retarded and they may build up a wall of resistance to adults.

- The high cost of living and the desire to maintain or improve their standard of living, the low incomes of the unskilled labourers with large families, in particular, and the demand for trained manpower, led to more and more mothers entering the labour market. Infants in families with mothers working away from home may experience even greater limitations owing to "absent in the morning" and "tired in the afternoon" mothers. It stands to reason that it is difficult for "busy mothers" to devote the necessary time and attention to their infants when they also have to cope with the running of the household.
- In single-parent households where there is either no mother or no father; or where the breadwinner is prevented from providing in the needs of the family as a result of, for instance, ill-health, alcohol abuse or unemployment, conditions may be even more unfavourable.
- Yet another social circumstance which affects infants profoundly, is the pace of life of the modern household. Both parents are often so

laden with social commitments and/or professional responsibilities that they simply do not have the time to give the infant the love and attention which is so essential. In cases where the father is often absent or busy with the demands of his occupation, the mother of necessity has to arrange her life to accommodate his routine. The result is that she does not have the time to allow the child to discover and experiment on his own (but under supervision) with routine activities (for instance, washing and dressing). This leads to the neglect and retardation of the infant's ability to become independent and his potential for self-discovery. Cultural and religious traditions (games, rhymes, stories, riddles and family devotions) as formative family matters, are progressively disappearing.

An infant from such a home often experiences an identity crisis; he finds it difficult to "be someone himself" and to find his own place in the sun.

- The decrease in the number of births and families which are becoming smaller, lead to the infant's often having no playmates within the family. This lack of being with and playing with other children in the nursery world adversely affects the child's social development. In the sophisticated world of adults the infant may easily become lonely and without a true sense of security. He is thus not being properly prepared to be socially ready when he must become part of a peer group in school.
- Limited living space and smaller families present the problem that infants spend most of their time in adult company where they often see and hear things for which they are not yet ready, thus soon start developing behavioural problems.
- The ignorance of young married couples concerning the rearing and education of children, is often the cause of the lack of sensitivity and understanding on the part of parents for the desires and needs of the small child. A child in this type of environment may lose the ability to associate with others. It is gratifying that more and more parents are realizing that modern society is becoming ever more demanding and that it is necessary to supplement education in the family with specialized guidance.
- For many parents it is a "relief" to be able to find an unqualified person (often an older sibling) who is prepared to keep the infant "occupied", either in a park or even on the streets. An awareness of the inherent dangers (for instance dangerous playthings, fishponds and traffic) and the evil influences which may lurk in these play areas, has fortunately brought about a realization of the necessity of providing more and better care centres for infants.

9.2.2 Educational factors

The infant is a little child who wants to become someone; as a not yet adult he yearns to become an adult. As someone who is dependent and needs help, he yearns for security and the support which his parents as adults are able to supply.

In their task of "bringing up" (educative task) parents often need expert help and guidance. This help and guidance is forthcoming from institutions for infant education (crèches, care centres, Kindergartens, nursery schools, play groups, etc.).

To help the infant to explore the world outside his parental home and to create his own secure space (life-world), the following aspects of his developmental progression, among others, must be given attention.

- *Physical growth and development*

This requires room for movement, healthy nutrition, hygienic buildings and apparatus and the possibility to participate in a variety of games and other physical activities (interspersed with periods of rest).

- *Affective development*

As a little bundle of helplessness the infant is in the first place dependent on his parents for loving care. Later, when he is ready, he also has to step out into a wider sphere in order to develop further. For this he needs an awareness of security and to experience love, affection and understanding.

- *Socialization*

The infant must be afforded the opportunity to associate in a more extended social world with adults and in particular with children both older and younger than himself. He has to learn that the interests of others are often more important than self-interest.

- *Intellectual development*

It is generally accepted that the child between two and five years of age has an enormous capacity for acquiring new knowledge and that these years of life are of the utmost importance for the moulding of a human being. Intellectual development is promoted by a play environment which presents a challenge to his interest, his need to know, activities, investigation and the acquisition of new knowledge (for instance, the names of colours, toys, apparatus). Another important matter is that he should learn to listen and learn from others.

- *Aesthetic development*

The infant should be brought into contact with beauty and it should be pointed out to him. He must be helped to recognize and appreciate beauty in his environment.

- *Religious moulding*

The principles which the infant became familiar with in his home should be reinforced to become universally valid norms.

9.3 Following the examples of the British "Infant School" (crèche, nursery school) and the "Kindergarten" in South Africa

It appears that the first so-called "Infant School" was established in South Africa by Dr Philip (head of the *London Missionary Society*) during the first half of the nineteenth century. This school was intended for non-whites.

After the Napoleonic Wars (1814), circumstances in England became progressively worse. William, the eldest son of James Buchanan, decided in 1829 to seek his fortune in Australia. He took his youngest brother, David, then ten years old, with him. While William and David were ashore in Table Bay, a violent South-easter forced them to seek refuge in a hall in which a public meeting, concerning the establishment of an Infant School in Cape Town, was in progress. Information on this topic was apparently fairly scant. William, who like all James Buchanan's children, was well informed about infant education, aired his views and explained his father's methods. The upshot was that he was requested and persuaded to remain in the Cape and establish the school they had in view. In this small school, which was chiefly intended for the children of slaves, William, assisted by young David, laid the foundations for nursery education in South Africa.

In the meanwhile the popularity of infant education had increased to such an extent that the *London Society for Promoting Christian Knowledge* in 1831 bequeathed a grant of £1 000 (R2 000) towards the establishment of infant and industrial schools at the Cape.

A section for white children was added to the school of the Buchanan brothers in 1833. The second Buchanan son (Ebenezer) came to the Cape at that stage to take charge of this section. In 1839 James Buchanan was on his way to New Zealand to establish infant schools there as well, but he was persuaded by William to settle in South Africa. The Buchanans played a very important role in the development of the infant school idea at the Cape. Agnes (a daughter of James Buchanan), in particular, used her talent for infant education very effectively. She was later to found a private nursery school in Pietermaritzburg and to serve there with loving devotion until she was in her seventies.

As a result of the activities of the Buchanans, nursery schools based on the pattern of the English Infant Schools, became established at the Cape and in Natal. An amount of £852 (R1 704) was budgeted for infant schools at the Cape as far back as 1845, and in 1846 the British Queen was requested by means of a Memorandum to grant land for the erection of an Infant School. By 1857 a certain Anne Read was managing a nursery school at Philipstown, of which the number of registered pupils on

occasion rose as high as two hundred, and for which she received a government subsidy of £24 (R48) per year!

Before the start of the Great Trek (1838), involvement in and support for any form of organized preschool instruction was, on the whole, limited to English oriented initiative. Afrikaans speaking people apparently remained aloof and the legislation for education which was eventually passed in the two Boer Republics (Transvaal and the Orange Free State) during the second half of the century, made no mention of preschool education. The rurally oriented Afrikaans speaking community, with its predominantly Calvinistic religious beliefs, evidently felt no need for this type of education. An early exception was the founding in 1874 of the *Bloemfontein Infant School* which was established through the co-operation between, among others, the English and Dutch churches in the city.

During the Anglo Boer War (1899 - 1902), when the so-called "*Free Kindergarten*" was the predominant form of infant education in England, Britain brought organized preschool education into the Transvaal and the Free State. Qualified English teachers had to instruct the young Afrikaners in English as part of the Anglicizing policy. The *Kindergarten*, however, was a "nationally unfamiliar institution" and did not appeal to the Afrikaner.

The rejuvenated ideas concerning preschool education which came to the fore in England after 1902, also found a place in South Africa in the first decade of the twentieth century. The 1910 Education Law of the Free State, for instance, indicated the profound influence of the Fröbel school in respect of the informal nature (organization), content and methods of preschool teaching for which the law made provision.

As indicated in a previous section, these Fröbel schools were in the main attached to primary schools and their approach can therefore not be compared with the approach of the Macmillan sisters in England.

Owing to financial considerations, in particular, preschool (informal) infant education soon disappeared from the official educative programmes of the province. The Government of the Union of that time, in accordance with its Financial Relation Law of 1921, made no provision for subsidies for pupils under seven years of age. Infant education was still presented on a private basis in all the provinces.

9.4 Further developments and the establishment of the first nursery schools (1930 - 1934)

As was the case in the industrialized countries of Europe, the socio-economic factors directly before and during the depression, in particular, were responsible for the nursery school idea gaining ground in South Africa.

Since the 1920s the poor conditions in which children grew up in the slums of the cities caused increasing concern. Municipalities attempted to curb illness and malnutrition among children younger than two years by means of the municipal welfare clinics. For infants (two to six years) no provision was initially made. The extension of municipal health programmes to this group (following the example of the Lady Buxton experiment in Cape Town) prepared the way for the founding of the first true nursery schools in South Africa.

The *Lady Buxton Mothercraft Training Centre* in Clairmont (Cape Town) was established in 1925 by the *National Child Protection Society* under the auspices of the *National Council for Child Welfare*. Not only were infants cared for here but courses in mothercraft and the care of preschool children were also presented. In 1930 Dr A.J. Milne, the head of the Department of Health of the Johannesburg City Council, took the lead in the founding of two *Nursery Health Classes* for needy children in Vrededorp and Fordsburg. Miss E.M. Brosius, who organized the classes, did pioneering work under extremely difficult conditions (too few personnel members and inadequate equipment).

The initial objective with these "health classes" was to provide physical care for children between two and seven in the slums in the western part of Johannesburg. As an integral part of this first undertaking, a *Pre-school Child Committee* was founded by the *South African National Council of Women* to recruit voluntary workers for these health classes, to collect funds and to propagate this new idea. This inauspicious start gained momentum by extolling the value of and need for nursery schools in the press, magazines and public lectures.

Interest in the preschool child increased to such an extent that the City Council of Johannesburg appointed a special committee in 1934 to investigate this matter. By 1936 the City Council was already assisting six *Nursery Health Classes* with a total enrollment of three hundred infants. These health classes in time developed naturally into full-scale nursery schools, in particular because their founders had knowledge of overseas infant schools which they could implement locally.

In spite of the pioneering work done by the City Council of Johannesburg, the City Council of Pretoria deserves the honour for the establishment of the first true nursery school in 1931/32. The Board initially (1931) voted R600 for the purpose of establishing a *University Community House* (an infant guidance clinic) but instead the money was used for the establishment of a nursery school in a less privileged area.

Shortly after the founding of this school, the *Rand Daily Mail* (7 November 1932) referred to the *Goede Hoop Nursery School* as "a project in progressive education in which neither Provincial nor Union Authorities have as yet entered". Ruth Arndt, in conjunction with institutions such as the *Pretoria Child Welfare Society* (Pretoriase Kindersorg-

vereniging) and the *League of Social Workers* (Maatskaplike Werkersliga) of the University of Pretoria under the leadership of Dr Marie te Water, also played a leading role in this project. In 1937 a second nursery school was established for the Eastern suburbs of Pretoria.

In 1932 a small private school named "Tree Tops", was established in Durban (Essenwood) by the parents of the neighbourhood. It was initially conceived as an institution for teaching movement (eurhythmics and ballet) but subsequently it developed into a full-scale nursery school.

The Free State actually took the lead amongst the provinces with legislation for nursery schools. Education Ordinance No. 15 (article 30) of 1930 for the first time officially made provision (by means of paying the salaries of qualified teachers) for the support of Kindergartens in a suburb where home circumstances were poor.

This was official recognition of the importance of nursery schools for the education of less privileged children in particular. The example set by the Free State was followed by the Transvaal, the Cape Province and Natal in 1936 and 1941. It would appear that the need in this respect in the Free State was not very great, as the first two Kindergartens (which were attached to orphanages) were not established until 1937. The S.A. National Council, which had been ardently devoted to improving the welfare of infants, in a decision arrived at in 1933, once again emphasized the importance of proper health care for all infants (not only those from less privileged homes). In 1934 nursery schools were also established in Cape Town and soon a number of these schools were established country-wide.

Prior to 1936, when the Anglican Church opened the nursery school *Ekutuleni* (The place of joy) for Black children in Sophiatown, local child welfare societies had already established nursery schools for non-whites in various towns and cities.

In conclusion mention should also be made of another type of institution for preschool children, the care centre, which came into being at that time and apparently developed parallel to the nursery school.

The first care centre ("kinderbewaarskool") was established in Salt River (Cape Town) by the "Afrikaanse Christelike Vroue Vereniging" (A.C.V.V) (the Afrikaans Christian Women's Association) with the exclusive objective of providing physical care for the children of working mothers. These care centres (in contrast with nursery schools) did not require trained personnel.

9.5 The prelude to the founding of nursery school associations (1934 - 1939)

During the early 1930s the Rotary Club, the SA National Council for

Child Welfare, the Johannesburg branch of the New Education Fellowship (NEF) and private persons such as Drs Ruth Arndt, E.G. Malherbe, H. Nelson, Miss E.M. Brosius, Mrs E. Hauptfleisch and others tried, particularly by means of the press, to make the public aware of the urgent need for nursery schools and the necessity for more organized action in this respect.

The two conferences held by the NEF in July 1934 in Cape Town and Johannesburg respectively, were of decisive importance for the founding of preschool education in South Africa. At the first conference overseas participants delivered papers on preschool education and a Committee for Pre-school Education was formed of which Mr H. Thompson was appointed chairman.

The Johannesburg branch of the NEF, during a special meeting held on 26 July, appointed a *Pre-school Association Joint Committee* to investigate the possibility of establishing a *National Pre-school Child Association*. This committee, which later became known as the *Pretoria and Johannesburg Pre-school Committee of Enquiry*, under the chairmanship of Dr A.J. Milne, included representatives from eight different interest groups which could be directly concerned with the care of preschool children. It was divided into sub-committees to attend to aspects such as standards, financing and co-ordinated action in respect of training of teachers and learning content.

As early as September 1934 a report was tabled by the financial committee with a request to the Transvaal Provincial Council for financial aid for nursery schools. The committee particularly emphasized the idea (prevalent in Britain) of providing nursery schools for the underprivileged.

More and more support for the establishment of nursery schools was forthcoming from educationists, and at the national congress on the poor-white problem in South Africa which took place in Kimberley during October 1934, a resolution was taken to implement a system of preschool education to provide for children living in city slums.

All that was now needed in order to realize these ideals, was the cooperation and tangible support of government bodies. This was to come about when the Transvaal Provincial Council, reacting to the report mentioned before, as well as a proposal by Mr H. Thompson, requested the Executive Committee in November 1934 to attend to the implementation of a scheme for the establishment and subsidizing of nursery schools. In accordance with this resolution a departmental committee, on which all parties with a possible interest were represented, was constituted in 1935, which submitted a Memorandum to the Transvaal Education Department (T.E.D.). Although it was not accepted in its en-

tirety, this Memorandum (no. 6 of 1935) did form the basis for the organization of preschool education in Transvaal. It also gave rise to the Provincial council's:

- declaring itself willing to pay the teachers salaries;
- accepting the principle of preschool education; and
- granting an amount for preschool education in 1936/1937 and laying down directives for the subsidizing of nursery schools.

This recognition for nursery schools was a very definite step forward and by the end of 1936 seven nursery schools were already receiving financial aid from the Administration. Nursery schools were, however, not yet recognized as an integral part of the education system and they were also seen as institutions for the benefit of underprivileged children only.

The recommendations made after 1937 by commissions for education of preschool children in both Natal as well as the Transvaal, not only influenced the policies on infant education in these two provinces, but also contributed to the wider acceptance of the nursery school idea and spurred supporters to greater participation. Thus, by the end of 1939 there were already at least fourteen *bona fide* nursery schools (three in Pretoria, eight in Johannesburg and one each in Durban, Pietermaritzburg and Cape Town). As a matter of interest here are a few remarks on the Transvaal commission for education (known as the Nicol Commission after its chairman Dr Nicol).

- The Nicol Commission conducted the first in-depth investigation into nursery schools in the Transvaal. In the report, which appeared in 1939, nursery schools were highly recommended. Aspects such as the desirability and necessity of nursery schools for the underprivileged, voluntary attendance, mother tongue instruction and financial aid by the state were among the matters which were clearly defined in this report.
- The Commission recommended, among others, that the Provincial Administration, with certain provisions, should accept responsibility for the financing and control of nursery schools and that courses should be implemented at teachers training colleges for the training of nursery school teachers. The Commission was also of the opinion that nursery schools were still in the experimental stage and should not be seen as part of the official system of education.

The movement on behalf of nursery schools was slowly but inevitably gaining momentum!

9.6 The founding of nursery school associations from 1939

9.6.1 *The Nursery School Association of South Africa*

By the end of the 1930s there were quite a number of nursery schools in existence – having been established by and being under control of various institutions. The provincial and central governments at most accepted only partial responsibility for the financing of these schools. The problems which all those involved in this field had in common and the necessity for co-operation in order to render better service to the nursery school movement, led to a growing conviction that all efforts should be consolidated and co-ordinated. During 1938 and 1939 the *Preschool Child Committee* of Pretoria and Johannesburg had already passed resolutions on these lines and arranged for a national conference to be held in Pretoria in November 1939 with the aim of founding a nursery school association to represent the entire country. As the authoritative body, this association was to serve in an advisory capacity to the authorities, act as the co-ordinating body and actively propagate the nursery school idea.

The Pretoria Conference, under the chairmanship of Dr E.G. Malherbe (later Principal of Natal University), was attended by 95 interested parties, representing 65 institutions such as the state, provincial and education departments, universities, educative institutions and women's organizations. The *Nursery School Association of South Africa* was founded at this occasion, a constitution was drawn up, a national board of forty members was chosen and a sub-committee and executive committee were selected (cf Appendix A.4). The Nursery School Association of South Africa would thenceforth become the most vital and influential association concerned with infants in South Africa. The name of the association was changed in 1974 to *The SA Association for Early Childhood Education*.

9.6.2 *The Transvaal Association for Nursery Education*

In practice the newly formed *Nursery School Association of S.A.* was a predominantly English orientated organization which was strongly influenced by developments in England and the USA. The Association also did not clearly express its support for mother tongue education, delibe-

rate religious instruction, qualified membership and the promotion of an own life and world view. Among the Afrikaners this neutrality was interpreted as internationalism, liberalism and even holism. To the nationally inclined Calvinistic Afrikaner of the 1940s the philosophy of the Nursery School Association posed, among others, the threat of denationalization and reactions varied from disinterest to revolt. The need for Afrikaans orientated nursery schools was emphasized in 1940 when the University of Pretoria started training Afrikaans speaking nursery school teachers in particular.

In April 1942 a proposal by Mr J.H. Greybe (a delegate from the *Federale Raad van SA Onderwysersverenigings* (Federal Board of S.A. Teachers' Associations) that membership of the National Committee of the Nursery School Association of S.A. should be limited to Whites, was rejected. Mr Greybe then, through the mediation of the *Transvaalse Onderwysersvereniging* (Transvaal Teachers' Association) obtained the co-operation of the three Afrikaans Churches (Ned. Geref., Gereformeerde and Hervormde Churches), the *Suid-Afrikaanse Vroue Federasie* (SAVF) (South African Women's Federation) and the *Federasie van Afrikaanse Kultuurverenigings* (FAK) (Federation of Afrikaans Cultural Societies), to found an Afrikaans nursery school association, known as the *Transvaalse Vereniging vir Kleuteropvoeding* (Transvaal Association for Nursery Education).

The *Transvaalse Vereniging vir Kleuteropvoeding* only really got off the ground by 1944 and in 1945 it also gained official recognition from the *Transvaalse Onderwysersvereniging*. The schools of the *Transvaalse Vereniging vir Kleuteropvoeding* were not closed to English speaking pupils and it was an autonomous body under the protection of the *SA Vrouefederasie*. A Copy of the constitution of this association is included as Appendix B.

9.6.3 The Cape Association for Nursery Education

During the early 1940s in the predominantly English speaking Southern suburbs of Cape Town, a need was felt for Afrikaans nursery schools. This resulted in the establishment of an infant class at Claremont and nursery schools in Oranjezicht and Bellville.

In 1945 the *Afrikaanse Kleuterskoolvereniging* was founded under the chairmanship of Dr W.J.B. Pienaar. The name of this association was later changed to *Die Afrikaanse Kleuterskoolvereniging van Kaapland*. A copy of the constitution of this association is included as Appendix C.

This association was in the fortunate position that from its inception it was receiving valuable assistance (eg. financial aid, introduction by means of articles in *Die Unie* and papers delivered at congresses) from the S.A. *Onderwysersunie* (Teachers' Union of S.A.).

9.6.4 *Other institutions which were involved in nursery schools*

Over and above the associations already mentioned, the following institutions, which will only be referred to briefly, were also involved in the establishment and control of nursery schools at an early stage:

- The South African Board of Jewish Education (Johannesburg)
- The Hebrew Nursery School Association (Cape Town)
- Die *Nederduitse Hervormde of Gereformeerde Kerk* (The Dutch Reformed Church)
- Die *Nederduitse Hervormde Kerk* (Pretoria)
- The Roman Catholic Church
- Die *S.A. Nasionale Vroueraad* (The S.A. National Board of Women - various branches)
- Die *S.A. Vrouefederasie* (The S.A. Federation of Women - Transvaal)
- Die *Oranje Vrouevereniging* (The Orange (Free State) Association of Women - Orange Free State)
- Die *Afrikaanse Christelike Vrouevereniging* (The Afrikaans Christian Association of Women - Cape Province).

The direct and indirect involvement and aid of the *Afrikaanse Taal en Kultuurvereniging* (the Afrikaans Language and Cultural Society), the *Vrou en Moederbeweging* (the Wife and Mother Movement), various municipalities, mining houses, industries, business undertakings and service organizations (eg. Round Table) and the United Municipal Association of SA (since as early as 1942), made an important contribution to the establishment of the necessary facilities for infant education.

The following state departments have also made valuable contributions over the years:

The Department of Education of the Union of South Africa (later the Department of Education, Arts and Science), provincial education departments, the departments of Social Welfare and Health, and the municipal health departments.

Apart from the above a large number of so-called private nursery schools were established early on. Financial gain was the prime motivation for the establishment of these nursery schools.

9.7 **The role and activities of nursery school associations in South Africa since 1940**

In this section the important changes and developments in which the different associations were instrumental will be examined briefly.

9.7.1 *Introduction: A few individuals worthy of mention*

Nursery school associations have made important contributions towards the education of the pre-school child over the years. By their activities the educative needs of infants were brought to the attention of the authorities and the public and they also ensured that this attention was kept alive.

The nature and direction of the pre-school education movement can largely be attributed to the dedicated work of a large number of inspired men and women in and through their associations. Their labours were aimed at the co-ordination of effort and influencing the authorities to gain recognition for nursery schools, for subsidies and the formulation of standards for buildings, learning content and health requirements. From the ranks of the Nursery School Association of South Africa (later the S.A. Association for Pre-School Education) the names of Dr E.G. Malherbe (chairman 1939 - 1944), Dr R.S. Arndt (chairlady 1945 - 1948), Prof. J.C. Bosman (honorary treasurer 1939 - 1944), Miss V.K. Webber, (vice-chairlady 1948 - 1972 and chairlady 1972 - 1979), and so forth may be mentioned.

In respect of the *Transvaalse Kleuterskoolvereniging* Mrs E. Hauptfleisch, who had been involved in the establishment of numerous nursery schools since 1940, deserves mention. Many others followed in the footsteps of these pioneers and assured themselves of a place of honour in the annals of this movement.

9.7.2 *Supervision to ensure the maintenance of standards, inspection and advice*

Directly after the Nursery School Association of S.A. had been established, it laid down standards which had to be met by nursery schools if they wished to be considered for subsidies. These norms were accepted by the provincial authorities of the Transvaal, Cape Province and the Free State as early as 1940, as the Association was recognized as authoritative in this sphere.

Members of the Executive Committee of the Nursery School Association for many years inspected nursery schools for the purpose of awarding certificates and the emblem of competence of the Association to schools which satisfied the criteria. The three certificates which were awarded were:

- the *A Certificate* to a school with high standards, trained personnel and which provided a meal at midday;

- the *B Certificate*, as in A, with the exclusion of the midday meal; and
- the *C Certificate* to schools which were not up to standard and as a rule had to make do without trained personnel. After the recommended improvements had been implemented these schools were permitted to apply for reinspection in order to obtain a higher certificate.

The Nursery School Association of S.A. expressed concern in 1948 at the mushrooming of unregistered nursery schools and brought this to the attention of the Department of Social Welfare. From 1941 the Education Department of the Union made its nursery school inspectress, Miss V.K. Webber, available to inspect nursery schools on behalf of the Association. In 1946, in reply to a request from the Association that the provinces should themselves provide for the inspection of nursery schools, the education authorities undertook to implement such arrangements gradually. Natal, however, preferred to continue making use of the inspection services of the Association.

In conclusion it should be noted that the Association also played an important advisory role. For many years it served as advisory body to the education departments on such matters as, for instance, new nursery school projects and buildings; assistance was rendered to the National Bureau of Standards regarding the standardization of nursery school furnishings and the Association made recommendations concerning proper health regulations on a continuous basis. The *Transvaalse Vereniging vir Kleuteropvoeding* strove for many years to achieve uniformity in respect of standards, salaries and working hours in nursery schools.

9.7.3 *Establishment of nursery schools*

The need for more and better nursery schools was reiterated repeatedly by all the nursery school associations. The address of the President of the Nursery School Association of SA to the annual meeting of 1942, for instance, was entitled "The need for more nursery schools". Over the years the nursery school associations also actively involved themselves in the establishment, support and control of nursery schools. By 1953 there were already more than 153 nursery schools, for infants of all racial groups, in existence in South Africa.

During this time nursery schools and nursery school association for specific religious groups also came into being, for instance the *Hebrew Nursery School Association* and nursery schools of the *South African Board of Jewish Education*. By 1960 they were in control of fifty schools in Cape Town and Johannesburg.

9.7.4 The advancement of nursery schools by means of deputations, memoranda, negotiations and petitions

The Nursery School Association of S.A./The S.A. Association for Pre-school Education submitted approximately 25 memoranda and reports to interested parties between 1942 and 1976. In these they petitioned very convincingly for recognition of the nursery school as educative institution in its own right, its acceptance as part of the system of education of the country, increased subsidies and the enhancement of the status of nursery school teachers. A few of the other activities of this Association also deserve brief mention:

- 1943: A comprehensive memorandum was compiled and a deputation was sent to the Department of Education, Arts and Science in connection with the suspension of instruction in Mothercraft to girls at domestic science schools.
- 1949: Negotiations with the Executive Committee of the Free State resulted in a loan being made available for the establishment of nursery schools.
- 1952: The Executive Committee of the Associations petitioned the Department of Social Welfare to issue a proclamation in terms of the Children's Law of 1937 which would prevent institutions which were not registered with the Department of Social Welfare or an education department (including care centres to which a registered nursery school was not attached) from using the name 'nursery school'. After lengthy negotiations, discussions and petitions in co-operation with other interested parties, legislation was passed in Act 33 of 1960 which determined that any institution which accommodated a minimum of six children for three hours a day had to be registered.
- 1966: A Memorandum was sent to the National Education Department in which the institution of part-time training courses for nursery school teachers was proposed.
- 1968: One of the ideals for which the Association had exerted itself for many years was realized when municipal regulations were issued according to which all premises where children of two years and older were housed or cared for would be liable to inspection by health officials.
- 1976: Memoranda were sent to the departments responsible for Black, Indian and Coloured education in connection with the training of nursery school teachers and the extension of pre-school facilities for these groups.

The Transvaal Nursery School Association as well as other Afrikaans nursery school associations also negotiated regularly with the higher authorities such as the Administrators and Directors of Education, with a view to the promotion of the interests of the associations and of the Afrikaans nursery schools.

9.7.5 The formulation of a policy and determination of the position of nursery schools

By means of mutual co-operation and co-operation with other bodies the nursery school associations helped to formulate the position of nursery schools in the systems of education in South Africa. A report in this respect was drawn up for the Committee of Heads of Education Departments as long ago as 1940 by a special committee of the Nursery School Association. It was subsequently submitted to the Provincial Consultative.

At the congress of the South African Teachers' Union in 1946 a paper entitled "*Die opvoeding van die voorskoolse kind*" (The education of the pre-school child) resulted in the acceptance of various resolutions in favour of nursery schools and the movement in general.

The task of the Executive Committee of the Nursery School Association of South Africa was (and is) to act in an advisory and co-ordinating capacity and to formulate the policy of this Association.

In 1950 the chairman of the Cape Association for Nursery Education described the aims of this Association and expressed a firm belief in nursery schools as means to co-ordinate all services to pre-school children. In 1954 the Executive Committee of the Nursery School Association of South Africa and delegates of the then *Nederduits Hervormde of Gereformeerde Kerk* (now the Ned. Geref. Kerk) assembled to discuss certain points of views on nursery schools (eg. the necessity of nursery schools, more state aid, etc.). The recommendations by the Association in respect of these points were eventually accepted by the Synod of the church and this meant that an influential ally had been acquired.

9.7.6 Congresses, annual meetings and the presentation of papers and lectures

One of the tasks of the various nursery associations is to propagate knowledge and insight concerning the infant and his particular needs as well as the necessity for infant education. In this connection papers and topics for discussion during congresses and annual meetings have al-

ways made a valuable contribution. During the congress of the Transvaal Association for Nursery Education held in 1951 there were, for instance, papers read by authoritative participants which dealt with: the intellectual development of the pre-school child; the practical organization of nursery schools and the inclusion of parents in the activities of a school; and the financing of nursery schools. On this occasion the Afrikaans nursery school was carefully taken stock of by means of discussions on, amongst others, the conditions for the establishment of private nursery schools, a pension scheme for nursery school teachers, the possible expansion of financial aid by the Transvaal Education Department, the provision of free library services to nursery schools and mutual exchange visits between nursery school principals.

In her 1954 address, entitled "The pre-school child in a changing society", the President of the S.A. Association for Pre-school Education referred, among others, to the following aspects: improved training centres; the professional status of the trained nursery school teachers; state financial aid and the need for co-operation between all interested parties for the sake of the infant. In terms of this presentation, a memorandum entitled "Why Nursery Schools?" was drawn up which was also sent to the Youth Commission of the synod of the Ned. Geref. Church. The outcome of this was the fruitful co-operation already mentioned with the Transvaal Association for Nursery Education whose members, especially in rural areas, were virtually exclusively members of this church.

In 1961, when the topic of the presidential address was "The nursery school after 30 years", the following matters received the special attention of the SA Association for Pre-school Education: the status of nursery school teachers, nursery schools for cerebral palsied children; the establishment of Bantu (Black) nursery schools and the training of Bantu teachers for these schools and the need for increased subsidies. Petitions which followed on these discussions resulted in nursery school teachers being given the same service conditions as the day school teachers; the Department of Education, Arts and Science agreeing to take full responsibility for the salaries of teachers in nursery departments of schools for the disabled; and increased subsidies being granted in the Cape Province and Natal.

9.7.7 Publications and propaganda

Nursery school associations realized from the start that the support of a well-disposed and well-informed public is essential for the growth of the movement. Persuasion and supplying information thus became important aspects on the agenda. The nursery school associations initially employed the Child Welfare Magazine and later the magazine *Childhood*

for official publications. One page of these magazines was made available on a regular basis for an article in English and in Afrikaans.

A number of brochures were published after 1940, for instance: *Waarom kleuterskole?/Why nursery schools; Jannie gaan kleuterskool toe; Looking after young children; Kleuterskole in Suid-Afrika/Nursery Schools in South Africa; Hoe om 'n kleuterskool te stig/How to start a nursery school and The need for nursery schools*. On a number of occasions literature concerning nursery schools was also ordered from England and America and distributed locally. *Die Kleuterskool-handboek/ The Nursery School Handbook* has seen a number of new editions since 1942 and is still an important handbook for the teacher, student and the management of nursery schools. In 1959 the Association decided to publish a quarterly newsletter in order to advance nursery school education.

The Transvaal Association for Nursery Education also has a number of publications on nursery education to its credit, for example: *'n Handleiding vir kantooradministrasie* (Manual for office administration) by Mrs E. Hauptfleisch and *Kleuterklankies* (booklets with the news of the year).

During 1946 and 1947 members of the Cape Association of Nursery Education propagated the function, value and objectives of nursery schools by means of articles in *Die Unie*. The following are a few examples of type of articles which appeared in this connection: *Die Afrikaanse kleuterskool* (J.H. Hofmeyer); *Die moontlikhede en beperkings van kleuterskole - soos gesien deur 'n psigo-analis* (J.G.M.); *Kleuterskole en die opvoeding van die voorskoolse kind* (M. Kriel); *Die opvoeding van die kleuter deur die eeue* (J.F. Burger).

9.7.8 Demand for national and international recognition

The nursery school associations have fought a continuous battle for recognition and financial aid from the authorities. Their first breakthrough came in 1937 when the Transvaal Provincial Council decided to lend financial assistance on a *per capita* basis to *bona fide* nursery schools under the jurisdiction of the Nursery School Association of South Africa. In the years which followed very little progress was, however, made because not one of the various authorities – nation-wide, provincial and local – was prepared to accept full responsibility for nursery schools.

Apart from the lack of financial aid the extreme shortage of trained nursery teachers also served to slow down development. Between 1940 and 1946 the Heads of Departments of Education and the Inter-provincial Advisory Committee were willing to support and recognize the nurs-

ery school movement as part of the system of education. The Transvaal Association for Nursery Education, for instance, received recognition from the Transvaal Education Department in 1945, but very little aid was forthcoming. After petitions in 1949 the Association was allowed to register as a charity organization and thus achieved the right to raise funds.

By 1958 there were 130 nursery schools for Whites (Cape Province 30, Natal 16, Free State 11 and Transvaal 90), 20 for Coloureds (Cape Province 18, Natal 1, Transvaal 1) and one for Asians in the Transvaal, which received financial aid. After the Cape Association for Nursery Education had tried in vain in 1947 to found a federation of provincial Afrikaans nursery school associations (the Nursery School Association of S.A. was already functioning in this capacity), a National Association of Nursery Teachers was established by the Nursery School Association of S.A. in Johannesburg. Membership would be open to "all certified nursery helpers", as well as "all uncertified teachers working in recognized nursery schools".

Apart from the struggle for national recognition, the Nursery School Association of S.A. also achieved status on an international level. There were, for instance, delegates of the Nursery School Association of S.A. in attendance at the world congress on the infant held in Yugoslavia in 1960. On this occasion the necessity for mutual co-operation in connection with the training and raising of the status of nursery school teachers were topics of discussion. By attending such gatherings the Association also remained in touch with the latest scientific developments in the field of pre-school education abroad.

9.7.9 Training and conditions of service of nursery school personnel

Over the years the S.A. Association for Pre-school Education and the Transvaal Association for Nursery Education, in particular, actively strove for proper training facilities for aspiring nursery school teachers. Attempts were also made on a regular basis to improve the standard of training of nursery school teachers.

To satisfy the specific training and personnel demands, regular holiday courses were presented: in 1944 a training course to alleviate the shortage of personnel in nursery schools; in 1951 an orientation course for personnel with reference to the admission of five year olds to the public primary school; in 1953 a course on the care and education of infants in hospitals, children's homes and nursery schools.

Other training opportunities, for instance, the Nursery Week presented in 1954 by the SA Association for Pre-school Education, were

also made available from time to time. This Association not only gave moral support to the training of White nursery school teachers, but also to the training of Black as well as Coloured teachers.

The various associations also interceded on behalf of everybody involved in nursery education (teachers as well as lay assistants). When the need arose salaries, working hours and conditions of service were taken up with the authorities. The Jewish Nursery School Association, for instance, managed to implement a pension scheme for its teachers as early as 1959.

9.7.10 Financing and subsidizing of nursery schools

This aspect has already received attention in the previous section and only a few important developments will thus be discussed here. A report by the Heads of Education Departments in 1940 on "Nursery Schools and a proposed state subsidy in respect thereof", had a profound influence on the decisions of the Inter-provincial Advisory Committee in respect of subsidies.

The first financial aid (an amount of £2 000 (R4 000) for the entire country!) was granted by the central government in 1941, as a result of the proposals in the report mentioned above. The different provinces then one after the other granted subsidies to nursery schools by means of provisions in ordinances. In the struggle to raise of subsidies the SA Association for Pre-school Education (in 1942 and 1960), the Transvaal Nursery School Association (in 1947) and other associations eg. the SA Federation of Women (in 1960) by means of repeated petitions, played an important role.

These institutions also prepared the way for the Report of the Schuman Commission in 1964 which led to subsidies being increased again in 1970. On various occasions these associations also succeeded in persuading municipalities, other bodies and private individuals to make monetary donations and bequests of fixed property to be used for nursery education. Subsidies were not only increased, but gradually more and more schools were receiving aid. By 1975 there were, for instance, 455 pre-school institutions for Whites, 151 for Coloureds and 130 for Blacks which were receiving state subsidies.

9.7.11 Language medium

Afrikaans speaking members of the SA Association for Pre-school Education were continually striving to put the affairs of this Association and of the schools associated with this Association on a more bilingual footing.

Between 1942 and 1946 most of the teachers of this Association were

English speaking and the Association did not cater for mother tongue instruction (chiefly in respect of the Afrikaans speaking). In 1947 the policy of mother tongue education was adopted "in as far as it influences the individual child". The nursery schools which had been established for specific groups usually made use of the mother tongue of the infants as medium of instruction.

9.8 The training of nursery school teachers

9.8.1 Introduction

Since the inception of the nursery school movement in South Africa there has been a shortage of well-trained nursery school teachers and for many years, even into the 70s, a large number of the posts in nursery schools were filled by unqualified people. Initially all the available nursery school teachers were people who had received their training in England and the USA.

The separate jurisdiction over education since 1910, by which the responsibility for higher education (which also included the training of nursery school teachers) was vested in the central government, and the fact that the provincial administration was mainly responsible for the establishment and maintenance of nursery schools, constrained development in this area for a considerable time.

9.8.2 Training of White nursery school teachers

The first steps in this matter were taken in 1938 with the establishment of an independent Department for Pre-School Education and Teacher Training at the Witwatersrand Technical College under the jurisdiction of what was then the Education Department of the Union and later became the Department of Education, Arts and Science. In 1942 the name was altered to *The Johannesburg Training College for Nursery School Teachers*.

The shortage, also in the other provinces, of trained nursery school teachers, resulted in a decision by the Department of Education, Arts and Science to establish another training institute in the South. When it proved impossible to involve the University of Cape Town and the Cape Town Technical College, the *South African National Council for Child Welfare*, with the assistance of the *Mothercraft Committee of the Cape Town Life Protection Society*, took the initiative and by 1939 it was possible for training to commence in a building on the premises of the *Lady Buxton Home of Mothercraft of the Mothercraft Training Centre*. By

1944 these facilities had become inadequate which led to the purchase of Barkly House in Claremont.

In 1945 the *Buxton Pre-school Training Centre*, (subsequently the *Barkly House Training College for Nursery Education*) was declared a place for higher education by the Minister of Education. This college was taken over by the Department of Education, Arts and Science (subsequently the Department of National Education) and in 1977 it was transferred to the Cape Provincial Department of Education. These first two training centres had their own nursery schools where students could complete their practical work. The medium of instruction was English.

In reply to the great need for qualified Afrikaans speaking nursery school teachers the University of Pretoria instituted a course for their training in 1940. There was no nursery school directly affiliated to this university and students were obliged to gain their practical experience in conveniently situated nursery schools and in the countryside.

By 1957 a total of 452 certificates (3 years post matric) and diplomas (1 year post-graduate) had been issued by the Department of Education, Arts and Science while 99 students had completed the course at the University of Pretoria. It had become abundantly clear that the existing facilities were not able to satisfy the needs of the ever increasing demand for nursery school personnel. From 1971 this led to teachers training colleges and universities becoming more involved in teacher training, and particularly after 1975 when the teachers training colleges were permitted to enrol more students. As a result, the criteria for teacher training and for determining the value of South African qualifications for the purpose of appointing teachers (as was the case for all other teacher training) were evaluated and approved by the Committee of Heads of Education in 1973.

By 1975 nursery school teachers were also being trained at the training colleges at Mowbray and Graaff-Reinet, and the training colleges at Pietermaritzburg, Edgewood (Pinetown), Pretoria, Goudstad, Johannesburg and Potchefstroom.

As far as Whites are concerned, early attempts were also made to train nursery school aids or assistants. The first courses at the *Mothercraft Training Centre* (Claremont) for Whites and at the *Tafelberg House Board of Aid* (Cape Town, for Coloureds) were not particularly successful. In 1941 a specialization course (3 years) for the training of nursery school aids was instituted at the Domestic Science School, George and at the Tempe Industrial School. At a later stage similar courses were presented at the Potchefstroom Domestic Science School and the Department of Nursery School Teachers at the Witwatersrand Technical College. By the time this training was discontinued in 1960, 281 assistants had qualified.

9.8.3 Training of Black nursery school teachers

The first training of Blacks in Transvaal commenced at the start of the 30s at the *Ekutuleni* Nursery School (Sophiatown, Johannesburg), chiefly as an emergency measure to alleviate the dire need for nursery school personnel. Until 1946 the Transvaal Education Department (Division Bantu Education) recognized certificates issued by this school, and in that year it also undertook responsibility for the salaries of the training staff, courses and examinations in respect of this training. The diligence of the Nursery School Association of S.A. was responsible for the institution of a three-year course (post-Std 8) and a two-year course (for older students with other teaching qualifications). The latter group were trained at *Dikonyanena* Nursery School (Orlando), until 1955. Between 1947 and 1958 (when training was discontinued) approximately 150 teachers had been trained in this manner.

As far as Natal is concerned, a two year course (post Std 8) for Black students was presented during the period 1947 to 1950 at *Edendale* (Pietermaritzburg) under the control of the Bantu education division of the Natal education authorities. A similar course was also instituted at *Enkuliso* (Lamontsville, Durban). As a result of the take-over of Black education by the central government, the Natal training courses were shortened to one year between 1955 to 1958. The number of teachers which received this training could only provide slight relief of the overwhelming demand!

A new one-year course (post-Std 8) for the training of nursery school teachers was instituted by the Department of Bantu Education at the *Jabulani* Technical School (Soweto), and similar courses were to follow in 1970 at *Bafokeng* (Rustenburg), *Umlazi* (Durban) and in 1974 at *Mdantsane* (East London).

By 1975 Black nursery school teachers were also being trained at: the *Soweto Teacher's Training College*, *St Francis Adult Education Centre* (Langa, Cape Town), *Madadeni Training School*, *Mamokgalake Chuene Training School* (Groblersdal), *Mgwenuva Training School* (Karino), *Thalabane Training School* (Rustenburg), *Tshiva Training School* (Witsieshoek), *Zwelitsha Training School* and *Jabulani State School* (Soweto).

9.8.4 Training of Coloured nursery school teachers

Between 1952 and 1957 *Barkly House Training College* trained twenty-two Coloured nursery school assistants by means of a one-year course (post-Std 8). The *Athlone Group for Nursery Education* succeeded in founding the *Athlone Nursery School and Training Centre* in 1962. This

institution received financial aid from the Administration for Coloured Affairs and initially presented a one-and-a-half year course which was extended to a two-year course in 1972.

9.8.5 Training of Indian nursery school teachers

For many years the cultural and religious beliefs of the Indian community limited their need for nursery schools.

Only one group of Indian nursery school teachers was trained between 1939 and 1957. This group of seven teachers completed the one-and-a-half year course of the Department of Education, Arts and Science in 1950. By 1975 the demand for nursery school teachers had also increased in this community and training was provided at the *Springfield College of Education* (Durban), *Transvaal College of Education* (Fordsburg, Johannesburg) and the *M.L. Sultan College* (Durban) where the *Nursery Aid's Diploma* was presented.

9.8.6 Training of Jewish nursery school teachers

By 1960 there were two seminaries in existence for the training of Jewish teachers and a limited number of nursery school teachers also received training there for Jewish nursery schools. In Johannesburg the training was provided at the *Rabbi Judah Leib Zlotnik Seminary* which had been established in the 1940s. The other seminary is situated in Cape Town and this seminary, like the one in Johannesburg, has control over its own curriculum and examinations.

9.8.7 Training for all communities at the University of South Africa

The University of South Africa has been presenting a diploma course in nursery education since 1969. In 1974 (after approval of the regulation concerning the training of nursery school teachers) the National Higher Education Diploma was also instituted. During that year 188 students enrolled for this new course while 65 still followed the existing course. In 1975 these courses were replaced by the Higher Education Diploma (Pre-primary) and the Higher Education Diploma (Post-graduate Pre-primary).

9.9 Nursery school legislation in South Africa

Authorization of pre-school education by means of legislation started in the early 30s, with the Free State (Provincial Administration) taking the

lead in 1930, followed by the Transvaal (1936) and the Cape Province and Natal (1941). Since 1945 the central government has been prepared to contribute 50% of the education budget of the provinces (which also included expenditure on registered nursery schools). It would, however, be another thirty years before the policy concerning nursery schools was clearly formulated. This only occurred in 1960 with the promulgation of Act no. 33 (also known as the Children's Act) which clarified the position of infants in child care homes.

According to this Act, all institutions which housed and cared for six or more children for remuneration – and were not registered with the education department – had to register with the Department of Social Welfare and Pensions. All places which provided full-day care to children of different ages, i.e. care centres-cum-nursery schools, care centres and crèches, were thus required to register with this Department.

Pre-primary education was included only by implication in the National Education Policy Act of 1967 where reference is made to schools ". . . which are maintained, managed and controlled or subsidized by the Department or a provincial administration". Nursery education was thus not yet clearly defined and this uncertainty resulted in the Minister of National Education's instructing an inter-departmental committee in 1968 to investigate the matter of pre-primary education for Whites in the Republic of South Africa. The findings in the report tabled by this committee indicated that pre-primary education was a service which should be under the jurisdiction of the authorities and that responsibility for it should be delegated to the provincial administration. The report and recommendations were accepted by the Minister, and made public in a press report in 1969. The following are some of the aspects which were clarified by this report: age determination in respect of infants, the informal and optional nature of infant education, the educative programme of care centres, control by the provincial education departments, conditions for compulsory registration, founding of private nursery schools, compulsory inspection of all nursery schools by inspectors/inspectresses attached to the provincial administration and an exposition was given of the content of a well-designed educative programme.

These amendments concerning the national education policy were confirmed in the National Education Amendment Act No 73 of 1969. This development meant that the existing education ordinances of the various provinces had to be suitably amended in order to bring nursery education under the jurisdiction of the various Directors of Education – as representatives of the different provincial administrations. Transvaal took the lead by putting the instructions of the Minister (as contained in the press report and Act 39 of 1967) into practice by means of Ordinance 17 of 1969.

Final clarity concerning care centres and care centres-cum-nursery

schools was only arrived at in 1970 after negotiations between representatives of the Department of Social Welfare and Pensions and the provincial education departments. Agreement was then reached on aspects such as registration, standards (in respect of facilities), the keeping of records and the granting of subsidies. Thereafter the other provinces also amended their ordinances so as to include pre-primary education in their structures of education and to accommodate nursery schools. Every province then adapted the national policy concerning nursery education to fit into of its own programme which resulted in the vast variety of types of of pre-primary schools in existence in South Africa at present. In the Transvaal there are, for instance, provincial, subsidized and private pre-primary schools. Natal has four types of schools, namely, provincial, provincially controlled, subsidized and private schools. In the Orange Free State there are only provincially controlled pre-primary schools and in the Cape there are provincial pre-primary schools, pre-primary classes attached to primary schools, subsidized schools and private schools.

The position of pre-school education was eventually determined by, among others, the Education Laws Amendment Act No 69 of 1973 and the National Education Policy Amendment Act No 19 of 1975.

9.10 A number of developments since 1970

In the period since 1970 the *Bernard Van Leer Foundation* founded *Early Learning Centres* in Athlone (1970, for Coloureds), *Entokesweni*, Soweto (1973, for Blacks) and Chatsworth (1976, for Indians), which presented further opportunity for research into infant education and the training of nursery school personnel.

Institutes, child guidance clinics and departments of child development were also established at various universities. These make provision for advanced training, guidance and research in this field. The University of Cape Town also started an *Institute of Child Health*.

In the Western Cape the Community Development Association (of the Rural Foundation) and the Western Cape Society for Early Childhood Education started making valuable contributions and numerous playgroups such as, for instance, the Nyanga Community Playgroups were established.

The Ciskei Department of Education is also positively attuned to including pre-primary education as an integral part of the system of education in that country. By 1978 the *Ciskei Association for Early Childhood Education* had already become very active in this field.

Only a few of the vast number of actions (associations, projects, programmes) which have been created for the advancement of the pre-school child since the 1970s will be mentioned:

- Grassroots Educare Trust (1972) – Cape Town and vicinity.
- Early Learning Centre (1972) – Athlone.
- Entokozweni Early Learning and Community Services Centre (1974) – Soweto.
- The Natal and Kwa Zulu Zenzele Women's Association (1977).
- The Early Learning Research Unit (1979).
- Early Learning Centre (1982) – Bophuthatswana.
- The Alexandra Childminding Project (1982).
- Association for Preschool Education, Care and Training (1983) – Western Cape.
- Training and Resources in Early Education (1984) - Natal Kwa Zulu.
- The National Preschool Project (1984).

9.11 Summary and conclusions

As in Europe and England, the idea of, and first attempts at establishing pre-school education in South Africa arose from socio-economic need. Dedicated individuals, with the support of local organizations and health officials, played an important role in the establishment of the first nursery schools.

In the slow progression referred to below, there are chiefly three stages which can be distinguished.

- *The period from 1930 until 1952* was characterized by laborious progress, yet positive developments in many fields. Significant developments during this period were:
 - the establishment of facilities for the training of nursery school personnel at twenty institutions (16 for Whites, 3 for Blacks and 1 for Coloureds);
 - the founding of various nursery school associations;
 - the four provincial administrations accept responsibility for financing and maintaining standards at nursery schools;
 - the recognition by the Department of Social Welfare and Pensions and various child welfare organizations of the educative value of nursery school principles and methods, results in higher standards of preschool care country-wide;
 - increasing support for the nursery school idea from health officials and local municipalities and aid in maintaining such facilities for the under-privileged;
 - the expansion of nursery schools for handicapped children (spastics and the deaf); and
 - the publication of handbooks and articles on the infant and his education.

- *During the period from 1952 until 1969* there was only a slight increase in the number of provincially subsidized nursery schools. This fact, as well as the suspension of the training of Black nursery school personnel and of Whites at eight institutions, contributed to there being very little expansion of the nursery school movement. An important break-through came with the amendment of the Children's Act of 1937 by Act 33 of 1960 which made registration of nursery schools compulsory. Most of the recommendations made by various commissions during this time were, however, not implemented.
- *The period since 1969 has been characterized by* the promulgation of five important acts (1967, 1969, 1973, 1974 and 1975) whereby the provincial administrations, for instance, gained control over the founding, registration and management of nursery school, as well as the training of personnel.

In this manner pre-school education was established as an integral part of the system of education for Whites. Also in respect of the other racial groups there was large-scale development in terms of the establishment of nursery schools, training facilities and many projects to cater for specific needs.

The nursery school movement may feel justly proud of what has been achieved in South Africa in less than two centuries. The developments which were discussed in the preceding pages, created an infrastructure which will continue to provide for the needs of the infant. Acceleration in urbanization and all it entails; greater financial responsibilities; and co-operation with, for instance, education institutions, are but a few of the challenges which will need to be addressed during the remainder of this century.

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APPENDIX A

Constitution of the Nursery School Association of South Africa (Translation of the: "Grondwet van die Kleuterskoolvereniging van Suid-Afrika")

The constitution which was drawn up during the national congress of 1939 and later amended at Port Elizabeth (18 July 1959) reads as follows:

1. Objective

The aim of the association would be to promote the interests of the pre-school child regardless of race, class, political convictions or beliefs; and more specifically:

- to draw the *attention of the public* to sound pre-school teaching methods;
- to promote the *establishment* of nursery schools; and
- to help create and maintain high *standards for nursery schools*.

2. The board

This body, with a *term of office* of one year, of which the members may nevertheless be re-elected or renominated (as the case may be), would be composed as follows:

- One representative from each *nursery school organization*.
- Two representatives from each institution for the training of nursery school teachers which is recognized by the *Government or the board*.

- One representative from each *local authority* which controls nursery schools or which subsidizes such schools or the association on a regular basis.
- One representative from each *affiliated organization*.
- One representative from each *state department or provincial administration* to be appointed from time to time by the executive committee. *One or more representatives of individual members* of the association, chosen according to the regulations drawn up by the executive committee in this connection.
- The office bearers of the association and of the board, and those members of the executive who are not members of the board already.

The functions of the board would be as follows:

- To attend to all matters in connection with the *nursery school movement* and the preschool child which may be submitted to it by private or official institutions.
- To serve as *communications link* between the organizations which are involved with the nursery school movement.
- To *co-ordinate, promote and extend* the activities of organizations which are concerned with the nursery school movement on a national basis.
- To *co-operate* with the central, provincial and local authorities and other organizations in everything which concerns the pre-school child and the nursery school movement.
- To determine *standards* by means of recognizing and certifying nursery schools.
- To appoint the following *office bearers* on a three year basis:
 - The *president* of the association, who has to address the annual meeting of the board.
 - The *chairman* of the board, who also officiates as chairman of the executive committee.
 - Five *vice-chairmen*, one from each province.
 - The *honorary secretary*, who also officiates as honorary secretary of the executive committee.

3. The Executive Committee

This body, of which the members were to be nominated every three years, would be composed of:

- the office bearers of the board;
- one representative from each institution concerned with the training of nursery school teachers which is recognized by the Government or the board;
- one representative from every nursery school teachers' association which is recognized by the board;

- a further six members who may be co-opted by the executive committee as representatives of national bodies with an interest in the pre-school child.

The executive committee would be empowered:

- To complete the duties of the board in any manner which it deems fit, subject, however, to the general policy of the board and to standing orders or tasks which may be issued by the board from time to time.
- To raise money or take money into receipt in the form of legacies, bequests, allowances, collections or otherwise.
- To appoint *personnel*, to control and dismiss and to determine remuneration and other conditions of service.
- To approve the *founding* of local nursery school associations on condition:
 - that each such association shall become affiliated to the association;
 - that the geographical area of each association is determined in consultation with the executive committee; and
 - that the constitution of the association is approved by the executive committee.

4. *Sub-committees*

In this connection the constitution determines:

Sub-committees may be *appointed* by the board or by the executive committee for specific purposes and unless otherwise stipulated, they have to *report* to the body by which they were appointed.

The *chairman* of the board is an *ex officio* member of all sub-committees; when he is unable to attend he is entitled to nominate a deputy.

All sub-committees must keep *minutes* of all their meetings and after every meeting a copy thereof must be submitted to the honorary secretary to be placed on file.

APPENDIX B

The Transvaal Association for Infant Education (Translation of the constitution of: "Die Transvaalse Vereniging vir Kleuteropvoeding")

The following are the main points of the constitution of the Transvaal Association for Infant Education:

1. Aims and objectives

The association aims:

- to promote the Christian and national education of the pre-school child; and
- to stimulate the interest of parents, churches and sympathetic bodies and persons in the establishment and maintenance of Christian-national nursery schools.

2. The management

The association is controlled by the management which is composed as follows:

- One representative from each of the above-named bodies.
- One representative from the board of control of each (approved) nurser school.

- One representative from each nursery school training centre.
- Two representatives of the trained nursery school teachers.

The management committee (consisting of a chairman, vice-chairman, secretary, treasurer and an additional member) chosen by vote bi-annually (during the congress) by enfranchised members.

Duties and powers of the management

A congress must be convened bi-annually by the management; the following are franchised members:

- Members of the management.
- One member of each recognized nursery school board of control.
- Every staff member of every registered nursery school.

Meetings of the management and meetings of the association must be held at least once a term, while the management committee convenes as often as needed.

The *powers and duties* of the management are stipulated by itself from time to time, but among others consist of:

- The founding of branches and nursery schools.
- The registration of nursery schools and their staff.
- The stipulation of conditions of service of teachers.
- The selection of teachers.
- The drawing up of education strategies for nursery schools.
- The general supervision of the training of nursery school teachers.
- The general supervision of the spirit and course of affiliated nursery schools.
- The general supervision of the financing and maintenance of affiliated nursery schools (which in the first instance are the responsibilities of the local branches).
- The purchasing, acquisition, selling, alienation or renting of fixed property for nursery school purposes.
- The raising of funds.

3. Membership

Membership of the association is limited to

- The following bodies:
 - The three Afrikaans churches.
 - The South African Federation of Women.
 - The Transvaal Teachers' Association.

- The Federation of Afrikaans Cultural Associations.
 - Other sympathetic bodies approved by the management.
- The following persons:
 - Heads of affiliated approved nursery schools.
 - Representatives of the boards of control of approved nursery schools.
 - Representatives of nursery school training centres.

APPENDIX C

Constitution of the Afrikaans Nursery School Association of the Cape Province (Translation of the "Konstitusie van die Afrikaanse Kleuterskoolvereniging van Kaapland")

1. *The name* of the Association shall be: The Afrikaans Nursery School Association of the Cape Province. Abbreviation A.N.S.A.C. (Afrikaans abbreviation: A.K.V.K.)

2. *The aim and objective of the association will be:*

- To promote the *education* of the Afrikaans pre-school child by Christian, National nursery education.
- To stimulate the *interest* of parents, churches and other bodies and persons in the education of the infant and the establishment of Afrikaans nursery schools.
- To serve *parents* with advice in respect of the treatment and education of the pre-school child.
- To *establish nursery schools* themselves or to encourage and assist in making such establishment possible.
- To establish and manage an institution or institutions for the *training* of Afrikaans nursery school teachers, or to assist in the establishment and management of such an institution or institutions.

- To provide *educational guidance* and advice to ensure the effective execution of the above-mentioned objectives by means of the distribution of reading matter, by lectures, or in any other manner whatsoever.
- To *negotiate with or address petitions* to any Central, Provincial, Local or any other authority or public body in connection with any matter which may serve to promote the teaching of infants and/or the objectives of the Association.
- To keep a *register* of all Afrikaans nursery schools in the Cape Province, and to issue *certificates* of recognition to those who satisfy the requirements as determined by the Association from time to time.
- To do everything to *promote the objectives* mentioned above and in particular to:
 - lend or advance money with or without security; buy, sell, mortgage or enter into any legal transaction in respect of any movable or fixed property;
 - to institute or defend any legal proceedings in favour of or against the Association or which affect or may affect its interests as the case may be, or to assist in the institution or defence of such actions;
 - to take into receipt legacies, to obtain or make donations and contributions.

3. Membership

All bodies and white persons approved by the general committee, and who subscribe to the articles and policy of the Association may become ordinary members of the Association.

4. The Association shall be controlled by a General Committee which shall be composed of:

- A Chairman or Chairlady,
- A Vice-Chairman or Vice-Chairlady,
- A Secretary,
- A Treasurer,
- Eleven committee members,

who shall be chosen at the first annual general meeting from members of the Association and shall thereafter be appointed in the manner prescribed in Article 6 of this constitution, and who, depending on any tasks that may be entrusted to them by the annual meeting or any extraordinary meeting of members, shall have the power to execute all the objectives of the Association as set out above and to deal with and further all matters concerning the Association.

The general committee shall nominate a management committee endowed with such powers as may from time to time be determined by the general committee. The aforementioned management committee shall be composed of the Chairman, Vice-Chairman, Secretary and Treasurer of the general committee and not more than two members of the management, nominated by the general committee at its first meeting following the annual general meeting.

The general committee shall annually nominate a *Plenary Committee* from interested persons, which shall serve as an advisory body, but not be endowed with any executive powers.

5. Meetings

An annual general meeting of members of the Association, of which notice shall be given in writing at least 14 days prior to the date, shall be held within six weeks of the end of the financial year of the Association, and the following matters shall receive attention at such a meeting:

- The financial statements for the preceding year.
- The annual report of the General Committee.
- Any special matter of which notice had been given.
- Any other matters concerning the interests of the Association.

Upon written requests from at least ten members being received by the Secretary, an *extra-ordinary meeting* of members shall be convened by the general committee on condition that members shall receive notification at least 14 days in advance and that the purpose of the meeting shall be stated in the notification.

One quarter of the members present in person or by proxy, shall constitute a *quorum* at the *annual general meeting* and any extraordinary meeting.

The general committee shall meet when the need arises, but in any event at least once every six months. *General committee meetings* are convened by the Chairman and in his absence by the Vice-Chairman, and the Chairman, or Vice-Chairman, or Secretary shall be compelled to convene a meeting upon written request of at least three members of the general committee.

The *management committee* shall meet at least once a month and as many more times as may be deemed necessary. These meetings are convened by the Chairman.

Upon request of any three members of the management committee the Chairman must convene a *meeting*.

The *Plenary Committee* meets when deemed necessary by the general committee.

All members whose annual dues have been paid are entitled to vote. Votes at an annual general meeting or an extraordinary meeting may be cast personally or by authorization given in favour of another member, provided that such authorization shall be handed to the secretary at least twenty-four hours prior to the particular meeting.

6. One third, or the number closest to a third, of the members of the general committee shall step down every year. Vacancies thus created shall be filled at the annual general meeting. At the first meeting of members the full **MANAGEMENT IS CHOSEN** and the order in which they shall step down shall be determined by ballot.

Vacancies in the general committee which may occur during the financial year shall be filled by the general committee and the people thus appointed shall serve for the remainder of the term of office of the persons they have replaced.

A quorum shall be . . . (sic!) for general committee meetings and two for a management committee meeting.

The financial year of the Association shall extend from 1 April of every year to 31 March of the following year.

7. *Finances*

Membership fees:

Ordinary members shall pay 5/- per year.

Branch associations shall pay one pound per year.

Plenary committee members shall pay one pound per year.

Branch schools shall pay five pounds per year.

Other bodies shall pay a five pound affiliation fee.

The Association aims to accumulate a sound financial fund with the following in view:

- The protection and support of nursery schools.
- The protection of nursery school teachers.
- The defraying of costs of administration.
- Any other goal which falls within the objectives of the Association as determined by the constitution.

8. *Branches and branch schools*

For every nursery school under the protection of A.N.S.A.C., a *school committee*, which shall be recognized by the A.N.S.A.C., shall be elected, and it shall be responsible to the A.N.S.A.C. for all matters concerning the financing, maintenance and management of the school.

Members of such a school committee as well as personnel must be members of the Association.

The school committee may apply to the A.N.S.A.C. for *support* in the form of a loan.

In every town or suburb where there are A.N.S.A.C. nursery schools in existence a *branch* of the Association must be founded.

All *branch members* must also be members of the association.

All *white children* between three and six years of age are eligible for admission to branch schools with special dispensation in some cases.

Afrikaans shall be the *language medium* of all branches and branch schools, as it is of the Association.

9. The Association shall seek FEDERATION OR AFFILIATION with other sympathetic Afrikaans bodies, as well as their co-operation with S.A.N.S.A.

10. Should it be deemed necessary the general committee shall appoint A LEGAL ADVISOR, AN AUDITOR AND AN ARCHITECT.

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