

TO MOVE WITH A DIFFERENT VIEW

A CRITICAL REVIEW OF PHYSICAL EDUCATION IN SOUTH AFRICA

BY

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PROMOTER

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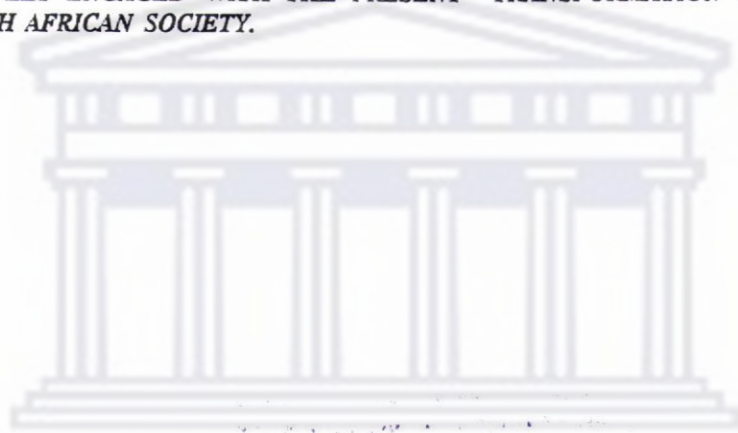


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ONE OF THE PURPOSES OF EDUCATION IS TO FACILITATE THE PRACTICE OF DEMOCRACY, THE MEANS BY WHICH OUR YOUTH SHOULD DEAL CREATIVELY AND CRITICALLY WITH REALITY, IN ORDER TO BECOME ACTIVELY ENGAGED WITH THE PRESENT TRANSFORMATION OF OUR SOUTH AFRICAN SOCIETY.



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ABSTRACT

The purpose of this study lies in its contribution to a critical analysis of physical education in South Africa and the provision of a framework aimed at its reconstruction, by pointing to the characteristics of a curriculum which has both social relevance and offers political empowerment in the context of the former oppressive system of apartheid education.

The general methodology of this study primarily revolves around the work described in four interrelated chapters, namely:

* A conceptual framework which is informed by an analysis of Christian National Education and Fundamental Pedagogics in order to determine the philosophy which has driven apartheid education and to compare this philosophy with that of Critical Pedagogy. It is hoped that a critical pedagogy will inform a new educational dispensation.

* A critical analysis of physical education in South Africa which will address the following topics:

In South Africa, physical education faced a paradoxical situation in public schools. Compared to other school subjects, it was accorded a low institutional status in terms of resource support, but was assigned a relatively high political status in terms of the ideological goals of the Apartheid State.

Historical theoretical perspectives. The role of the State, as a direct or indirect actor in the determination of the school curriculum in the developing world and in this case South Africa.

The institutional status. Three problem areas characterise the low institutional priority of physical education compared to other school subjects within the school setting viz., the allocation of instructional facilities, the distribution of educational personnel and the examination status of the subject.

The political significance of physical education. It is often assumed that physical education is politically neutral, yet the curriculum at former White schools, in concert with Youth Preparedness, Veld Schools and Cadets, encouraged a vigilant militarism in order to protect Whites against a possible Black onslaught.

* A quantitative research study, which investigates the resource differences in the racially divided system; the educational and political responses of physical education teachers to the former curriculum. It also examines the



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conceptions among these teachers of the role of physical education in a new political dispensation.

* Towards a democratic physical education curriculum, a rationale for a new curriculum.

The general significance of this project lies in its contribution to understanding that current, or newly proposed, physical educational curricula may remain largely unchanged in a new democratic South Africa, even though the

State may be dedicated to radical change.



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RACE CATEGORIES USED IN THIS STUDY

The classification of people along racial lines has been removed from the statute books in South Africa, and racist terminology is presently frowned upon, however this thesis deals with education in South Africa during the Apartheid era, and as such, it was unavoidable to use the racial categories defined in the South African Population Registration Act of 1950 in order to differentiate between the various racially divided groups. Under the Apartheid regime, this act classified people in South Africa as follows:

Bantu or Native: Native Africans of colour, referred to in this research simply as Africans because of the offensive connotations of the word Bantu in Apartheid ideology.

Coloured: Persons of colour who have origins from the other population groups or from other countries, predominantly South East Asia.

Indian: Persons of colour who have their origins in India.

White: Fair-skinned persons, predominantly of Caucasian origin.

The term Black is used in a generic sense to refer to all the previously disadvantaged groups namely: Africans, Coloureds, and Indians. In the past two decades, the political and social consciousness of the oppressed classes



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in South Africa produced this self-definition which was descriptive of their desire to unify in the common project of dismantling apartheid. This emancipatory self-definition was radically dissimilar to the racially inspired social constructs dictated by the South African State (Nkomo, 1990:2).



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CHAPTER ONE

BACKGROUND OF STUDY

Antonio Gramsci's central and ongoing concern was the revolutionary transformation of Italian society from that of fascism to that of socialism. He spent most of his active political life opposing the Italian government, which landed him in prison for the remaining ten years of his life until his death in 1937. In his writings from prison, he reflected on the struggle between fascism and socialism through his aphorism that:

The crisis consists precisely in the fact that the old is dying and the new cannot be born; in this interregnum a great variety of morbid symptoms appears (Hoare et al., 1978:276).

Gramsci may well have been addressing contemporary politics in South Africa because in the present transitional phase between two political orders in South Africa, there is a struggle for increased control and self-determination by a wide range of movements and institutions in order to define the nature of the new order in South Africa, not only within the domain of the Government of National Unity, but across all dominant power constellations including universities, private enterprise



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and international agencies. A transition away from apartheid is thus underway and irreversible.

The struggle for the "new order" can be hampered by a number of constraints, therefore, South Africans currently engaged in educational research should be wary of what Gramsci refers to as "morbid symptoms" in the interregnum. Educationists and other interested parties involved with the planning of "education for liberation", i.e. an education system which is socially worthwhile and which offers political empowerment, should rather pursue a more critical research agenda. They should not, however, be deceived about the constraints, for although South Africa now has a political settlement, options for the radicalization of education are likely to be seriously circumscribed. Thus, the struggle for liberation education cannot be coincidental with the advent of majority rule. Education struggles should, therefore, be continued through the period of majority rule so that the politics of racial education might be substantially displaced by a pedagogy which is self-critical, self-conscious, and guided by the discourse of possibility. One such "morbid symptom" in the South African interregnum, before the historic elections of April 1994, which threatened to undermine education for liberation was an attempt at an educational conspiracy.

This conspiracy by the Department of National Education attempted to perpetuate the ideological hegemony of the apartheid era by attempting to gain control of education. Its strategy was the introduction of a



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discussion document in November, 1991 namely: "A Curriculum Model for Education in South Africa" (Dept. of National Ed., 1991).

This model was condemned for a number of reasons¹, but, Jansen (1991:1) in a paper delivered at Braamfontein, simply dismissed it on the basis of its undemocratic consultative "process". As in the past, the education policy making machine in South Africa was limited to an exclusive elite, giving rise to a top down approach to the planning of education and excluding the masses from having any input in this process. He therefore argued, that to ignore the education organs of the mass democratic movements, such as the National Education Coordinating Committee (NECC), the African National Congress's (ANC) education desk, teacher unions, labour unions, etc., defines the document as politically illegitimate.

The likelihood existed that this model could have been adopted, in part or in its entirety, in schools prior to elections in April 1994, or that, once again, parts of it may still be adopted by the transition state in the interest of curriculum continuity. In this regard Carnoy and Samoff proclaim that:

historical structures condition the behaviour of
a state in transition, so that educational

¹ For a brief discussion of the more salient reasons, refer to chapter four. For a more comprehensive critique of CUMSA, refer to, "A Critique of the State's New Curriculum Model" presented by Dr. J. Jansen at a symposium hosted by project ABEL in Braamfontein, December 2, 1991.



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policy and politics have to be interpreted with reference to the outgoing state (Carnoy et al., 1990:198).

The document does however represent a shift from the rigid apartheid ideology and insists upon the ability of the child to think critically. However, "in terms of ideology, it could be shown that the fingerprints of Christian National Education (CNE)², and its expression in education theory, Fundamental Pedagogics (FP), are found all over the document" (Jansen, 1991a:5). This strategy has a striking precedent in the United States context, a phenomenon which Apple (1989:119) calls an accord, that is, "an historic compromise in which dominant groups maintain much of their economic, political, and cultural power by incorporating under their own leadership parts of the perspectives of competing or dispossessed groups".

The interregnum is currently being characterized by the work of revisionist writers who are engaging school subjects across the curriculum in South Africa. Yet physical education is not seen to be a part of the dynamism of this transitional epoch and is least likely to be stripped of its political innocence or mobilized for a role in a more flexible and appropriate education system. This lack of interest in transforming PE could possibly be ascribed to a number of factors namely:

2 For more information refer to chapter 3.



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* The low status of the subject in Coloured schools, which was possibly due to a lack of resources and because the PE periods were used to teach academic subjects to make up for time lost during the political uprisings.

* PE was not part of the curriculum at African schools.

* The fact that PE was not taught at African Schools and neglected at Coloured schools³, resulted in Black academics failing to recognise the political potential of PE at White schools ie, that PE was linked to military preparedness.

* White academics in general were satisfied with the PE programmes offered at their schools because it offered their students access to life long health and wellness as well as the opportunity to develop sport skills. Few of these academics were aware of the fact that PE played a major role in the transmission of apartheid ideology⁴.

Yet PE could play a vital role in promoting primary health care and developing sport skills for personal development as well as for nation-building in previously neglected Black townships. Topics for curriculum revision have been, and are more likely to be, subjects such as history and languages (Bozzoli and Delius, 1990; Eastman, 1990) and science and mathematics (Jansen, 1990b; Slammert, 1991). It is, however, a strategic time in which the

³ See chapter five.

⁴ Refer to chapter four.



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development of a radical pedagogy for physical education must also contribute to progressive social change.

A fundamental change in physical education policy has to get underway during this present period of transition in South Africa, because it is mainly in former White schools that resources are available and that the subject is vigorously taught, possibly because it was linked to military preparedness at some of these schools.

The hitherto indifference of physical education to political change may be ascribed to Gramsci's pronouncement of "morbid symptoms". One such symptom in contemporary South African debates on physical education after the historic elections of 1994, is the centrality of politics, that is, historical structures which serve as determinants of current curricular arrangements. This can be explained as attempts by the present State to reconstruct the curriculum, being confronted by social conflict over the nature, purposes and content of education. The primary source of this conflict, is the reproduction of prestigious academic curricula from the apartheid era (continuity) versus moving towards radical curriculum policies (change). The primary sites of this conflict are located within the State bureaucracy (with the inheritance of bureaucrats sympathetic towards the policies of the outgoing regime) and between the State and different curriculum agencies, such as teacher unions (refer to page 62 for a more detailed discussion). The following are examples of such determinants:



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* The limitation of political options during the transition period. In this regard, the South African Democratic Teachers' Union (SADTU), is concerned with the inheritance of bureaucrats from the previous regime, who hold key positions and who are seen to be delaying progress (SADTU NEWS, 1995:6).

* The inherited educational system and the privileged status of an elitist curriculum. The inherited curricula, a vehicle for the reproduction of apartheid ideology, have been temporarily revised and are currently being implemented, and is a major cause of concern for SADTU. SADTU'S secretary, Ms Mandy Sanger, recently published the following statement in their news bulletin:

Curriculum change does not happen overnight and at the rate we are going in SA the real danger is that we will be weighed down with the burden of reformed CNE for a long time because of "structural problems with implementation".

The bureaucrats are quite happy to pass off subject review as curriculum change because it does not even begin to rock their boat. In fact, they are enthused by it all as they now have an opportunity to gain legitimacy in schools as being part of the new which is really the old. (Sanger, 1995:3).

* A further determinant is the reluctance of certain physical education officials from the former Cape Education Department (privileged group), as well as certain of their physical education teachers in the Wellington and South Cape regions (where recent curricular discussions took place) to negotiate a new and democratic curriculum. Also the reluctance of all teachers of physical education



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(irrespective of former racist groupings) to let go of a core CNE curriculum, mainly because of their lack of knowledge of a critical pedagogy and their inability to plan their own curriculum.⁵

* The indifference of physical education to political change may also be ascribed to the many socio-political constraints which operate at former disadvantaged schools and which limit the teaching of physical education as process. Some of the constraints which are described below, are also largely responsible for physical education either being abandoned or treated as a free period at most of these schools.

* An appraisal of apartheid education reveals glaring inequities between the four former ethnic departments of education. This applies to teacher-pupil ratios, to teacher qualifications, per capita funding, equipment, buildings, facilities, books, etc. and, as a result of the inequities, it is a factor in the poor results which emanate from such a state of affairs (S.A.I.R.R., 1992/3). Along all of those dimensions White schools had a bigger slice of the cake, while Indian and Coloured schools were better off than those for Africans.

* It is virtually impossible to carry on with a vigorous physical education programme when malnutrition is as widespread as it is among disadvantaged communities. The executive director of Operation Hunger, Mrs. Ina

⁵ Taken from a talk on "Recent Developments in Physical Education Policy" by SADTUs Western Province co-ordinator for PE, Wayne Alexander, 12 May 1995 at the University of the Western Cape.



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Perlman mentions that in 1985 as many as 1.5 million people were on the verge of starvation, and that rural hospitals were reporting as many as sixty hunger related deaths a month (SAIRR, 1986:798). The report also mentions the prevalence of malnutrition in squatter camps and that, "in the absence of major structural, political and economic reforms", it is doubtful whether any solutions could be found to eradicate the problem.

* Black schools were adversely affected by the political uprisings nationally, because students at these schools were directly involved with the struggle against apartheid. Since 1976 they were subject to frequent breakdowns, police and military presence on campuses with students and teachers often being detained. This political crisis was one of the chief causes of student drop-outs and higher failure rates. It is also one of the chief reasons why physical education and other non-examination subjects have been abandoned at the majority of these schools in favour of "making up" lost time. Although a political settlement had been negotiated by 1994, and violence has abated, schools are still in a state of crisis due to, inter alia, a lack of resources, qualified teachers and a culture of non-learning.

* A shortage of, and in some cases a lack of suitable public recreational facilities in township areas are a contribution towards conflict, tension and even violence (Human Sciences Research Council, 1982:87).



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* The housing shortage, which escalated during the Apartheid era has resulted in a large percentage of the South African population having to live in squatter camps. Inadequate sanitation in such areas has resulted in widespread disease and related health problems, which has consequences for the planning of physical education syllabi in such areas.

* The lack of suitable control of violence and police visibility in the majority of townships and squatter camps have dire consequences for an authoritarian approach to the teaching of physical education.

Against this backdrop of "morbid symptoms", the object of this study lies in its contribution to a critical analysis of physical education in South Africa and the provision of a framework aimed at its reconstruction, ie, a physical education curriculum which meets the needs of the people it serves: (one that takes into account both its health potential and the numerous constraints affecting the subject at most schools). Finally, in keeping with Gramsci, the interregnum, which can be compared with our present period of political transition, is more than an occasion for the expression of morbidity, it is also a strategic moment in which to become dynamically enthused with the transformation of the old political order.



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CHAPTER TWO

DESIGN AND SCOPE OF THE STUDY

2.1 THE RATIONALE FOR THE STUDY

The functionaries of the former State were responsible for the drawing up of core syllabi for all school subjects, including that of physical education (PE), in South Africa. This syllabus was then handed down to the various racially divided departments of education, who could add to the core according to the demands of local conditions. An analysis of the State's physical education syllabi will reveal however, purposes other than those espoused by its objectives, viz., a conception of physical education for social control.

Within disadvantaged areas, the curriculum is constrained by a range of limiting factors such as inadequate facilities for physical education, poorly trained teachers, a low status of the subject matter and a generally negative attitude among teachers, students and principals to physical education. These and a host of socio-political constraints have contributed to physical education being abandoned at most schools in former African townships and neglected at most schools formerly classified as Coloured⁶. Within schools formerly classified as White,

⁶ A case study conducted by W Kloppers (1990) on six Black and six White schools in Cape Town, revealed that physical education was not taught at African schools, neglected at former Coloured schools & taught at former White schools.



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physical education presently enjoys a relatively high status and is taught at all of these schools. The former PE curriculum at these schools also encouraged what could be called the "militarization of physical education"⁷. Christian National Education Programmes of Youth Preparedness (YP), Veld Schools, and Cadets were programmatic expressions of the PE curriculum. This is borne out of the fact that they openly declared linkages between physical and military "preparedness". Accordingly, the former Cape Education Department's YP Programme proclaims that:

The physical preparedness programme of the school should therefore precede that of the young man who has to undergo military training (Cape Educ. Dept., 1981: 18).

Secondly, this programme also promoted the development of sport activities within the ambit of physical education:

Fitness and physical preparedness, therefore, are the aims in the syllabuses, but regular exercise is essential for maintaining physical fitness ... A well planned and organised programme of sporting activities should regularly supplement the PE programme (Ibid:4).

By denying African students the opportunity to participate in these programmes, the State also excluded them from the ideology transmitted to White students. It

⁷ Refer to chapter four for further information on the militarization of physical education.



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also denied the African students access to physical education and adequate health opportunities which it afforded the other groups in varying degrees. This is evident in the composition of most of the provincial and national sport teams which are predominantly White.

2.2 RESEARCH OBJECTIVES

In view of the existing crisis in education within South Africa, it may be useful to heed the call made at UNESCO's 1961 conference on education in Africa where it was observed that all education curricula in Africa should be reformed:

The content in education in Africa is not in keeping with either existing African conditions or the postulates of political independence... but is based on a non-African background (Jansen, 1990:330).

The conference also recommended that:

African education authorities should revise and reform the content of education in the area of curricula, textbooks and methods, so as to take account of the African environment, child development, cultural heritage ... (Ibid).

The general purpose of this study is therefore to provide a critical analysis of physical education in Apartheid South Africa, up to 1994, including the first two years of transformation, namely 1995 and 1996, by firstly examining its links to ruling class ideology via the Christian National Education programmes of Youth



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Preparedness, Veld Schools and Cadets, and secondly by examining the consequence of this ideology for pupils at former White schools. This study will also examine the socio-economic conditions and resources employed in physical education across the racial divide in the transition to education equality. Based on these analyses, a proposal for an alternative conception of physical education for liberation will be offered. It is hoped that this conception will have the characteristics of a curriculum which is both socially relevant and offers political empowerment in the move away from an oppressive apartheid system, during this important phase of transformation of South African society. The theoretical framework adopted will therefore be governed by a need to revise and reform the content of physical education in South Africa, so as to take account of, inter alia, the African environment, cultural heritage, child development and social constraints which were born out of the apartheid system. It is important to anticipate, debate and work through these concerns, so as to facilitate the transition to an egalitarian society.

2.3 RESEARCH DESIGN

This study is essentially a critical theoretical analysis, which unfolds in the following chapters, namely:



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1. Chapter three which examines the ideology of Christian National Education and its links to Fundamental Pedagogics and Positivism, in order to determine the ideology underpinning apartheid education and to contrast this ideology with that of critical pedagogy. It is hoped that a critical pedagogy will inform a new educational dispensation.

2. Chapter four, which is a critical analysis of physical education in South Africa and which will address the following topics:

- * The status of physical education in South Africa.
- * Historical-theoretical perspectives on the state of physical education.
- * The institutional status of physical education.
- * The political significance of physical education.
- * The CNE programmes and its relationship to PE.
- * The girl's core PE syllabus and social control.
- * The PE curriculum and the current state of affairs.

3. Chapter five, which is an investigation into: the resource differences in equipment and supplies, facilities, qualifications of teachers, class size, etc. for physical education in the former racially divided system; the educational and political responses of physical education



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teachers to the traditional curriculum; and to examine the conceptions among these teachers of the role of physical education in a new dispensation.

4. Chapter six, which offers a rationale for a new conception of physical education in South Africa.



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CHAPTER THREE

CONTRASTING IDEOLOGIES OF SCHOOLING

INTRODUCTION - THE CONCEPTUAL FRAMEWORK

THIS CHAPTER CONSISTS OF:

* An analysis of Christian National Education (CNE) and Fundamental Pedagogics (FP), (and their relationship with Positivism), which formed an ideological cornerstone for the social disintegration, political subjugation and economic exploitation of Black South Africans.

* An overview of the foundational principles of critical pedagogy .

Within this framework of CNE, FP, positivism and an overview of a critical pedagogy, it will be shown that the CNE programmes of Youth Preparedness, Veld Schools and Cadets declared openly its linkages to physical education and military preparedness. These programmes have also been designed to teach CNE values and were therefore instrumental in fostering and bolstering a racial ideology in South Africa. Christian National Education and Fundamental Pedagogics are therefore central to the problem of this thesis and therefore warrants an in-depth analysis. Yet, in discussing critical pedagogy, it is also hoped that key elements for the reconstruction of physical education in its thrust away from positivistic research methods for future development, will be identified so that it can bring us closer to the democratization of the process of



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curriculum development and change in physical education, which is discussed in the final chapter.

3.1 CHRISTIAN NATIONAL EDUCATION AND THE ROLE OF FUNDAMENTAL PEDAGOGICS IN THE FORMULATION OF EDUCATIONAL POLICY IN SOUTH AFRICA.

Dates and historical facts in this section have been informed by the writings of: Rose and Tunmer (1975); Beard and Morrow (1981); The Sprocas Document (1971) and Enslin (1984, in Kallaway: Apartheid and Education).

Christian National Education originated in the Calvinist oriented education of the 16th-19th centuries. At the time, education was part of the function of the church, and one of its main functions was to produce reformist Christians of a particular denomination. This concept was brought to South Africa by early European settlers and survived among the Dutch-speaking population right into the 20th century, despite the fact that most of the world changed to a secularized system of education in the nineteenth century (Sprocas, 1971:74).

CNE first emerged significantly in South Africa at the time of the Anglo-Boer War (1889-1902), in response to the defeat of the Boers by the British. The Afrikaners now not only had to contend with the indigenous people and slaves brought into the country from the east, but also with the English settlers, in order to preserve their culture



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against imperialism. This resulted in the establishment of some 200 private CNE schools in the two defeated republics, with the specific aim of protecting the Afrikaner language, religion and culture. After the introduction of self-government in the two former republics (1907/1908), CNE did not re-emerge in any significant way until the middle of the century. This time however, CNE did not emerge against British Imperialism, but for its own imperialistic gains, i.e. for the subjugation and economic exploitation of other racially divided groups in South Africa. Therefore, in 1948 and 1951, two important documents served to clarify the revised principles and particular view of CNE.

The first document, "The Christian National Education Policy of 1948" (Rose & Tunmer, 1975:119-128), professes to be a policy for white Afrikaans-speaking children, but it has had far-reaching consequences for the education of all South Africans. The preface to this policy document stated: "We want no mixing of languages, no mixing of cultures, no mixing of religions, and no mixing of races. The struggle for the Christian and National school still lies before us".

Articles 14 and 15 of this policy document are significantly paternalistic.⁸ Black education is seen as the responsibility of "white South Africa" or more specifically of the "Boer Nation as the senior White trustee of the native", who is in a state of "cultural

⁸ Refer to appendix one for a review of articles fourteen and fifteen of this policy document.



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infancy". A subordinate part of the vocation and task of the Afrikaner is to "Christianize the non-white races of our fatherland". It is a sacred obligation of the Afrikaner to contextualize Black education within Christian National principles. Under the guise of Christianity, the Afrikaners stamped their superiority over the other racially divided groups, and this exploitation was essential for the reproduction of labour power.

The second document, the 1951 "Commission of Inquiry into Education in the Province of the Orange Free State" (Rose & Tunmer, 1975:107-112), demanded "the positive acceptance of the Christian principle as education policy ... and the thorough permeation of our schools with the Christian atmosphere", and that "a nation which neglects the national principle in the education of its youth is doomed". This is defined as "attachment to and appreciation of the nation's possessions, its religion, its indigenous culture, love for one's own language, which ought to serve as the medium of instruction, and for a one and only fatherland".

This document was merely echoing the views of the dominant ideology, as expressed in the CNE policy statement, and that is the justification of racism.

In summing up the CNE policy document, we can conclude that it was a Calvinistic, South African philosophy of education which was only for those who shared the life and world-view on which it was based, and which stood for:



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- * Education segregated on the basis of racial classification.
- * Nationalism for each group.
- * Mother tongue education.
- * Black education being organized by whites.
- * The exclusion of Blacks from sharing the economic wealth of the country.
- * The acceptance that these policies were Christian.

3.1.1 THE INFLUENCE OF CNE AFTER 1948

The practices underpinned by the CNE philosophy of 1948, cannot be justified educationally. To put such an philosophy into practice, an educational strategy had therefore to be formulated which could consolidate and underpin such a political dispensation. A political platform had first to be created. Therefore, after 1948, people were officially classified into population groups and shunted into group areas. The stage was then set to formulate a series of educational sub-systems⁹, so that each population group could develop and cherish a love for their own (Van den Berg, 1983:72). All of these racially divided sub-systems were permeated by CNE principles which were deliberately inferior by design in order to perpetuate the economic domination of Blacks by Whites. The 1967

9 *The educational subsystems are in accordance with:*

- *The Bantu Education Act of 1953*
- *The Coloured Persons Education Act of 1963*
- *The Indian Education Act of 1965*
- *The National Education Policy Act of 1967*



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National Education Policy Act had a central role in this domination. This act ensured uniformity of White education within the four Provinces. Prior to this act, each province legislated its own education policy. It is this act, in collaboration with state bureaucracies, which was responsible for education policy for all South Africans, Black and White, without consulting the masses. Educational syllabi which were instituted during the apartheid era, were thus anti-democratic in their constitution. That is, the conceptualization, regulation, development, and evaluation of school syllabi, including that of physical education, were in hands of a white hierarchy, thereby effectively insulating the curriculum from the influence of teachers, parents and students across the racial divide. A most important consequence of such centralization of the school curriculum was that it allowed education to become an instrument for the direct control by the State and its ideological agenda of Afrikaner Nationalism and racism, as stated in the 1948 CNE Policy Document. We can therefore safely conclude that the 1967 National Education Policy Act¹⁰ was based on a specific Christian National world-view.

10 Because curriculum change does not happen overnight, the current South African Minister of Education, Prof S. Bengu, instructed that all existing syllabi be reviewed and temporarily revised for the present. In essence then, the present syllabi are to a large extent still based on the former CNE world view.



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3.1.2 THE LINK BETWEEN CNE AND POSITIVISM

Morrow (1989:40-43), makes a strong argument for an overlap between the 'grammar' of CNE and Positivism in spite of what appears to be profound differences between these two movements. By 'grammar' he is referring to the "underlying assumptions out of which an argument arises; the background against which an argument makes sense and carries whatever criteria it does".

Positivism is a theory of education which rejects theology and metaphysics in favour of knowledge based on the scientific observation of natural phenomena (Longman, 1982:761). In South Africa, positivism has had, and probably still has, profound effects on political thought and schooling, although its supporters deny that they are defending a political position, it will be seen that in spite of these denials, Positivism is far from politically neutral. This section will therefore endeavour to prove the relationship between CNE and positivism.

According to Morrow (1989:41-43), the main target of the positivist programme during the 1920's and 1930's was 'old style metaphysics' which included in its armoury the Verification Principle and which turned out to be one of the most aggressive weapons in its arsenal. The Verification Principle, i.e. empirical verification, proposed that unless a statement was in principle verifiable, it must be rejected as meaningless. And that this kind of empirical verification proposed that there is a logical



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gulf or divide between what was 'in the world', and the human understanding of that world. In other words, 'facts' and 'things' are 'out there' in the world which are independent of human understanding and which had only to be named.

The Verification Principle had to be progressively modified because it led to counter-intuitive results such that, "all moral and political convictions, all aesthetic and religious utterances, and much that is most significant in human life and thought is, on the strong interpretation of the principle, strictly meaningless".

Morrow refers to this gulf between what is 'in the world' and the human understanding of it, as the 'Great Divide' between 'facts' and 'values' and that each could be used as labels for the two pigeon-holes of the 'Great Divide'. Philosophies of education are located in the 'values' pigeon-hole because it cannot be determined by scientific methods, nor are they verifiable. Philosophies of education can therefore be conceived of as "either something personal or as something particular to particular groups of people, particular to particular cultures" (Morrow, 1989:42).

In considering and comparing the relationship between CNE and Positivism, Morrow has the following to say, that in the language of Positivism, 'philosophy of education' is for CNE, as we have seen, firmly in the 'values' pigeon-hole. Furthermore, "both positivism and CNE presuppose that there can be a framework of thinking which can



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accommodate a variety of 'philosophies of education' ". CNE does not however spell out the nature of this framework, whereas Positivism is quite clear that this framework is 'scientific'. Nevertheless, the grammars of the two movements are in agreement in respect of this assumption and that this explains why CNE and Positivism can join hands (Morrow, 1989:43).

3.1.3 THE LINK BETWEEN FUNDAMENTAL PEDAGOGICS AND POSITIVISM

Fundamental Pedagogics (FP)¹¹, which purports to be an approach to educational theory, can be considered the 'theoretical bed-fellow' of CNE. It emerged from the same educational constituencies that supported CNE and apartheid education. It was the theoretical framework adopted by educational bureaucrats for the domination of all levels of education in South Africa. It has been enforced at colleges of education and extensively taught and defended at some of the more conservative universities in South Africa.

The central problem with FP as a theory of education is that it tries to convince us that education is a value-free science which can discover and teach universally valid knowledge about education. This is also the key to understanding the nature of its relationship with CNE,

11 For a broader critique of Fundamental Pedagogics, see P. Beard and W. Morrow, Problems of Pedagogics (Durban and Pretoria, 1981).



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because the two grammars, that of CNE and FP, coincide with that of Positivism in their understanding of the nature and logical status of 'philosophies of education', and that is that these 'philosophies' can be placed in the 'values' pigeon-hole and that therefore they cannot be universal and must be particular to particular groups of people.

In order to substantiate the above, it is necessary to investigate the allegations made by Pedagogicians (i.e. 'scientists'), that there is a marked difference between scientific and post-scientific practice in the sphere of education. According to Viljoen and Pienaar, this scientific practice:

... aims at discovering the essential structures of the world and providing findings, not only of significance to himself, but which are of universal validity (Viljoen et al., 1997:7).

The 'scientist' can only achieve this aim by, "setting aside all faith, dogma, opinions, theories and philosophies of life and the world" (Morrow, 1989:38):

* The pre-scientific (pre-reflective) life-world in which the original phenomena (the essences) reveal themselves, and which rouse the wonderment of the scientist.



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* The scientific reflection on the phenomenon and the universal, verifiable logically systemized body of knowledge offered by such reflection.

* The post-scientific meaningful implementation of this body of knowledge in society (Morrow, 1989:10).

Central to a critique of this 'scientific practice' is the exclusion of values from the scientific stage. This means that the extrinsic aims, beliefs, values or world-view of the 'scientist' must be abandoned in the scientific stage in favour of the "universally verifiable, logically systemized body of knowledge", as it appears in the "empirical life-world" of the pre-scientific stage. However, Viljoen and Pienaar suggest that at the post-scientific stage, the 'scientist' "may choose to implant the new knowledge he has gained back into the life-world of every day, and by so doing enrich the culture of the group to which he belongs" (Viljoen et al., 1971:10). Consequently, the 'post-scientific practice' *cannot be universally valid*. The grammar of this consequence is clearly expressed by Viljoen and Pienaar:

Pedagogics, which is ... an autonomous science ... provides the opportunity for people holding different philosophies of life to establish their educational systems on the truths revealed (Morrow, 1989:94).



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Morrow underscores the grammar of FP as being based on the 'Great Divide' and that it is central to both Positivism and CNE:

It doesn't much matter to them (Viljoen and Pienaar), as it doesn't matter to Positivism, whether we say that 'philosophies of life' are 'personal' or 'cultural', but whichever way we take it, they are firmly in the 'values' pigeon-hole of the Great Divide. That this grammar is in harmony with that of CNE is perfectly clear (Morrow, 1989:46).

He concludes, that although the proponents of FP conceive of their movement as opposed to Positivism, there are important areas of overlap and one crucial way in which they differ:

- * Both view the relation between language and the world (facts or phenomena) as contingent.
- * Both accept the 'Great Divide'.
- * Both underpin the idea that there can be a scientific, and therefore a universal, framework of thinking, or educational policy, which can accommodate the cultural values of various groups of people.
- * One decisive way in which the two movements differ from each other is that whereas Positivism uses the



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verification principle for distinguishing between the two parts of the 'Great Divide', FP assumes that the phenomena will be 'revealed' to us in the pre-scientific stage (Morrow, 1989:48).

3.1.4 FURTHER CONSEQUENCES OF FP FOR EDUCATION IN SOUTH AFRICA

For an adequate theoretical understanding of education in South Africa, questions both moral and political, are essential in all three stages of scientific research in education. Enslin makes an important connection between FP and CNE:

In the end one is left asking what the purpose of the scientific stage can be if it cannot examine critically the vital questions of the values in operation at the pre- and post-scientific stages, in the South African case, the highly controversial CNE policy (Enslin, 1984:144).

While the science of FP claims that it can offer us neutral and universally valid knowledge about education which is free of both "metaphysics and dogma" and an ideological approach to educational theory, it has proven just how historically bounded and biased it is by making claims to being the only reliable or authentic way of



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studying education. The objective of this 'science', therefore, is to legitimate CNE ideology:

This Fundamental Pedagogics does by endorsing CNE and the values it espouses as the accepted policy on education, and by excluding the questioning of CNE as a legitimate theoretical activity. Thus, the red herring of FP makes its contribution to the reproduction of the dominant ideology (Ibid).

Contrary to our expectations, Fundamental Pedagogicians emphasize that values are very important in relation to education, but their brief is for education as practice as against education as theory, which they claim to be a scientific undertaking.

Another contention of FP is the behaviouristic claim that 'adulthood' is the overarching aim of education:

Education is a particular occurrence in accordance with accepted values and norms of the educator and eventually also of the group to which he belongs. He is engaged in accompanying the child on the way to self-realization, but this realization must be in accordance with the demands of the community and in compliance with the philosophy of life of the group to which he belongs. In this way the South African child has to be educated according to Christian National Education Principles (Viljoen et al., 1971:95).

Morrow (1990:5) refers to the successful social engineering which, in the case of apartheid, appeals to a plausible theory, that different 'population groups' have



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different and incompatible 'cultures' which he says is a convenient myth and one which occludes the thought that the artificial separation of 'population groups' might itself spawn separate 'cultures'. This, he says, is the myth which underpins the theory of education, called FP. 'Adulthood', to which the child is guided and for which it is being moulded, must be interpreted appropriately in the light of the divergent and incompatible founding traditions and convictions of those who hold various 'life-and-world views'. Thus, he concludes that education must be an 'own affair', and the aims of education must, for plausible theoretical reasons, be different for different 'population groups'.

Furthermore, to claim that adulthood is the aim of education, is a misleading concept of education. This can be seen by considering its implications, which are, that education can only take place during childhood and that education cannot take place during adulthood. The latter are false. However, the former is controversial because language provides the vehicle by which education takes place, and during the former years of childhood, language is a slow process which is acquired by training as opposed to education. The same can be said for conceptual schemes, such as critical thought, objectivity, discipline of mind and behaviour etc. which are criteria for what it is to be educated. Human beings are not born with them, they acquire them gradually in interaction with those who already possess them, thus the possibilities of their



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education are bounded by whether they already possess the relevant conceptual schemes (Morrow, 1989:18-19).

Further suppositions of FP for education in South Africa are that it has been hugely successful in persuading the vast majority of educationists and students that education and politics are separate. As Kallaway puts it:

The unwritten aim of FP has been to "depoliticise" the field of educational studies ... to find a language and a structure that would allow the appearance that the study of things educational had been taken out of the market place of ideas, of economic pressures, political conflict and ideological contestation (Kallaway, 1984:163).

It is reasonable to then suppose that a person who has been extensively exposed to a specific theory of education, could to some extent be affected precisely by the things which she or he is committed to. This closed circuit phenomenology could very well invite the pooling of ignorance.

In addition, FP also postulates that the child is born in sin, therefore the aim of all education is redemption. The child should therefore be submissive to the highest authority, and that is God. Within the school situation that authority is placed in the teacher (Rose & Tunmer, 1975:121-123; Beard & Morrow, 1981:120).

Finally, Enslin (1984:145) says: "Ironically, instead of a theory which could, as promised, provide a means of breaking away from ideology, in FP we have in Althusserian



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terms, ideological practice masquerading as theoretical practice".

The problem in South Africa before the 1994 national elections was that the Nationalist Party wanted to maintain their position of dominance in education, inter alia, by putting forward "A Curriculum Model for Education in South Africa" (CUMSA, 1991). The purpose of this model could have been to ensure that their influence and relevance would not be marginalised in a new political dispensation.

In chapter four therefore, it will be shown "that the fingerprints of Christian National Education and its expression in FP are found all over the document" (Jansen, 1991a:5). Blacks, on the other hand, have talked about "Education for Liberation", but in the absence of any solid foundation of a pedagogy of liberation at most teacher training institutions and universities, South Africans may be forced to rely, as some of the former colonized countries in Africa, on the infrastructure of a colonial educational system. Thus, the concerns of critical pedagogues is of great importance to the development and restructuring of education, and in the interest of this research, PE in this period of transition in South Africa. The next section therefore deals with a brief explanation of critical pedagogy and this perspective of educational theory in the South African context.



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3.2 AN OVERVIEW OF THE FOUNDATIONAL PRINCIPLES OF CRITICAL PEDAGOGY.

This section has been adapted from the writings of Peter McLaren, specifically his book "Life in Schools" (1989). The sections which were adapted, were: Politics, Culture and Economics. It has also been informed by interviews with Henry Giroux and Dan Marshall in the Department of Curriculum and Instruction at the Pennsylvania State University, who share similar views on the basics of critical pedagogy. They agree that "Life in Schools" is an acceptable rendition of critical pedagogy.

Critical pedagogy first emerged significantly in the mid 1970's in North America. However, it owes a profound debt to its European forefathers. A number of critical educational theorists continue to draw inspiration from the work of the Frankfurt School of Critical Theory which had its beginning before World War II in Germany's Institute for Social Research (McLaren, 1989:159).

Presently, literature on schooling abound with conservative and liberal perspectives, in effect, schools were seen as:

agencies of social and cultural reproduction, exercising power through the underlying interests embodied in the overt and hidden curricula, while at the same time offering limited possibilities for critical teaching and student empowerment (Aronowitz and Giroux, 1993:139).



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Only a small minority of Marxists and critical theorists within the academic community have challenged a lot of what is otherwise accepted and taken for granted in schools. In this overview, a different analysis of schooling is examined, an analysis of critical pedagogy which does not reside solely in empirical verification of its theories, rather, as the American philosopher John Dewey suggested, "it is the distinction between education as a function of society and society as a function of education" (McLaren, 1989:158). This choice needs to be examined: "do we want our schools to create a passive, risk-free citizenry, or a politicized citizenry capable of fighting for various forms of public life and informed by a concern for equity and social justice"? (Ibid). Critical pedagogy then, has started to provide a radical theory and analysis of education, by examining schools both in their historical and existing social context. It also poses a broad spectrum of "important counterlogics to the positivistic, ahistorical and depoliticized analysis employed by both liberal and conservative critics of schooling" (McLaren, 1989:159), an analysis which is visible in the training programmes at some of our colleges of education and universities in South Africa. "Critical pedagogy does not, however, constitute a homogeneous set of ideas; rather, it is united in its objectives to empower the powerless and transform existing social inequalities and injustices ... Critical pedagogy also provides historical, cultural, political and ethical direction for



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those in education who still dare to hope and who are committed to the side of the oppressed ... and since history is fundamentally open to change, liberation is an authentic goal, and a radically different world can be brought into being" (McLaren,1989:160). What follows then is a brief review of these foundational principles of politics, culture and economics.

3.2.1 POLITICS

Critical pedagogues have been saddled with the major task of disclosing and challenging the role that schools play in our political and cultural life. These theorists see schools not only as instructional sites, but also as cultural arenas where a diversity of ideological and social forms often clash in an unrelenting struggle for dominance. In this regard, "they analyze schools in a twofold way: as sorting mechanisms in which select groups of students are favoured on the basis of race, class, and gender; and as agencies for self and social empowerment" (Ibid), a theory which is endorsed by Bowles and Gintis:

... high qualifications, in and of themselves, do not lead directly to highly paid jobs... the main factors accounting for occupational reward are the individual's class of origin, his race and sex (Bowles and Gintis, 1981:185).

Teachers should therefore understand the role of the school in "joining knowledge and power", in order to use that role to move students from a naive to a "critical



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attitude". They should also be aware of the fact that, the traditional view of classroom instruction as a neutral process, clinically removed from the concepts of power, politics, history and context, can no longer be credibly endorsed. Richard Schaul puts it best:

There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes "the practice of freedom", the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world (Schaul, 1986:329).

3.2.2 CULTURE

Critical theorists see schooling as a form of "cultural politics", that is, "schooling always represents an introduction to, preparation for, and legitimation of particular forms of social life. It is always implicated in relations of power, social practices, and the favouring of forms of knowledge that support a specific vision of the past, present and future. In general, critical theorists maintain that schools have always functioned in ways that rationalize the knowledge industry into class-divided tiers; that reproduce inequality, racism and sexism; and that fragment democratic social relations through an emphasis on competitiveness and cultural ethnocentrism (McLaren, 1989:160-161).



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McLaren views culture as the particular way in which a social group lives and makes sense of its given circumstances and conditions of life. He also says that, we need to recognize how cultural questions help us understand who has power and how it is reproduced and manifested in the social relations that link schooling to the wider social order... and the ability of individuals to express their culture is related to the power which certain groups are able to wield in the social order (McLaren, 1989:171).

3.2.3 ECONOMICS

Critical theorists have criticised the neo-conservatives and liberals who have neutralized the term "critical" by laundering its political and cultural dimensions to mean "thinking skills", little attention having been paid to the purpose to which these skills are to be put. "The moral vision grounding such a view encourages students to succeed in the tough competitive world of existing social forms" (Op.cit.:161).

By specifying academic success in terms of creating workers who are submissive to authority, productive and patriotic, the state has also sidestepped any concern for nurturing critical and committed citizens. The state achieves this subjugation of students through a proliferation of state-mandated core curricula, which effectively de-skill teachers. Neo-conservatives have also rejected



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the view that schools should be sites for social transformation and emancipation, places where students are educated not only to be critical thinkers, but also to view the world as a place where their actions might make a difference.

Critical theorists also stress that any pedagogical practice demands a commitment to social transformation in solidarity with subordinate and marginalized groups, prior to a mastery of technical skills. Furthermore, they are critical of liberal and conservative critics who favour the interests of the dominant culture. By contrast, the critical perspective allows one to scrutinize schooling more insistently in terms of race, class, power and gender.

Critical theorists also challenge the assumption that "schools function as major sites of social and economic mobility. Rather, they agree that the economic returns from schooling are greater for the affluent than for the disadvantaged" (Ibid:162).

Central to their attempt to reform public education is a rejection of the emphasis on a curriculum based on scientific predictability and measurement. They reject the claim that schooling constitutes an apolitical and value-neutral process. In fact, they say, "that to argue that schools are meritocratic institutions, is a conceptual tautology: successful learners are those whom schools reward" (Ibid:163). In this regard Bowles and Gintis, in examining education in the United States, claim that:



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Low grades are related to creativity, aggressivity and independence and conclude that such traits are penalised by the school. They also found a number of characteristics which they argue indicate "subordinacy and discipline" associated with high grades and concludes that such characteristics are rewarded by the school (Bowles and Gintis, 1981:182).

Finally, McLaren (1989:164) says that Marxism has not been taken seriously as a means of social historical analysis. He claims that Marxist theorists are often subject to "knee-jerk Marxophobia", while most critical educational theorists work outside the orthodox Marxian tradition and do not consider capitalism an irrevocable evil. He does however agree that, "its pattern of exploitation has produced an economic rationality that infuses current thinking on social and educational issues which contributes to massive social problems". In order to ensure that all individuals have a voice in the surplus value which their labour generates, he argues that, "those responsible for our current brand of capitalism must be held morally accountable". He also argues that a new economic ethic is needed, "one that will help guide and eventually reshape economic policy in the interests of everyone, one with the vision of and power to counter the dehumanizing effects of modern supply-side capitalism".

This suggests creating a new discourse:

One that is informed by the Marxist project of social, and, hence self-emancipation but not limited by its fundamental categories. It is the



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legacy of this need to move beyond Marx, rather than rescue him from his critics and followers (Aronowitz and Giroux, 1993:113).

3.2.4 THE SOUTH AFRICAN PERSPECTIVE

Contrary to critical pedagogy, fundamental pedagogics believes that: firstly, ideas are not socially constructed, that all knowledge is apolitical and neutral and that schools are vast markets, warehouses for children, which recreate unequal social conditions. Critical pedagogy maintains that education is political and partisan and that schools are also centres of hope for democratic equality and resistance. Secondly, knowledge is stamped with the brand of class, race and sex. Therefore the South African education system was designed to reproduce class relationships and create people who are instruments of their own oppression. While critical pedagogy believes that there is always room to struggle for what is true, to gain and test knowledge. Thirdly, that the science of FP reproduces ruling class ideology by allowing the 'scientist' to implant the new knowledge which was revealed to him or her, back into the group to which s/he belongs. While critical pedagogy presupposes that teaching have ideological consequences, that is, ideology permeates all of social life and refers to the production and representation of ideas, values and beliefs and the manner in which they are expressed and lived out by individuals and groups.



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A critical pedagogy should replace the practices of indoctrination in education which stemmed from the National Party's CNE policy and should seek to:

- * Unmask oppression and domination through social inquiry.
- * Make people agents, able to gain and test knowledge on their own.
- * Demonstrate the liberating nature of collective inquiry and action.
- * Raise questions for reflection, and conditions for practice, so that ideas and practices can change, which will result in education becoming experimental and exploratory.
- * Forge a unity of learners.
- * Encourage people to examine the contradictions of their own surroundings. To ask the questions: What are the problems? Are our problems similar? Where do they come from? What can we do about them?
- * Dialogue, to gain and test the understanding of interrelated, interdependent, yet contradictory ideas.
- * Demonstrate that knowledge is partial, "a momentary grasp of ever-changing reality".
- * Ask people to take positions and rationally support them.



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- * Draw knowledge not only from the classroom, but also from beyond it.¹²

This chapter has revealed the role of Christian National Education and its 'bedfellow', Fundamental Pedagogics in the reproduction of apartheid education in South Africa and the counterlogics of a radical approach to education. In the next chapter it will be shown that Christian National Education has utilized physical education in White schools to foster and bolster a racist ideology and also to encourage a vigilant White militarism.



¹² These ideas were developed as a result of discussions with academics and students at Penn State University (USA) in 1993, where there is a strong school of resistant theorists.



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CHAPTER FOUR
A CRITICAL ANALYSIS OF PHYSICAL EDUCATION
IN SOUTH AFRICA

4.1 ON THE STATUS OF PHYSICAL EDUCATION IN SOUTH AFRICA

Physical Education (PE) faces a dual dilemma in South Africa, related to its institutional and political status. Politically, the significance of physical action is removed from the minds of most teachers and academics from any ideological motives other than in its contribution to physical development. PE is therefore more likely to be interpreted as important for its immediate utility rather than as symbolic of the political order. The hegemonic use of PE by the State was a more covert operation. Only marginal voices have struggled to raise protest about the politics of physical education, not simply in terms of the more common place categories of discrimination (such as the unequal distribution of resources along race or class lines) but on the grounds of political epistemology; that is, how the ways in which we teach and learn through the physical education curriculum are conditioned by the values, norms and beliefs of the broader social order (Hargreaves, 1976:5-10:164; Hendricks, 1991:213-233; Evans, 1990:155-169). Institutionally, physical education is a low-status discipline in schools, a "non-examination subject" for which the provision of qualified teachers and



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material resources is much less of a priority than for "academic" subjects. Yet politically, it has played a major if not covert role in developing a war psychosis in White students (see 4.5). Not surprisingly, therefore, radical academics and political activists in South Africa have by passed physical education as a strategic element in the process of social transformation.

Yet an historic opportunity exists to also insert physical education into the centre of the debate on curriculum transformation in South Africa. At a time when some progressive schools (such as St. Barnabas) and universities (such as the Western Cape) are rethinking the State curricula, physical education should be specially targeted for reconstruction. By way of additional theoretical perspectives, it is useful to clarify the current state of physical education in South African schools.

4.2 HISTORICAL-THEORETICAL PERSPECTIVES ON THE STATE OF PHYSICAL EDUCATION

Recent analyses of the school curriculum have done much to clarify the status of school subjects in contemporary society. One of the most interesting perspectives is provided in the work of Ivor Goodson, which can be called institutional histories of the school curriculum. Of interest to Goodson (1984:25-44) is how, within schools, subjects emerge and compete for status,



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resources and territory as a result of the advocacy of teachers and academics. Critical of the macro-theoretical work of Michael Young (1971:19-40) and others, Goodson (1988:X1) sees value in school-level studies which replace crude notions of domination with patterns of control in which subordinate groups can be seen actively at work. There are, however, three problems with Goodson's theoretical perspectives in the South African context:

* In highly centralized educational systems it would be of little advantage to follow Goodson's (1987:3-4) claim that professional conflicts over the school curriculum were determining factors in explaining the status of specific school subjects in the English context.¹³ Principal conflicts over school subjects (such as Afrikaans and History) in South Africa have involved an unlikely group of actors--namely students--for whom the alternative was to seek its implementation outside of the schools or as a parallel curriculum to official subjects (Jansen, 1989:125-133). True, the "alternative curriculum" did not directly change the nature of official school subjects, but it did signal different and important arenas in which the struggle to define and redefine school subjects take place, an arena which is not accounted for in institutional histories.

¹³ In the South African context the institutional perspective is useful to the extent that it clarifies the relative status of school subjects such as Physics (a high status subject) against physical education (a low institutional status subject) in both Black and White schools and (a high political status subject) at White schools during the Apartheid era.



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* Goodson seems to assume that the institutional status of a subject is in direct correlation with its political support. In South Africa, physical education faced a paradoxical situation in white schools: compared to other school subjects, physical education was accorded a low institutional status in terms of resource support, but was assigned a relatively high political status in terms of the ideological goals of the apartheid state. It will be seen later that this politicization of PE at White schools was used to further the aims of Apartheid. To ignore physical education's ideological content because of its institutional status, could also have ignored a significant arena for state control; on the other hand, to have overlooked its institutional position because of its conservative ideological legacy could also undermine the potential contribution of the subject to the process of radical change inside our schools. Therefore, both the ideological and institutional status of the subject have to be understood and redefined in order to further the goals of the democratic process against and beyond apartheid.

* Goodson fails to clarify the role of the state as a direct or indirect actor in the determination of the school curriculum in the developing world generally and in South Africa as the specific case of interest. South Africa's highly centralized racial tradition of curriculum development has been characterized by a very close alliance between the state and all-White professional organizations of academics. Consistently, White academics and allied



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bureaucrats were the principal agencies for giving specific content to the school curriculum; with these groups so slavishly following the ideological dictates of the former White Government, they often found themselves effectively acting as proxy for the state in education issues (Jansen, 1990b).

In contrast, then, to institutional perspectives is the work of Thomas Popkewitz (1987) and others (Apple, 1989; Carnoy and Levin, 1985; and Jansen, 1990a:) which could be described as social histories of the school curriculum. In this theory, "The history of school content is an intersection with social, cultural, political and economic interests that underlie the transformations and strains in a [nation's] institutions" (Popkewitz, 1987:3).

Placing the explanatory emphasis on the larger social order, this genre of curriculum history clarifies the determining role of the state and capital in shaping the school curriculum.

The observations which follow are therefore aligned more directly with the theoretical contributions of Popkewitz et al. (mentioned earlier), on the school curriculum and extends these social perspectives to the neglected arena of physical education as a school subject in the specifically racial architecture of South African society.



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4.3 ON THE INSTITUTIONAL STATUS OF PHYSICAL EDUCATION

In order to assess the possibilities of radical change in the physical education curriculum¹⁴, previously disadvantaged people need to be more precise about the nature of the problem or, as it may shortly become, "the inheritance" of the democratic movement. First, three problem areas in high school physical education which characterize the low institutional priority of physical education compared to other school subjects within the school setting, can be identified.

4.3.1 THE ALLOCATION OF INSTRUCTIONAL FACILITIES

Resource allocations for the teaching of physical education in schools mirrored the state's obsession with race and ethnicity. Only of White schools could it be said that "Extensive facilities are provided for sports and recreation ... fully financed and constructed by departments ... generously subsidized ..." (Coetzee, 1978:13; Eraser, 1991:38-39). By contrast, in Coloured and Indian schools there is often only a rudimentary physical education programme in existence, since even the most basic educational facilities for its effective implementation are

¹⁴ In South Africa the most important curriculum document is the prescribed syllabus (presently under debate), a very broad outline of subject matter, goals, topics to be covered, suggested activities, and a few concluding administrative details on the examination of the subject. Textbooks were written and selected on the basis of conforming with a new syllabus, and are the major content vehicles for interpreting and implementing the syllabus.



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lacking, while very often in African schools, PE does not feature in the curriculum.

4.3.2 THE DISTRIBUTION OF EDUCATIONAL PERSONNEL

Physical Education teachers have the lowest status among their colleagues. At the beginning of each school year, the last slot of concern to the principal is the physical education teacher; and if s/he has a qualification in an academic subject, that person is more likely to be recruited to teach academic subjects than physical education. While little attention is given to the training and utilization of physical education teachers in African schools, it is not uncommon to find the service of professional coaches used at some former White schools (Coetzee, 1978:13).

4.3.3 THE EXAMINATION STATUS OF THE SCHOOL SUBJECT

Any non-examination subject in South African schools, such as guidance and physical education, are treated by most Black students as a joke or, at best, as a "free period". In part, this has to do with the relative lack of resources mobilized behind the subject, but it also has to do with the deeply embedded notion in South African schools that the only things worth learning are what will appear in state-run examinations. However, while physical education is not examinable, it is compulsory (unlike the academic



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subjects which are mostly optional), so that the majority of students who were exposed to its ideological effects were so-called Whites because of the availability of resources and relative political stability at their schools.

Examination status, resource support and the regulation of the curriculum are therefore key elements in the low institutional status of physical education. But taken at face value, this observation is misleading: it should NOT suggest that the former State accorded the same insignificance to the ideological status of the subject; quite the contrary, as will be shown in the next section.

4.4 ON THE POLITICAL SIGNIFICANCE OF PHYSICAL EDUCATION

In the former State physical education syllabi the dominant conception was that of physical education for development. That is, the purposes of physical education were limited primarily to the biological definition of the child's cognitive, emotional, physical, psychomotor and social needs. While this conception may have been important, it was incomplete and politically conservative by ignoring fundamental linkages of education to the critical social context of apartheid education.

It is therefore often assumed, if not argued, that physical education is politically neutral. Protagonists of this view often lay claim to the universality of physical education aims. There is not, the argument goes, a



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distinctive difference in the content and activities of physical education cross-nationally. Many educationists would challenge this view of neutrality as pernicious, therefore an understanding of the transmission of ruling class ideology would help to clarify how the State used physical education and the CNE programmes of Youth Preparedness, Veld Schools and Cadets to transmit this ideology at White schools.

4.4.1 THE TRANSMISSION OF IDEOLOGY VIA PHYSICAL EDUCATION

First, we need to take cognizance of the fact that any society is reproduced more or less as it exists by a number of ideological state apparatus. A chief apparatus being education (Althusser, 1981:180). Educational institutions therefore help to entrench the ideas or ideology of the state. Consequently, educational curricula are amongst the more conservative forces in any society because they literally help to entrench the status quo as seen in the section on Fundamental Pedagogics. The curricula not only transmit a ruling class ideology, they also conserve that which is valued in a society and reproduce the attitudes and behaviour required by the major groups in the division of labour.

Van Den Berg (1990:5) believes that by focusing on the curriculum, the South African state used schools for the maintenance of the existing social, economic and political order. He also says:



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The curriculum that is in place in our schools ... has been placed there by procedures which give the right of decision-making to representatives of the dominant groups within society. The content which is required to be learnt and taught, the way it is required to be taught and learnt, the resources available for the task, the textbook and examination requirements to exercise control over that process, all these and more have been in the hands of the dominant minority. Even if we try to argue that the curriculum can be defended on "educational" grounds, it is the educational opinions of the dominant minority that have come to prevail (Van Den Berg, 1990:5).

The ideological belief, then, that "education" was an "own affair" that is, that each racial group had to administer their own education, was in the interest of the dominant groups in an Apartheid South Africa as it provided a plausible rationalization for the reproduction of the relations of domination and exploitation (Morrow, 1989:64). It is likely therefore that all currently revised school curricula, may reinforce the political power of these groups if they are not changed by progressive educationists.

The physical education curricula were no exception, because former core-syllabi were in 'White' hands making them anti-democratic in their constitution. The new core-syllabi (instituted in 1992), included Blacks on only one of the committees involved with this syllabus, viz. the Interdepartmental Curriculum Committee (National Curriculum Committee). Their role, however, was limited to observer status only. The purpose, therefore, of this committee was to give the policy making machine a smack of colour. (See



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appendix number two for the conception of the 1992 core-syllabus for boys).

The conceptualization, regulation, development, and evaluation of physical education curricula were also therefore in 'White' hands, effectively insulated from the influence of parents, students and teachers, both Black and White. A most important consequence of such centralization of the curriculum is that it allowed physical education to become an instrument for the direct control by the former State and its ideological agenda of physical, military and moral preparedness. The State's attempt at ideological control continued into the nineties.

4.4.2 A CURRICULUM MODEL FOR SOUTH AFRICA (CUMSA)

February 2, 1990 heralded the beginning of a new political era in South Africa. Yet, two years later, a discussion document dealing with curriculum reconstruction, entitled "A curriculum model for education in South Africa" (CUMSA), was published by the Committee of Heads of Education Departments in November 1991. Once again the conceptualization, regulation, development, and evaluation of this document (for a new educational dispensation in a non-racial South Africa) were predominantly in White hands. The educational faculties at Black universities, as well as progressive educational and political organizations representing the masses, were not consulted and because they saw the government as being illegitimate, they would



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not allow themselves to be consulted. The significance of this document for physical education was that it did not address the problems which had beset the subject at Black schools and, if previously disadvantaged people are not mindful of the situation, during the present period of transition, they could inherit a physical education curriculum, which does not address the socio-political and physical needs of the community.

This discussion document was an attempt by the outgoing Government, in its "death throes", to retain historical structures. If allowed to proceed, it could have had dire consequences for education, including physical education in South Africa. The underlying philosophy of the document referred to:

* Equal opportunities for education, including equal standards of education. However equal opportunities allude to separate but equal entities, ie, that each entity has the same standards. What the Committee of Heads of Education Departments (CHED) failed to recognize was that 'standards' are not universal. Rather, standards are historical, subject to change, partial and contextual; they are deeply political, and should also be appropriate to the context of transformation in South Africa but, it is not wrong to strive for equality.

* The recognition of religious and cultural ways of life, thereby giving space for CNE and possibly its programmes of YP, Veld Schools and cadets in schools.



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* A strong emphasis is placed on vocational training as opposed to education, which will probably be skewed in favour of the unemployed masses. In this way it would be reproducing the workforce for corporate South Africa and maintaining the present unequal economic relations between the 'haves and the have nots'.

* "Curriculum renewal is an extremely complex process which must take place in a scientifically responsible manner" (Cumsa, 1992:VI). By insisting on a "scientifically responsible" rendition of its model, CUMSA identified itself with the tenets of Fundamental Pedagogics and Positivism. The significance of this polemical stance was that it was autocratic and monopolistic in not considering other educational possibilities, for it is but one construct out of many possibilities.

* The validation of an authoritarian approach to education, as in the case of Fundamental Pedagogics, could have bolstered the former State's authoritarian, political and educational agenda. "A positive attitude towards the concept of work and purposeful effort ..." and "a positive attitude towards respect for authority and discipline" (Cumsa, 1992:14). In Althusserian terms, the reproduction of labour power requires not only a reproduction of its skills, but also at the same time a reproduction of its submission to authority. Authority and discipline also form the basis of a critique of physical education in this study.



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* A creative, logical and critical way of thinking (Cumasa, 1992:64), but while this is commendable, CUMSA neutralized the term critical thinking to mean higher levels of cognitive skills, thereby removing its political and cultural dimensions. Teaching would therefore have been reduced to only helping students acquire higher levels of cognitive skills instead of paying attention to the purpose to which the skills could be put. The moral vision that underpins such a view encourages students to succeed in the tough and competitive world, once they graduate from school.

* Standards which "indicate aims that should be aspired to and objectively determined criteria concerning the quality, level and degree of performance in terms of mastering knowledge, skills and values ..." (Cumasa, 1992:53). It may not be as easy for pupils from disadvantaged areas to achieve these standards as it would be for the students from advantaged areas.

CUMSA was therefore an attempt by the State, as the principal force, to shape a transition society in order to secure their interests and thereby to also cling to its last vestiges of power.

In promoting this Discussion Document, therefore, the CHED took a calculated risk. A new curriculum model for education in South Africa can only work if an attempt is made to involve all role players in the conception and development of a new curriculum model for education, otherwise it is bound to fail.



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Further attempts to abort the reconstruction of education in South Africa are unlikely at this stage, although, the possibility of curriculum continuity in PE should not be dismissed.

There is a broad consensus in recent literature that curriculum reconstruction in post-colonial Africa has failed in fundamental ways (Lillis et al, 1987:167-179; Lewin, 1985:117-133; Ingle et al, 1981:357-371; Jansen, 1991b:3) and that curriculum continuity from colonial to independence or neo-colonialism is pervasive in Africa. Physical education is no exception to this pervasiveness. In research conducted in Zimbabwe, it was found that after ten years of independence, there had been no change in the physical education syllabi at all schools.¹⁵ The same applies to Namibia, who after five years of independence still continues with a pre-independence physical education syllabus.¹⁶ In sum, all these accounts echoes the observations made earlier, that much still remains to be done if the South African education system, in either its curriculum policy initiatives (which include physical education and other non-examination subjects) or methods are to be divorced from an apartheid heritage.

15 A research project carried out by the honours students of the Human Movement Studies Department of the University of the Western Cape in 1990 as part of their course work.

16 Information obtained from interviews involving three teachers of physical education in Namibia.



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Four existing explanations which appear in literature, have failed to account for curriculum continuity (Jansen, 1991b:4-7):

* The Technician Explanation: This approach attributes continuity to the inadequacies of the technological characteristics, processes and outcomes of curriculum. Inputs, outputs, effectiveness and efficiency are emphasized to the exclusion of other possible explanations (Havelock et al, 1977:19-21).

* The Dependency Explanation: Dependency attributes continuity to the imposition of and reliance on metropolitan (normally the departed colonial power) knowledge, beliefs, and values in the post-colonial curriculum (Lillis, 1985:80-96).

* The "Cultural Adaptation" Explanation: The cultural model attributes continuity to the lack of "fit" between the assumptions of imported/imposed curriculum models and the cultural characteristics of the local context (Ingle and Turner, 1981:357-371).

* The Compensatory Legitimation Explanation: This theory starts from the assumption that state policy is problematic to begin with. Curriculum policy, in this view, is merely an attempt by the state to "compensate" for its eroding legitimacy as a result of the failure to reduce the inequalities of the inherited capitalist system. The mere public display of curriculum policy therefore has



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political advantages which may have little to do with the impact on curriculum practice (Weiler, 1983:259-277).

The search for a more powerful explanation for curriculum continuity has also recently been advanced by Jansen (1991b:8). He argues that the centrality of politics is accountable for curriculum policy determination in Africa and advances three theses concerning educational (and curriculum) changes in the transition:

* That historical structures conditioned the behaviour of the state in the transition so that education policy and politics have to be interpreted with reference to both historical and political contexts.

* That the state is the principal force in shaping transition society so that politics (not economics) dominates social transformation.

* That the dialectical nature of education in the transition is characterized by "struggles for greater equality of political power in the state by the forces of democratization against the forces of reproduction".

That the State is the principal force in shaping and sustaining society, is evident when the Apartheid State instigated the CNE programmes of Youth Preparedness, Veld Schools and cadets. The ideology it transmitted via these programmes was - physical, military and moral preparedness in order to withstand the 'total onslaught' and to protect their culture.



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4.5 THE CNE PROGRAMMES AND ITS RELATIONSHIP TO PE

The Physical Education curriculum, particularly in White schools, encouraged a vigilant militarism which would physically and morally prepare youth for the "hard times which lay ahead". Youth Preparedness Programmes (YPP), Veld Schools and Cadets in White schools, as programmatic expressions of the physical education curriculum, declared openly the linkages between physical and mental "preparedness" and the "total onslaught" being waged by communists against White South Africa. They are often referred to as Christian National Education (CNE) programmes because they have emerged from the same educational constituencies which have supported CNE and apartheid education (Evans, 1983:43-44; Christie, 1985:179-180).

To an increasing extent, these programmes have involved the South African Defence Force (SADF) at schools and camps, engendered a war psychosis in students, and are an anachronism in the present climate of social and political transformation.

Not all white students and teachers supported these programmes and it was very difficult for them to express their resistance. Uncooperative teachers were usually discriminated against (Christie, 1985:184). Thus most White pupils did not question and usually were not aware of the role of the State or the South African Defence Force in their education. For the majority of them, attitudes



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ranged from unquestioning patriotism to resignation (Evans, 1983:49).

4.5.1 YOUTH PREPAREDNESS (YP)

According to Behr (1978:42-44), this programme flowed in part from the requirements of the first two principles of the 1967 Education Act, viz. : (a) The education in our schools ... shall have a Christian character and (b) Education shall have a broad national character, and that these principles are based on a CNE philosophy. In other words, it was a programme broadly designed to teach CNE values.

In the early 1970's, the government began to say that South Africa was experiencing a total onslaught. The Transvaal Education Department's officials, reiterated this threat and claimed that the youth needed to be physically and morally prepared for the hard times which lay ahead. Therefore in 1972 Dr. A. L. Kotzee, Director of Education in the Transvaal, launched the YPP (Christie, 1985:166).

It was a compulsory programme for boys and girls at all White schools in South Africa to which one hour per week more or less was devoted. Some of the components include: drilling and marching, fire fighting, shooting and self-defence¹⁷, emergency planning, vocational guidance, and moral preparedness (Christie, 1985:168).

¹⁷ This involved teaching boys, who were for the first year at high school, the use of a hand gun, with live ammunition.



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Accordingly, the Cape Education Department's YPP insisted that:

3.1.3.2 The physical preparedness programme of the school should therefore precede that of the young man who is to undergo military training, if this has not been the case, young military trainees are not only broken physically and perplexed during their training; they are also incapable of providing the essential service required of them as prepared citizens. A school in which only a select group of achievers take part in the sporting program, cannot succeed in cultivating its physical readiness and self-defensibility of its pupils (CEDs, YP, 1981:18).

Physical and military preparedness were the overarching aims of this programme:

3.1.3.1 The physical education and sporting programme of a school should also be regarded as a means of preparing and teaching pupils physically. Together with this, the marching manoeuvres of the cadets and the hikes and survival expeditions of youth movements such as the Landsdiens, Scouts, Voortrekker, etc. should be an integral part of the YP action of the school (Ibid:18).

"Moral values" and good citizenship were understood throughout the programme in terms of obedience and discipline. The Std. 8 programme for YP reads (in part):

2. The importance of regulations and rules in a well-ordered society...
3. Franchise, civic duties and civic rights, good citizenship: discipline, self-control, loyalty, good relationships (Ibid:8).



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Under the heading "Human Relationships" for Std. 6 and 7 we find "the right disposition to our duties," and under "moral values" we find:

3. Discipline, authority and freedom: freedom and responsibility; obedience (accepting authority)...

5. Work: finding joy in one's work...the satisfaction to be found in devotion to public service...

6. Moral virtues: self-discipline, a sense of duty, loyalty, etc (Ibid:9-10).

The only way the former State could maintain its political and ideological hegemony was by taking control of education. Discipline and submission to authority were therefore the basic tenets upon which education was built and nowhere was it more conspicuous than in physical education and the Christian National Education Programmes of Youth Preparedness, Veld Schools and Cadets. Education in South Africa therefore taught workers to accept and submit to their exploitation (Althusser, 1981:180), and it also taught White youth physical and military discipline for military conscription.

4.5.2 VELD SCHOOLS

Veld schools were officially formed in 1976. They only operated in the Transvaal and reached about 56 percent of all White students in South Africa. They were active throughout the year, were permanently staffed, isolated,



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SADF assisted and inaccessible to the public or parents. Boys and girls were expected to attend twice during their school careers, i.e., in Std. 5 and again in Std. 8. They were formed partly to offset the lack of enthusiasm in YP and partly because of the way YP was being taught in Transvaal (Crewe, 1986:7).

Considerable emphasis at these schools was placed on individual physical prowess and on strenuous inter-group competition. They also played a direct role in ensuring submissiveness to authority, discipline, and a high level of physical and military preparedness, which eased the transition of white males into the army. In this regard the Veld Schools went a long way towards complementing YP and Cadet Programmes in schools (Evans, 1983:66).

It was, however, essentially a moral boosting programme for youths, reflecting upon Afrikaner Nationalist ideology and the denigration of black South Africans (see appendix three for further quotations):

Since the Bantu have moved out of the area into the reserves, birds are beginning to make their appearance and their numbers are on the increase (Evans, 1983:54).

In Soweto there are hundreds of terrorists, you need to be aware of them. Speak to your servant, she will tell you (Fredrickse, 1986:9).



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"What steps will you take to prepare the homelands against communism?" (Evans, 1983,54).

4.5.3 THE CADET PROGRAMMES

Between 1950 and 1960, increasing numbers of secondary schools had cadets and there was close cooperation between the schools and the local military. However, the programme began to decline in the 1960's and was effectively replaced by the YPP, run by the Education Departments (Evans, 1983:77).

In the mid 70's, after the political winds of change swept through most of Central and Southern Africa, and after the 1976 student uprisings in South Africa, the SADF revived the Cadet system at White schools. "The new Cadet programmes fell under the supervision of a standing interdepartmental Cadet committee with representatives from all White Education Departments and the army sitting on it" (Ibid:78).

It was a compulsory programme for all White high school boys and became an integral part of YP. Cadet activities also formed part of the school's extra-curricular programme and became a fully-fledged activity, complimentary to Youth Preparedness but no longer a component of the programme (Cape Education Dept., 1988:3).

The programme placed greater expectations on the preparation for and the meaning of a compulsory National Military Service. Colonel Viljoen, Director of School



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Cadets, said that in the light of the 'total onslaught' against South Africa, the youth must be involved in the 'TOTAL NATIONAL STRATEGY'. The purpose of Cadet training therefore was to prepare the youth for military training (Evans, 1983:83).

Accordingly, the CEDs Cadet programme for Std. 6 was strongly focused on an aberration for discipline and submissiveness to authority. Selected regulations include:

3.2 Real discipline leads to obedience to rules, regulations and demands ...

3.5 Discipline in a cadet detachment includes loyalty to supervisors and subordinates ... (CEDs Cadet Programme, 1988:79)

3.93 ... every cadet reacts in the same way according to pre-set rules ... the aim of drill is to develop in the individual cadet that sense of instinctive obedience ... (Ibid:2).

In an article which appeared in "Out of Step" in 1987 and which was discussed in the "Effective Teacher" under the heading "The Cadet Dossier Exposed", Nazi Germany was mentioned in the State's Cadet Dossier as an example of a physically fit nation:

NAZI YOUTH SET GOOD EXAMPLE

The necessity for military service is also justified in terms of the government's responsibility for the physical preparedness of young men.

Physical preparedness is the duty of each citizen, it (The Cadet Dossier) states:

History provides quite a few examples. In the case of National Socialist Germany, the physical preparedness of the whole nation was very good because they used every opportunity by way of physical exercise, sport, etc., to improve the whole nation physically (The Effective Teacher, 1988:121).



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4.5.4 CONCLUSION

In summing up, the problems central to all three of these programmes, when considering an appropriate physical education curriculum were:

- * That they set out to create a 'Laager' mentality among those classified White and so inhibited the ability of the youth of today to come to an adequate understanding of politics and the social problems besetting South Africa.
- * That White youth were socialized into believing that they were superior to Blacks.
- * That they indoctrinated the coming generation to an acceptance of the elite's definition of reality in order to perpetuate the privileged position of that elite.
- * That they engendered an attitude bordering on a war psychosis, thereby contributing to the existing violence.
- * That together with their running partner, physical education, they were involved with the military and physical preparedness of White youth for military conscription.
- * That the "theme song" of these programmes and physical education was "submissiveness to authority and discipline" (which was the cardinal sin committed against education and in this case, physical education).
- * That together with the physical education curriculum, they reflected gender inequalities and reinforced gender oppression in South Africa. It was also taken for granted



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that the physical education curriculum should be differentiated according to gender in its goals, activities and content. To uncritically promote this differentiation would have given credence to the status quo; and would have placed academics and teachers directly in line with the political and ideological agenda of the former State.

We can also therefore safely assume that the South African Defence Force has unmistakably played a major role in the CNE programmes at White schools, in fact, it participated enthusiastically, and was therefore directly or indirectly responsible for the composition of the boys' core physical education syllabi:

It has become clear from information based on a fitness research project instigated by the army, that the fitness level of our school leaving boys is disturbingly low. As instructed by the Committee of Headmasters, it has been decided to launch an in-depth investigation regarding national fitness ... (Nel, 1989:1).¹⁸

As a consequence then, the physical education curriculum for White males was no more than an exercise in the domestication of its pupils. The curriculum over-emphasized drilling, discipline and the submission to formal commands, which in turn bore testimony to the military origins of physical education in South Africa. There was little room for alternative forms of physical education as it relates to the spontaneous after school

¹⁸ Dr. J.A.P. Nel was the Chief physical education inspector for the former Department of National Education in the Cape Province and was awarded the task of designing a new physical education syllabus for boys.



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activities of youth or community oriented programmes. The curriculum was rigid and authoritarian in both intent and content which was also codified in method books:

Healthy South African school boys respond best to clear and concise instructions, as to how, when and where they are expected to carry out an activity. Boys may put up a token of resistance in the beginning and will seldom admit the fact, but they enjoy being part of a class where their teacher is a stickler for discipline. Where there is discipline there is a feeling of security. Without discipline there can be no freedom (McEwan, 1980:23).

While the core PE curriculum was intended for all schools in South Africa, it was not taught at the majority of former African schools and although it was taught at former Coloured schools, the majority of them did not adhere to the core syllabus (see chapt. 5). Also, the CNE programmes of Youth Preparedness, Veld Schools and Cadets were only taught at White schools.

Finally, for an understanding of the youth's commitment to an Afrikaner philosophy of life, one has to read the Transvaal Education Department's Orientation Course for Guidance in Secondary Schools, in which the authors defined a "philosophy of life" as, "that platform, that foundation of every human beings convictions, that something in him which makes him make a decision about every problem, without thinking about it" (Transvaal Education Dept., 1975:7,6).

Because separate physical education syllabi existed for girls and boys, and because they differed greatly



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insofar as content is concerned, an insight into the girls' syllabus is useful.

4.6 THE GIRLS' CORE PHYSICAL EDUCATION SYLLABUS AND SOCIAL CONTROL

Notwithstanding the origin of all syllabi in South African schools, the relationship of physical education to the CNE programmes of YP, Cadets and Veld Schools, and the role of the SADF in these programmes, protagonists of the girls' physical education syllabi still claimed that their syllabi were apolitical, and that they were governed by the "developmental orientation" towards physical education. This orientation consisted of four stages of development and each stage was governed by four behavioural domains, viz. the cognitive, social, affective and psychomotor domains and each domain consisted of a hierarchy of measurable objectives, referred to as taxonomies.

4.6.1 THE PROBLEM WITH CURRICULUM OBJECTIVES

Barrow (1984:67), is concerned about the advance towards mechanistic totalitarianism and technological teachers who wish to reduce teaching to a technology on the grounds that teaching is fundamentally a repertoire of stratagems, such as the taxonomies of objectives which became a part of curriculum planning in the 1950's and 1960's. He is suspicious of this method, because of all



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the famous and supposedly successful teachers from Socrates through Jesus Christ to Adler and one's most admired teachers, seem to have succeeded with the task of teaching, largely on personality. He says that more specific and measurable behaviourable objectives replaced general aims (objectives) during the sixties in North America. Whereupon there appeared such volumes as Bloom's Taxonomy of Educational Objectives for teachers who might plan their day down to the last minute with objectives such as engineering "a willingness to respond" or "satisfaction in response" among their students. He regards this as dangerous because it suggests that what is of value in schooling, must be measurable.

A case has not been made against objectives (for the enterprise of schooling requires some kind of planning and therefore goal setting), rather, against Positivism and the numerous behaviouristic objectives and taxonomies which have been designed by a central State agency and with little regard to the specific requirements of individuals or a school community. To embrace a behaviouristic approach to the formulation of objectives, is to liken education to a factory model and assumes that it is legitimate to mould pupils and to modify their behaviour, according to certain intended learning outcomes, without taking into consideration their personal biases, values, or interests, like the materials with which factory workers operate. In this way children's minds are shaped by teachers according to preconceived ideas. Such a process



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is indoctrination rather than education. (Kelly, 1982:86-123; Posner, 1988:77-97; Carlson, 1988:98-115). We should therefore have an inter-active approach to teaching, in which teachers and students can exchange information, and in which students are involved with decision making, instead of being passive learners. Barrow is also sceptical of a national design of objectives, firstly the very determination thereof is an impediment to clear thinking and schooling in general,

for people trained to worry about the technicalities of a design rather than the nature of the enterprise, worry more about whether they can cut their cloth to the rules of their design, than about whether the cloth is worth designing" (Barrow, 1984:67).

Secondly, it brings us back to the question, Who does it serve? and, For what purpose?

4.6.2 THE PROBLEM WITH THE DEVELOPMENTAL PHASES

The programmes for the respective developmental phases were as follows:



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TABLE 1: Developmental Phases

| | | |
|------------------------|----------------------|----------------|
| Junior Primary Phase | Discovery Programme | Sub. A - Std.1 |
| Senior Primary Phase | Mastery Programme | Std.2 - Std.4 |
| Junior Secondary Phase | Refinement Programme | Std.5 - Std.7 |
| Senior Secondary Phase | Enrichment Programme | Std.8 - Std.10 |

A major concern with these four phases is the inference that each of these phases is limited to school standards(grades) or age groups and that the aim of education is to reach Std.10, which is seen as the pinnacle of learning, because this is an enrichment phase as opposed to a discovery phase in the first year of schooling. This approach to education is in keeping with the philosophy of Fundamental Pedagogics. Education however is about travelling, and not to have arrived at the destination.

Furthermore, while the linking of the above four phases to grades may have its merits, it is generally accepted that all four phases could be achieved in one grade, in one sports module with an unlimited duration of weeks or the teaching of a sports skill within any number of school periods.



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4.6.3 SUBMISSIVENESS TO AUTHORITY AND OBEDIENCE

The affective developmental objective of the Discovery Phase reads, "...attention will be given to the acceptance of authority through necessary requirements of obedience" (Cape Education Dept., 1986:6). The implication of this objective was that the acceptance of authority and obedience in the Discovery Phase, was a necessary prerequisite for independent decision making in the final phase, for the affective developmental objective in this phase reads, "...situations, particularly problem-solving situations, will be created to allow for the expression of creativity, the stimulation of a desire for adventure and the opportunity to act independently" (Ibid:52).

The blind acceptance of authority by the child in the teaching situation, could stifle creativity and could lead to a top down approach to teaching resulting in the indoctrination of pupils, as well as compliant and submissive behaviour patterns within pupils.

This authoritarian relationship between teacher and student could give rise firstly, to the establishment of behavioural attitudes of submissiveness, obedience and gentility. For it is at this age that a child is most impressionable and could therefore develop negative values. Secondly, it reflects the political relations of unequal rights for women.

Submissiveness to authority and obedience is also overtly stated as an important aim in the CNE programmes.



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It is also one of the principle tenets of Fundamental Pedagogics (FP), which postulates that the child is born in sin, therefore the aim of all education is redemption. The child should therefore be submissive to the highest authority, and that is God. Within the school situation that authority is placed in the teacher, and is not to be questioned (Rose et al, 1975:121-123 & Beard et al, 1981:120).

In discussing this discipline and submissiveness, Hunk says:

At school, the child is taught by experience that it is normal for other people to organize his life ... he will know as an experienced fact that he must expect to be governed by other people who know better than he does. Eventually he learns that ... it is his job to fit into the situation as it exists--and never to imagine that he might be capable of changing anything (Hunk, 1970:46).

4.6.4 THE CULTURAL DILEMMA:

In South Africa, Education was legislated as an "own affair," which meant that "education" was to be understood and taught within particular social groups, on the pretext that South Africa was a multi-cultural society. Professor Morrow says that successful social engineering, particularly that kind which is unjust and which needs to be clandestine about its mechanics also needs to appeal to a plausible theoretical story,



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In the case of apartheid this story is constructed on the theme of "cultural" (and moral) relativism. That different "population groups" have different, and incompatible, "cultures" is a convenient myth, and one which concludes the thought that the official separation of "population groups" might itself spawn separate "cultures". This myth underpins the theory of education, called Fundamental Pedagogics (Morrow, 1990:5).

Education then, was understood and accepted by the dominant groups as being culturally different for the different racial groups. Many Whites, academics included, had no special problem in accepting this ideology. This hegemony was maintained by all organs of the former State, from the media, academics, and through to schools (via their curricula). The girls' physical education syllabus was no exception. It had a cultural hierarchy of social objectives which was included within each of the four developmental phases (see the following diagram):

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TABLE 2: Social Objectives

| | |
|-----------------------|---|
| Discovery Programme: | Participation in movement programmes (exposure to cultural activities--my interpretation.) |
| Mastery Programme: | The appreciation of one's own culture will be promoted in certain sections. |
| Refinement Programme: | The appreciation of one's own culture and that of others, will be promoted in certain sections. |
| Enrichment Programme: | The culture of others is of importance. |

In the majority of cases, this syllabus was interpreted within the South African context of Fundamental Pedagogics (FP), mainly because so many of our academics have only been exposed to this philosophy of education, and know of no other means of thinking about education. Teachers from the former racial groups therefore interpreted the above cultural hierarchy of objectives (which was wide open for interpretation) according to their own cultural experiences.



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This cultural hierarchy lent credibility to the FP assumption that different population groups had different cultures and once again reinforced the policy of the former State.

We have seen that physical education as it was taught in South Africa, was not neutral, firstly, it prepared White students for military conscription and secondly it prepared all those exposed to it to submissiveness to authority. In fact, schooling in general is an extension of political purpose, because fundamental decisions about schooling are politically enacted and controlled, and finally they teach a particular understanding of reality.

4.7 THE PE CURRICULUM AND THE CURRENT STATE OF AFFAIRS

The current transitional phase between two political orders, is possibly the most exciting historically, for South Africa in its thrust away from Apartheid. It symbolises freedom, growth, new experiences, and the realisation of dreams. Opportunities are being created in several spheres for South Africans to explore their true potential, and in so doing, they will play a vital role in redressing the imbalances of the past. One such sphere is education, more specifically, physical education.

With this in mind, the Minister of Education, Prof S Bengu, decided at the establishment of the National Education and Training Forum (NETF), in August 1993, to



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review education policy in South Africa (Sheraton et al, 1995:4) Stakeholders present at this meeting were:

- All education departments.
- The business sector.
- Parents.
- Teacher organisations.
- Student organisations.

At a subsequent technical committee meeting of the NETF, 11 Field and 3 Phase committees were set up to look at the revision of existing syllabi.¹⁹ The brief for these field and phase committees were to:

- Eliminate inaccuracies in subject content, including outdated subject matter.
- Eliminate contentious subject content or interpretations of subject content.
- Consolidate a national core-syllabus for all school subjects.
- Supply support material where major changes have been made to existing syllabi.
- Realise that amendments shall not necessitate new textbooks.
- Include submissions made by the public.

¹⁹ The field committees were: languages; arts; mathematics; natural sciences; social and human sciences; economics; agriculture; engineering; home economics; computer studies and life orientation (PE). The phase committees were: junior primary; senior primary and secondary phases.



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Although there were various planning meetings with reference to curriculum development, the first National Curriculum Co-ordinating Meeting for Physical and Health Education (PHE, as it became known as from that meeting) was held in November 1994. At this meeting it was established that the brief to the Field and Phase committees, proved impossible, because of the number of syllabi in question (more than 15), and because of the short period of time available. The meeting then agreed upon a new set of principles for PHE, and in keeping with the idea that education should be provincially controlled, provinces were requested to form their own curriculum co-ordinating committees.

Therefore in November 1994, Martha Olckers, the Minister of Education in the Western Cape, appointed Gert Van der Westhuizen as Chairperson of the Cape education Dept., to co-ordinate the establishment of the Western Cape Education Department's (WCED) Curriculum Co-ordinating Committees (CCCs). This was formed in January 1995 (Sheraton et al, 1995:5)²⁰.

The first WCED's CCC meeting for Physical and Health Education was held on 18 January 1995. It was technical and administrative in nature with Frank Stoffels being elected as chairperson. The technicalities with regards to the disseminating of the new principles, as well as the way forward, were also finalised.

²⁰ Role players included representatives from the ex-Education Departments and teachers' organizations.



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To date, the WCED's CCC has formulated a mission statement, and a vision for the subject; co-opted tertiary institutions and other interested parties and has also been hard at work planning and debating PHE curricula (Sheraton et al,1995:7). Wayne Alexander was appointed as the new chairperson of the WCED's CCC for PHE and took over office from Frank Stoffels in April 1996.

It may take up to three years before new PHE curricula are in place in the Western Cape, because of the concern of all role-players to get relevant and worthwhile curricula off the ground²¹.

For the time being, the former core syllabi for PE in the Western Cape are still being used at most former Cape Education Dept. schools. The opposite is true of the former Dept. of Education and Culture schools where there is little or no adherence to a core PE syllabus. At most of these schools, PE is an integral part of the school curriculum, however, in the first quarter lessons are structured around athletic activities and for the rest of the year it is either regarded as a free period or teachers are involved with the teaching or supervision of sport. While, PE has been included on the curricula at the former Dept. of Education and Training (DET) schools, it is not taught at these schools, because of a lack of qualified PE

²¹ This section was also informed by discussions with the outgoing and incoming chairpersons of the WCED's CCC, viz. Frank Stoffels and Wayne Alexander.



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teachers, facilities and apparatus²². Many non-government organisations and the National Sports Council (NSC) are actively engaged with the promotion of sport at the DET schools.



²² Information obtained by the researcher, while evaluating student teachers at schools in most of the areas in the Cape Peninsula.



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CHAPTER FIVE

A QUANTITATIVE INVESTIGATION

5.1 THE RATIONALE FOR THE INVESTIGATION

While the purpose of the critical analysis of physical education (PE) in South Africa was to examine the philosophy underpinning it during the Apartheid era, by examining its links to ruling class ideology, this chapter researches:

- The resource differences in capital construction equipment and supplies, facilities, qualifications of teachers, class size etc. for PE in the racially divided system.
- The educational and political responses of PE teachers to the traditional curriculum.
- The conceptions among PE teachers of the role of PE in a post-apartheid South Africa.

The purpose of this research then was to investigate whether there was a problem with the PE curriculum and its implementation across the racial divide and if so, to substantiate the need to examine existing PE syllabi not only because of the racial philosophy underpinning it, but also because of socio-economic concerns. It is hoped that the information gained from the research would also contribute towards a rationale for a new PE curriculum.



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5.2 METHODOLOGY

Although Hillway pointed out that vague description of the approach to research is indicative of poor understanding of what is to be done and such research potentially will be ineffectual, the classification of education research method is essentially an arbitrary process (Hillway, 1956:126). In order to avoid this ineffectiveness and ambiguity the researcher will therefore include a description of the schema to be used for this study.

The data for this research consists of only one kind namely, primary data and the means used to gather this data was the survey method which will make use of the appended questionnaire drawn up by the researcher (see appendix 6).

The questionnaire was used to elicit basic information on physical education resources available, as well as educational and political responses of teachers of physical education at the former racially divided schools.

5.2.1 SOURCE OF DATA

Data for the research was to be obtained from one of the physical education teachers or sports organisers (in the case of African schools) at high schools across the racial divide. However, since it was not feasible to access the entire population of PE teachers in South



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Africa, only high schools in the Cape Peninsula were accessed.

5.2.2 DESCRIPTION OF THE QUESTIONNAIRE

The questionnaire used(see appendix six) consisted of seventy five close-ended questions, designed to elicit information about physical education in former African, Coloured and White high schools. The purpose was to gather information and it was not based on a pre-designed or established instrument in the field of educational research.

The questionnaire was divided into four sections: The first section contained five questions that sought such demographic information as home language, educational level, physical education qualifications, teaching experience and the number of years the respondent had been in his/her present post. The second section contained three questions that sought information relating to small and large apparatus for the teaching of sport and formal physical education lessons. The third section was subdivided into two parts. In the first part, respondents were required to record the number of indoor and outdoor sport facilities at their schools as well as to evaluate the condition of these facilities on a five-point Likert scale ranging from very poor to very good. The second part consisted of general questions relating to these facilities. The fourth section was designed to elicit



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educational, political and student opinions from respondents to the traditional physical education curriculum, which could assist in an argument towards a future democratic physical education curriculum.

5.2.3 SELECTION PROCESS

The questionnaires were mailed to the Coloured and White schools and hand delivered to the African schools because of political upheaval in the African townships at the time the questionnaires were distributed. It was felt that if they were posted, they might not have reached their destination. The response rate by schools to the questionnaires were:

TABLE 3: Response Rate to Questionnaire

| Racial Groups | High Schools | No. Responses | % Responses |
|---------------|--------------|---------------|-------------|
| African | 13 | 11 | 84.6 |
| Coloured | 67 | 26 | 38.6 |
| White | 55 | 26 | 47.3 |
| Totals | 135 | 63 | Avg.% =56.8 |



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5.2.4 ANALYTIC PROCEDURES

Once the questionnaires were returned from the schools in the three racial areas, viz. African, Coloured and White, the results were translated into percentages and placed into separate columns for each question. This information was presented in tabular form to give a visual representation of the results.

5.2.5 LIMITATIONS

The limitations of the questionnaire were as follows:

Firstly, since the questionnaires were mailed to the Coloured and White schools and hand delivered to the African schools, there was a difference in response rates by school category. Had the questionnaires been hand delivered to each school, the response rate might have been higher for the Coloured and White schools.

Secondly, the findings of the questionnaire cannot be generalized to the rest of South Africa. Future research should be undertaken to substantiate or reject these findings.



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5.2.6 DELIMITATION OF THE STUDY

The questionnaire was sent to all high schools in the Cape Town and Bellville districts of the Cape Peninsula and included the following former racially divided departments:

- * The Department of Education and Training - African Schools
- * The Department of Education and Culture - Coloured Schools
- * The Cape Education Department - White Schools

Since there were only two Indian high schools in the districts of Cape Town and Bellville, and since most Indian students attended Coloured high schools, it was decided to omit Indian schools, under the control of the Department of Indian Affairs (Christie:1985), from the empirical research.

5.3 RESULTS

Herewith follows a summary of the more significant questions and answers of each of the four sections of the questionnaire. A copy of the questionnaire and a detailed list of results of all questions can be found in tabular form in the appendix.



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Section One

Section one consisted of five questions which dealt with the personal and demographic information of the respondent and her/his school respectively.

With regard to the respondents' home language, 61.22% of the White respondents were English speaking. Because most of the English medium schools in the Cape have a less vigorous approach to the Christian National Education (CNE) programmes of Youth Preparedness (YP) and Cadets than their Afrikaans counterparts, there may have been less of an emphasis on a rigid military approach to the teaching of physical education (PE) at these schools. Gavin Evans (1983:74-96) reports that at the more liberal English medium schools, the general attitude towards cadets was one of scepticism. Also, until recently, a certain amount of autonomy existed in the implementation of YP Programmes at English medium schools.

Of the African PE teachers, 54.55% were unqualified to teach physical education and none of those who were qualified, were university graduates of physical education, while 30% of the Coloureds and 68.75% of the Whites were university graduates.



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Section Two

Section two consisted of three questions which sought information relating to small and large apparatus for the teaching of formal PE lessons.

These results indicated that one of the reasons why it was not possible to teach physical education effectively at African schools, was, inter alia, because of the almost non-existence of apparatus, approximately 85% of the teachers at these schools did not have any apparatus. These schools did not have apparatus because PE was not included in their curriculum, therefore apparatus was not budgeted for. 2.59% of teachers at Coloured schools described their apparatus as adequate, while 31.50% of teachers at White schools described their apparatus as adequate.

Section Three

Section three deals with sport facilities at schools, both for recreational and teaching purposes.

Questions nine through to twenty-nine deal with outdoor facilities. Approximately 92.56% of African schools, 81.86% of Coloured schools and 54.21% of White schools did not have any of the facilities which were raised in the Questionnaire. None of the African schools, 11.54% of the Coloured schools and 83.67% of the White schools had halls in which PE could be taught. In a



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similar undertaking, Kloppers (1991) researched six White schools and six Black schools with regard to facilities and apparatus for the teaching of PE and sport at schools and arrived at a similar conclusion.

Along almost any dimension of comparison, there have been glaring differences between Black and White schooling. Sport and PE were no exception. The unequal funding of education and sports facilities, by the previous government, on the basis of racial discrimination led to the facilities in the Black communities being under-developed or non-existent (Eraser, 1991:38-39; Human Science Research Council, 1982:88; Kidd, 1993:31-33). This state of affairs can be traced back to 1938, when the Government first involved itself with sports education. It launched a national plan for physical education, spanning a period of six years, during which time a sum of 95 000 pounds was made available for the development of PE. It was shared by the Armed Forces, Railways and Harbours, the five Education Departments, local authorities and various welfare institutions, with little consideration for the Black community (Archer et al., 1982:34-35).

These five Education Departments at the time were provincial bodies and therefore White controlled. Black schools were controlled by the provincial bodies, as racially divided Education Departments did not as yet exist. In 1939, PE was made compulsory in Government schools and appropriate basic equipment provided. Once



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again, Black schools were scarcely affected by these provisions (Ibid).

Questions thirty-nine through to fifty-two deal with peripheral questions relating to sport facilities at schools. As in the case of major sport facilities, complimentary facilities as well as other support structures were deficient or non-existent at Black schools:

* None of the African schools and 9.62% of Coloured schools had ground staff in their employ, compared with 61.22% of White schools, of which 53.19% of these staff were on the State's payroll.

* 60.42% of White schools had suitable equipment for the maintenance of large turf fields. 34-88% of this equipment was supplied by the State. None of the Black schools had suitable equipment for the maintenance of large turf fields.

* 83.67% of White, 28.85% of Coloured and none of the African schools had suitable dressing rooms. Approximately 90% of White and 37% of Coloured schools had showers in their dressing rooms.

* 38.78% of White schools had open stands and 14.29% had pavilions, while 1.96% of Coloured schools had open stands only. African schools had neither open stands nor pavilions.

* African and Coloured schools experienced an extremely high rate of burglaries, 82% and 77% respectively. White schools also experienced an above average rate of



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burglaries, 61.22%, considering that their schools were situated in more stable middle class areas.

Section Four

Questions fifty-three through to seventy-five were designed to elicit educational and political information from teachers with regard to the school curriculum:

* 63.64% of African schools reported that PE was not included on their timetable while, although it was included on the timetable for White and Coloured schools, 75.52% of Coloureds and 33.3% of Whites rejected the syllabus, in fact approximately 75% of all the respondents were in favour of planning their own PE curriculum, although, at this stage, the majority of them are probably unable to do so because curriculum planning was not included in the curriculum for PE teachers at most tertiary institutions in South Africa.

* Most of the respondents were also in favour of PE periods being characterised by fun, popular, uninhibited and unregimented dance, games and other forms of recreation and that this period should be concerned with PE for life-long health and wellness and the maintenance of personal fitness.

* Approximately 90% of all the respondents were against any type of military involvement at schools such as the Cadet programmes, which was a clear mandate that there was



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no place in a future educational dispensation for paramilitary programmes at schools.

* While White teachers were divided between the aims of PE being universal, or common to all, 72.73% of African and 80.0% of Coloured teachers stated that those aims were not universal. Aims cannot be universal, they need to be contextualised first, to the needs of the school community and secondly, to the broader South African society.

* 80% of African teachers were in favour of co-ed PE, while 65.31% of Coloured and 67.44% of White teachers were not in favour. The fact that a large percentage of Coloured and White teachers were not in favour of co-ed classes, could possibly be ascribed to the fact that they could have been influenced by the tertiary institutions which they attended, because these institutions did not practice co-ed PE in their own courses.

* While African teachers were divided on whether PE should be an examination subject, 82.35% of Coloured teachers were strongly in favour. A possible theory for this stance is, that presently, Coloured schools with their lack of facilities and a compulsory PE programme, are experiencing disciplinary problems and teachers seem to think that by making PE an examination subject, they could exercise some measure of control over the students within their PE classes (van Boom 1990:15-34). These teachers, possibly in ignorance, are asking for a way to militarise PE. Once again, these teachers were not exposed to a critical approach to teaching and know of no other way



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than the approach which they were taught. Which brings us back to that old maxim that "the oppressed house within themselves, the oppressor".

5.4 CONCLUSION

The research has confirmed that there was a difference of PE resources among the former Educational Departments involved with this research. This difference reflected the former State's pre-occupation with the establishment of a racially divided society. Only of former White schools could it be said that adequate facilities and support structures were provided for sports and recreation. By contrast approximately 75% of the African schools did not have any of the PE resources which were raised in the questionnaire.

The next specific purpose of this quantitative investigation was an attempt at researching whether teachers have been conditioned and indoctrinated during the Apartheid era, so that they would conform to curriculum continuity.

The former PE curriculum embodied the defence of a CNE philosophy via its youth programmes, eg Cadets, it also encouraged the involvement of the SADF in schools. The national sports boards had a close working relationship with the schools; the White sport boards discouraged the mixing of sport and politics while the South African Council of Sport (which co-ordinated the Black sport



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boards), opposed this view (Howa, 1980:3). Therefore, the following questions were considered, in order to determine whether teachers were conditioned or indoctrinated:

* Question 57, which enquired as to whether the SADF should be involved with school programmes. 100% of the African teachers; 94% of the Coloured teachers and 87.5% of the White teachers indicated that the SADF should not be involved with any programmes at school.

* Question 61, which enquired as to whether the former PE syllabus should be rejected. 72.73% of the African teachers; 75.52% of the Coloured teachers and 33.3% of the White teachers rejected the former PE syllabus.

* Question 67, which enquired as to whether the Cadet programme should be compulsory at schools. 90.90% of African teachers; 93.2% of Coloured teachers and 83.67% of White teachers indicated that the Cadet programme should not be compulsory at schools.

* Question 68, which enquired as to whether education should have a CNE character, as stipulated by the 1967 Education Act for White schools. 81.81% of African teachers; 57.69% of Coloured teachers and 52.27% of White teachers indicated that education should not have a CNE character.

* Question 71, which enquired as to whether politics and PE should be mixed. 100% of African teachers; 68% of Coloured teachers and 19.15% of White teachers indicated that politics and PE should not be mixed.



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The results of these questions indicate that for the sample size used, the African teachers were overwhelmingly against CNE; Cadets; the SADF; the former PE syllabus and the mixing of politics and PE, therefore it could be concluded that they were not indoctrinated by State policy towards PE. The same could be said for the Coloured teachers, although they and the White teachers had an average score of +50% on CNE. The fact that African teachers had high scores all-round, is probably an indicator that they were politically more aware than the other teachers. White teachers were strongly against the Cadets and any military involvement at schools, however, 79% of them were in favour of keeping politics out of PE and 67% were in favour of retaining the former PE syllabus. It could therefore also be assumed that approx. 75% of them were in favour of retaining the status quo with regard to the PE curriculum.

In Chapter four, it was stated that curriculum continuity was pervasive in Africa and that much has to be done if the South African Education system, either in its curriculum policy initiatives or methods are to be divorced from an Apartheid heritage and the politics of Fundamental Pedagogics.

Finally the research has confirmed that the PE curriculum and its implementation across the racial divide is problematic and therefore confirms the need to examine existing PE syllabi and that the information obtained in this research would contribute towards a vision of the



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future. Therefore, the next chapter deals with this vision and some suggestions of getting involved with a discourse of possibility.



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CHAPTER SIX

TOWARDS A DEMOCRATIC PHYSICAL EDUCATION CURRICULUM

Although approximately 75% of the White teachers were in favour of retaining the former physical education (PE) curriculum, 61.70% (Question 62) were in favour of schools planning their own PE curriculum. In spite of the above, there was also a clear mandate from the African and Coloured teachers to get on with a new dispensation for PE in South Africa.

In support of this mandate, this study underpins the view, that during the Apartheid era, the meaning and purpose of schooling at all levels of education was fashioned around rampant racism, the principles of the market place, sexism and individualism. Ideologically, this meant abstracting schools from the language of politics, democracy and equality, in short, it meant the acceptance of Fundamental Pedagogics.

On a policy level, teaching remains articulated with performance tests, most of which are tied to standardized curricula. Teachers have also become deskilled through an over-emphasis on accountability schemes, teaching to a core syllabus, management and instruction by objectives and taxonomies, approaches that reduce their profession to demeaning procedures, what has also been called deprofessionalization.



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Physical education has by no means been excluded from this total onslaught and, because of its low institutional status, it is less likely to be stripped of its veneer of political innocence and mobilized for a role in social transformation, even though a future government may be dedicated to radical educational change.

This chapter therefore points to the need to infuse the practice of physical education with a vision of the future, one that is matched by the willingness of teachers and the rest of the school community to struggle and to take risks. Underlying such a struggle is an insistent call to take seriously the lives of all of our children, by nurturing a sense of commonweal and national community.

6.1 SCHOOLING FOR THE COMMONWEAL

There still seems to be tension even as we prepare for a new education system, between training for personal advancement and schooling for the commonweal. The latter is nurturing a sense of peoplehood and national community. The context of education today is not community, that is co-operative education, but conflict and competition with students being set against each other in the quest for academic rewards. Everything about it says you have to "go it alone", because there is no supportive community available. If this claim sounds excessive, recall for a moment what happens when students come together to co-operate on an assignment or on an examination question;



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many schools will not call it "community" but "cheating". Hence the schools turn out a steady flow of young people who have been taught to cope with the collapse of community (the only way to survive is to go it alone); they have never been taught fellowship through community work.

A community orientated education would teach people to be supportive and accountable to each other and to deal creatively with conflicts of interest. Educational tasks should make students interdependent instead of pitting them against each other. In many ways the teaching of physical education can begin to redress the practising of counteractive education and begin a sense of community. In this regard an overview of physical education's development in the past century provides a context in which to develop a community orientation towards PE.

6.2 THE WORLD-WIDE DEVELOPMENT OF PHYSICAL EDUCATION

Chapters three and four are instructive of the ideology which has underpinned education, more specifically physical education in South Africa. A vision of the future in which co-operative schooling is the norm, therefore needs to be informed by a historical perspective on the varied philosophies of physical education as it developed in the western world. Thus the inclusion of Siedentop's (1990:3-85) research into the more recent development of physical education is of consequence:



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* The era from 1885-1940 in Europe was marked by a competition among several approaches to what we now call physical education from what was then called gymnastics. A German and Swedish approach to gymnastics dominated the physical education scene. Europe in the nineteenth century was also a hotbed of nationalism, and nationalistic fervour was often accompanied by a strong militaristic spirit which manifested itself in gymnastic programmes for physical preparedness. These programmes were also deemed to have benefits similar to the conjugation of Latin verbs from the academic domain, each helped to train the mind. This theory, faculty psychology, held that the mind could be trained by precise repetitive practice and that discipline and precision in activity made valuable contributions to mental development. With European colonization, gymnastics was exported to all parts of the world.

* The first serious challenge to formal exercises and gymnastics came during the 1950s, with the development of the human movement philosophy. This philosophy was first developed in England during the late 1930s by a German immigrant, Rudolph Laban. It emphasized the ability to move as a means for expressing, exploring, developing and interpreting one's own self and one's relationship to the world, especially for children in elementary school.

During the late 1950s, physical education at the university level was also undergoing a revolution of sorts. Many departments were forced to justify the academic nature of their programme, and they found it difficult to do so



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relying solely on the teacher-education program undergirded by an education through the "physical philosophy" of the German and Swedish approaches. Thus began the period of specialization that eventually led to the discipline movement in physical education. Areas such as sport psychology, sport physiology, and sport sociology began to develop. They needed a philosophical framework within which to relate to one another; they found that framework in the human movement philosophy.

As the academic specializations of physical education began to develop and mature, they tended to rely less often on the underlying philosophy of human movement to bind them together and more recently have utilized the concept of sport as the unifying theme, therefore the sport sciences and sport studies programmes of recent times.

* The humanistic philosophies of the 1960's and 1970's exposed two major educational movements, and they were; the renewed emphasis on science and mathematics; and the humanistic education movement. In education this philosophy promoted open education, affective education, values clarification and less emphasis on competition for grades and academic outcomes. This approach to physical education in schools stressed personal development, self expression, and improved interpersonal relationships as primary goals for physical education.

* In the 1970s, play education developed as a philosophy in which the goal was to help students to acquire skills and to develop an affection for the activities themselves.



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Teachers were to be seen as transmitters and transformers of valuable cultural activities, which needed no justification by reference to educational outcomes. This philosophy did not directly influence curriculum development in schools and never became a reality because it was more a philosophy than a prescription for a programme.

* During the most recent era of educational reform, many sport, fitness, and physical education professionals argued that improved academic rigour in college and university programmes required that traditional programmes of physical education be eliminated in favour of stronger academic programmes in the sport sciences or sport studies. They also suggested that school physical education programmes should be more oriented towards the sport sciences and sport studies. It is too early to know what effect this movement will have.

* The fitness and wellness movement; and an active lifestyle is big business today, widely advertised in the media. Health studios and magazines are becoming popular and there is increased participation of adults in activities such as aerobics, running, cycling, swimming, weight lifting and triathloning etc. (Siedentop, 1990:82). One reason for the popularity of fitness and an active lifestyle is that the general public has become more aware of how a lack of fitness can contribute to medical problems. The concept of wellness took a much broader, more holistic, and more proactive view of health. The



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factors that define wellness include not only traditional criteria, such as freedom from disease, but also a number of positive criteria, such as adaptability to cope with everyday stresses, feelings of accomplishment and personal growth, ability to express a positive and creative lifestyle, and feelings of contentment and happiness. Physical fitness therefore becomes a major factor in achieving and maintaining wellness; thus the fitness and wellness movements closely parallel each other and are often interrelated.

If schools and non-school youth programmes promoted a wellness philosophy, then perhaps the movement that represents it could form the underlying rationale for life span involvement in sport, fitness and physical education.

Unfortunately:

- * Fitness and wellness is mostly a phenomenon of the middle and upper classes.
- * It is not prevalent in school physical education and health programmes.
- * This philosophy and the programmes developed from it have also spread mostly through the private sector and adult society.

In summing up, it would appear that the former boys' core physical education syllabus in South Africa was stranded in a nineteenth century philosophy of what should



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obtain in physical education and the former girls' core physical education syllabus was rooted in a 1950s philosophy of physical education, and that these syllabi have supported the status quo in the domination of Black South Africa.

6.3 TOWARDS A VISION FOR THE FUTURE

It seems that none of the philosophies of physical education took cognizance of the political struggles and social constraints which prevented the development of sport, physical education and recreational activities in developing countries. These philosophies were therefore not relevant because they did not take into consideration the rapid social change in many of these countries, which were either in the throes of national liberation struggles or had recently obtained independence from their oppressors or colonial powers. It was strictly speaking, the historical philosophies of physical education pertaining to middle class communities or a western world.

The same can be said for the works of respected international authorities in the field of PE. Although their writings adequately reflect curriculum planning, curriculum content, teaching styles and teaching methodologies etc., they fail to take into consideration the socio-political constraints which may effect the implementation of their work in developing countries. A brief summary of some of their work is therefore in order.



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Willgoose examines western civilization, in particular the American way of life in the 1960s and discusses societal changes and human needs with regard to planning and implementing the PE curriculum (Willgoose, 1969).

Of importance to Mosston and Ashworth are their spectrum of teaching styles and the identification of teacher/learner objectives within the realities of the school PE programme. They postulate that the act of teaching PE is rooted in decisions and that these decisions are about content, activities, organization, feedback etc. They also place decisions into three sets, namely the pre-impact, the impact and post-impact sets. The pre-impact set consists of a comprehensive list of teacher/learner needs, except the socio-political constraints which effect these needs (Mosston et al, 1986).

Siedentop writes essentially for an American audience and some of the more important chapters in his book deal with life span PE, career roles in PE, the historical and philosophical background of PE but more importantly, throughout his book he encourages his readers to think critically about central issues, to recognise problems, and to weigh the merits of alternative solutions (Siedentop, 1990)

Pangrazi and Dauers' book deals with almost every aspect of PE an aspirant elementary teacher needs to know about the subject, except the socio-political constraints. It includes chapters on special schools, effective class



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management, teaching methodologies, various programmes and activities, legal liability and the proper care of children etc. (Pangrazi et al, 1986).

We shall therefore need to contextualize the curricular activities of physical education within the specific socio-economic conditions of South Africa. It is futile to prepare teachers of physical education for what should obtain in schools in middle class areas only, considering the socio-political constraints with which many Black schools are currently confronted, such as; the exclusion of physical education from the curricula of most African township-schools; no sports or recreational facilities; no suitably qualified teachers; violence; malnutrition; homeless youth; insufficient schools and also, considering that the disadvantaged group constitute approximately 85 percent of the total population in South Africa (SAIRR, 1992/3:254).

Given, therefore, the institutional and political dilemmas of physical education as a school subject, what are the implications of this study for those concerned with an emancipatory practice in the subject at the school level? The main arguments are shown below.

Students and teachers need to be centrally involved in the physical education enterprise in a post-apartheid South Africa, which presupposes the satisfaction of particular historical and structural conditions. This assumes that schools will have some degree of autonomy in curriculum decisions and, by extension, that subject



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teachers within a school will play a prominent role in curriculum/syllabus planning.

This is in keeping with the findings in question 62 of the quantitative research, where 72.73% of African teachers, 92.6% of Coloured teachers and 61.70% of White teachers were in favour of planning their own syllabus.

There is also no reason why students could not contribute to the curriculum process by drawing on their after school physical activities as one knowledge source for the formal school curriculum content. In order to put such a democratically planned syllabus into practice, physical education teachers should first confer with representatives of the school community, i.e., the parent teacher associations; the student representative councils, colleagues and community leaders. Together they could come up with a viable curriculum, acceptable to all, including the PE advisor. 50% of Whites, 77% of Coloureds and 82% of Africans were in favour of PE teachers being accountable to their community for their syllabuses. This curriculum should also take the school environment, culture, needs and resources into consideration.

They could also plan their curriculum around modules relating to physical activities (sport, small games, dancing, recreation, etc.). The number of modules or the duration of each module will depend entirely on the nature of the activity and the number of modules they wish to include within a year. Schools within a given area could together deliberate on their modules, if they so wish, so



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that teachers who specialize in a particular activity, may circulate together with their small PE apparatus, which his/her school should acquire, to all the schools in the area. This will mean that if teacher "A" teaches hockey for, say, six weeks at teacher "Bs" school, that teacher "B" will now have to teach an activity for six weeks at teacher "As" school. This will also lead to a more equitable distribution of apparatus and will also mean that each school within the area need not purchase apparatus for all activities the school wishes to offer. The number of variations on this model are too numerous to mention. One variation could be that all physical education teachers could teach athletics to their own schools within the first school term and then for the rest of the academic year, they could decide upon teacher circulation within that area or district.

As a consequence, if physical education teachers are to be involved with curriculum planning, they also should be thoroughly initiated in a relevant theory of physical education and curriculum studies, enabling them to engage in a thorough explication of the nature, point and purpose of the enterprise. This would mean that teacher education curricula should develop critical theories of physical education that will move us beyond the hegemonic influence of the conservative, state educational "theory" of Fundamental Pedagogics, which has dominated a behaviouristic orientation towards issues of mastery and methodological refinement as the basis for developing



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teacher competence. Within this model, teachers are viewed less as creative and imaginative thinkers, who cannot transcend the ideology of Fundamental Pedagogics.

There is also a tendency to lose sight of the need to educate aspirant teachers of physical education to focus on the immediacy of school problems and to substitute what is presently in place with a critical analysis of the underlying conditions which structure the curriculum. Therefore, topics such as the political history of the discipline of physical education and its contemporary social impact, as well as a thorough research into different curriculum planning models ("technical production" or "factory" models, currently in use in South Africa and a critical approach) will prepare prospective teachers more adequately for a socially conscious teaching practice.

Such a practice could inform teachers that physical education does not have to be reduced to a repertoire of stratagems (eg Bloom's Taxonomies), ie., it should not be governed by behaviouristic objectives, taxonomies and curricular outcomes unrelated, to the needs of the community. The central aim of physical education, therefore, should be the provision of suitable physical activities to each and every student in the class, sufficiently intensive to each in order that it becomes worthwhile to each. The natural spin-offs of such activities could be cardiovascular development, fitness development, neuromuscular development, the acquisition of



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skills, learning something useful, and the acquisition of values.

These physical education activities should be characterized by fun, popular uninhibited and unregimented dance, games, and other forms of recreation. This philosophy was endorsed in the quantitative research by 100% of the African teachers, 98.08% of the Coloured teachers and 89.36% of the White teachers.

Encouraging students to express themselves in a relatively unconstrained environment should decrease the ideological impulse of control and coercion which framed the apartheid physical education curriculum. The nature of presentation of these activities could help to rekindle lost values and also propagate positive values such as compromise, consensus or respect for minority opinions which may contribute to the abating of violence among some of our youth.

PE should also be concerned with goals which reach beyond the boundaries of the competitive arena to include the concept of "life span" physical education for all. That is, physical education programmes which will nurture among our youth physical activities, which may contribute to life-long wellness and fitness and so also contribute to a healthy life style.

100% of the African teachers, 96.15% of Coloured teachers and 82.98% of White teachers supported this philosophy.



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A philosophy which was also fully endorsed by the former Rector of the University of the Western Cape, at a PE conference held at the University in Cape Town, in March 1993:

One of the major academic planning projects which we are trying to drive at the University is that of promoting a public health approach in our relevant departments and faculties. This is an approach which emphasizes health promotion over curative medicine, and which stresses the concept of health for all rather than medicine for the sick, for it is an approach which sees the provision of sound housing, clear water, adequate sanitation, nutrition, universal education and wholesome ways of general living as more important to health than high-tech curative interventions alone. The general thought of the papers in this symposium seems to point to a similar approach with sport and physical activity seen as health promoting activities (Prof. G. J. Gerwel, March, 1993).

A philosophy which is also increasingly being espoused by sport scientists and sport physicians internationally:

It has very clearly been shown that an active lifestyle has beneficial effects on the health of a society through the Framingham and Harvard studies. The time to establish this healthy lifestyle is during the formative years of schooling. An integrative physical education curriculum designed to teach students the basics of proper conditioning and encourage a lifetime of activity is essential to ensuring the health of a nation. Members of a community must be encouraged to participate in activities that will be available to them throughout their lives (Lynch, 1993).



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Competitive sport should not and cannot be banished from schools or any democracy, but it has to be watched because if left unattended, it could degenerate into the moral equivalent of war and become destructive to democracy and positive values. Competition should therefore take a back seat within the classroom situation, and organized competitive sport matches should operate after school hours, without an emphasis on "winning at all costs". Physical education teachers should therefore try and shift the emphasis, at their schools, from competitive sport, in favour of group participation in a variety of physical activities. At primary school, these activities, which may include dancing, gymnastics, games etc., should be initiated through basic sport skills programmes and graduate to include game concepts. This will not be easy, given the overwhelming influence of competitive sport in South Africa and the world. There is also no reason why the school could not open up some space for a sports counter-culture which distributes the rewards for success on a group basis and which also recognizes the attempt to succeed, irrespective of the final result, as a worthy educational goal. This model also: "implies a de-emphasis of elitism and hence spectatorism and it could certainly [lead to] a more equitable distribution of resources" (Hendricks, 1989:110). This does not imply that the teaching of sport skills should be abandoned at schools, for these skills are sorely lacking at former Black schools, but that the physical education periods should not



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be used for the sole purpose of developing elitist sports persons. Talented youth should rather be referred to extra-mural school programmes, as well as to community clubs and coaching clinics organised by the Sports Development Boards.

In keeping with the new South African constitution, curricular organization and activities, irrespective of their nature, should be integrated not only by race, but also by gender.

80% of African teachers agreed to co-ed physical education classes, while 65.31% of Coloured teachers and 67.44% of White teachers opposed co-ed PE classes. As stated earlier, this could be as a result of the Coloured and White teachers having been indoctrinated at tertiary institutions which kept the sexes apart during PE classes while studying for a specialist diploma or degree. Most Africans were not afforded the opportunity to read for such a diploma or degree.

A re-socialization of values among physical education teachers may, however, be a slow process; it may therefore be necessary as in some countries to legislate for the elimination of sex inequity by providing opportunities for instruction for all students in all physical education classes on an equal, just, and non-offending basis. Sweeping generalizations about the differing physical characteristics of the average male and female have shaped a series of myths which have given credibility to the present state of affairs, and which have excluded girls



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from the opportunity to participate in certain sports and also to participate with boys. These myths include, inter-alia, prohibitions against strenuous activities because it could interfere with pregnancy, child birth, menstruation cycles; women are also thought to have more fragile bone structures than men, etc. These myths can be found in most text books dealing with exercise physiology.

While it is true that there are physical differences by gender which may result in performance advantages favouring adult males, it is equally true that those biological differences can be observed almost as much within the same sex as between the same sexes. There is a large overlap of a majority of the males and females with like physical attributes. It cannot be universally generalized that all males have a greater biological advantage which results in better motor performances than all females (Women's Educational Equity Act Program--USA).

It is also equally true that in the lower primary school classes, all children, irrespective of their sex, have similar biological developments. However, in the upper primary school classes and the lower middle school classes, the situation is somewhat reversed, where girls, who generally experience puberty before boys, experience a simultaneous growth spurt and strength gains which may give them a physical advantage over some boys. It would be adequate then to comment that boys and girls are equal, but different.



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Inequality among the sexes is rife within the South African society. Different physical education curricula and different teaching approaches to the sexes at all levels of physical education instruction is possibly one of the major causes of this state of affairs. Special school programmes, viz. Youth Preparedness, Veld Schools and Cadets in former White schools, as programmatic expressions of the physical education curriculum, declared openly the linkages between physical education and military preparedness and the need to keep the sexes apart during the physical education lessons so that boys can get on with a more vigorous programme to prepare them for military conscription. The socialization of students throughout their school careers to believe that the sexes are different and should be kept apart is a convenient myth and one which occludes the thought that the artificial separation of sexes during physical education lessons might itself spawn a belief system which can become ingrained within a culture.

We will, therefore, have to begin to chip away at these powerful socializing influences on gender differentiated physical education and training by organizing activities in groups where and when necessary to accommodate all students at different stages of physical development and different strengths and abilities. This eliminates the argument that girls are inherently disposed towards certain types of physical activities. There is also therefore no reason, when using the group method for



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teaching physical education, why both sexes cannot simultaneously be involved in any type of ball games, including games involving physical contact, because single sex groups could be condoned. Certain cultures may also object to co-ed physical education classes on the grounds that their girls are not suitably dressed. Most of these cultures do however condone the wearing of loose fitting track suits during the PE classes.

The State's rationalization of teachers has resulted in most schools losing a few teachers. The teachers most likely to lose their posts are the PE teachers, because of the subjects non academic status. This may leave schools with one of the two or more PE teachers they may have. Schools may therefore have to get use to only one PE teacher, irrespective of sex, teaching an entire mixed sex class.

If the community is going to be involved with the development of physical education, then it must also assume its share of making PE responsible for improving our society. The effective power of physical education in the solution of social problems depends greatly upon the decision as to how our schools are used. In some townships, schools are the only communal places; in others, they can go a long way in supporting what is available. There are also few or no sports fields, recreational facilities or community centres. Therefore, schools will have to undergo a transformation and become community schools in the sense that they will become open door



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centres for youth activities, after school hours and during the vacations. These activities could:

* Assist youth to achieve and maintain fitness; acquire a broad range of physical skills; develop a sense of team work, co-operation and fairness and lead healthy active lifestyles. All this can be achieved in physical activities such as recreational games, dancing, hiking, gardening, health education projects, fitness testing, cycling, sport, etc.

* Include life skills such as cooking, auto repairs, gardening, first aid, basic electronics, conservation, etc.

* Involve youth in grassroots programmes such as a "Head Start" programme, practised elsewhere, where children receive a head start on their first year at primary school by attending an intensive programme in reading and writing during the vacations. They could also receive health nutrition and social services to combat the effects of poverty.

* Assist the youth to become involved with adult community programmes such as homelessness, the aged, etc.

* Include general school tuition programmes, where the facilitators/teachers are fellow students, etc.

The physical educators together with the school community could initiate these projects since both the school and the broader community will benefit from such a project. In order for this to obtain, the private sector



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will have to invest in the building of communal halls at schools and supplying schools with sports facilities and apparatus. At this point in time, many foreign companies are poised to reinvest in South Africa. Most of these companies contribute to national organizations which fund youth programmes in their country, such as 'The United Way' in the United States of America. The same type of funding could be initiated in South Africa, or each company could adopt a school or a school area for the purpose of developing community schools. The state could contribute by levelling off the area surrounding the schools and planting turf so that those areas could be used for outdoor activities.

It may soon become necessary for institutions in a future South Africa to take issue with the history as well as the objectives and goals of Education with Production programmes ie, work related school programmes, in terms of its failures and success, in order to determine whether similar programmes will be of benefit to the poor in the face of adverse social and economic problems in our disadvantaged communities (appendix four). Already out of sheer desperation, community and school gardens have sprung up in rural and urban areas.

In case studies undertaken at a few township schools in the Western Cape, it was found that more than 50 percent of the students in a standard six class did not have breakfast and or did not take lunch to school; neither did the school provide them with something to eat (Kloppers,



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1993). Mrs. Perlman of Operation Hunger said in June, 1992, that by the end of the year some 2.5 million people could be starving owing to the effects of the drought, widespread retrenchments and unemployment and that 1.8 million people are already receiving nutritional assistance from her organization (SAIRR, 1992:293).

In the light of these constraints, it is hardly likely that school communities ravaged by malnutrition can carry on with a vigorous physical education programme, let alone academic programmes. It will also take some years before Education with Production Programmes could be initiated at schools. It will therefore be incumbent upon schools to solve their own nutritional problems. One way of achieving this immediately is via the schools physical education programme, since gardening is a recreational activity.

If, therefore, curricular activities are contextualized within the specific socio-economic conditions of South Africa, then schools could use an integrative model of curriculum which will draw on knowledge domains from the different disciplines; thus, school communities affected by malnutrition, whether urban or rural, could use the collective knowledge of geography, agriculture, biology, science, mathematics and physical education to harvest their own crops. The planting, harvesting and tilling of the soil could afford students physical and recreational activity, while simultaneously bridging the school-community gap by either increasing



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local production capacities or by using parents at school to prepare school meals from the harvested crops. Each class could work for a few weeks in the garden during their physical education period, as yet another module to add to their play, dance and recreation modules for the year. Such an integrative curriculum model is not necessarily advocating that students should be "hewers of wood or drawers of water", nor is it promoting streaming or tracking, it is merely proposing options which would benefit youth who have been left desolate by the injustices of the past.

In a similar vein, schools lacking classrooms could engage in the construction of extra rooms. The collective knowledge of maths, science, woodwork, etc., could contribute to the success of the project. The work could be continued by the community after school hours. The gravity of the shortage of classrooms and schools is highlighted by a remark made by Mr. Job Schoeman, who indicated that South Africa needed 300 schools for Africans each year, and that the Department of Education was only supplying 1/6 of the shortfall. In fact, the report indicated that a large percentage of "Black" school children have never been to school, due to over crowding and a shortage of school buildings (SAIRR, 1989:263-265).

Collective school projects could also address the whole ecological problem. Presently, economic greed is destroying our environment through over-production and reckless industrialization projects without concern for the



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future. There is also gross neglect of our natural habitat. Students as future custodians of the environment, could be involved in conservation activities as yet another physical education module:

- * Combatting soil erosion by the planting of ground covers and the digging of trenches.
- * Embarking on a paper jog, students will run around the school or in the neighbourhood collecting waste paper.
- * Cleaning of rivers.
- * Planting of trees.
- * Weed control.
- * Hedge cutting.
- * Nature trail hikes.
- * building of ponds, etc.

These work related modules could aptly be referred to as Physical Education with Production Programmes.

Finally, a restructured police force, will need to be accepted by primary school youth, as one means of restoring good community relationships. The role of the police in a new political dispensation is that of social workers and custodians of community values as opposed to that of confrontation, as was the case during the Apartheid era. Non uniformed police could be assigned to schools, which have need of their services, on a weekly basis to assist physical education teachers with their activity programmes.



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This will entail the re-education of the police force to include subjects such as educational psychology, a democratic methodology, communication skills, games skills and rules, organization and management skills, conflict resolution etc., so that they do not have an authoritarian approach to teaching. A similar programme, " Adopt a Cop", is successfully organised at primary schools in the United States of America.

Clearly there are several other issues around the restructuring of physical education which should be opened up for public debate and policy deliberation. These proposals simply suggest a starting point for such action, one which links physical education to progressive politics or, to put it somewhat differently, which allows our students "to move with a different view".

6.4 CONCLUSION

Finally, in emphasising the restructuring of PE, one should be conscious of the fact that the discriminatory aspects of Apartheid schooling by class, race and gender affected all school subjects and may continue to do so for the post election period. However, PE is placed in the unique and problematic position of being: accepted by activists and practitioners as an apolitical subject; relegated by virtue of its non-examination status to an insignificant subject within the general school curriculum



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and yet; promoted by the former State as a vehicle for teaching obedience, conformity and military vigilance.

But rethinking PE as a social project will require movement beyond the pessimism that claims an "incompatibility of sports with liberation" (Hendricks, 1989:109), and also those who claim that the situation in our townships is so de-moralized that it is presently not feasible to initiate activity projects. If PE was such a powerful instrument in securing oppression, there is no reason why it cannot be mobilised as a counter-hegemonic force in advancing liberation. By radicalizing the philosophy, content, organization and assessment of the PE curriculum, we begin to transform our classrooms into democratic spheres where student participation, socially conscious teaching, and community-linked activities are strongly integrated. As under Apartheid, the success of such a venture at the classroom level during this transitional period, will to a larger extent be determined by political support at the governmental level. And, as we are presently witnessing, that support is forthcoming, via the State's Reconstruction and Development Programmes; the White Paper on Sport and Recreation; the establishment of Curriculum Co-ordinating Committees for PE and recent legislation, such as compulsory PE for all schools and the lowering of student teacher ratios at African schools in particular, so that principals will be able to employ more teachers, as from April 1996, to effectively introduce



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practical subjects such as PE, art etc., into their curricula.



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APPENDIX ONE
THE CHRISTIAN NATIONAL EDUCATION
POLICY DOCUMENT

TAKEN FROM THE SPROCAS DOCUMENT

Articles 14 and 15 state:

"The Coloured man ... must be educated according to Christian National principles ... only when he has been Christianised can he and will he be truly happy and secure against his own heathen and all kinds of foreign ideologies which promise him sham happiness, but in the long run make him dissatisfied and unhappy". With regard to the national principle, we believe that the coloured man can be made race-conscious if the principle of apartheid is strictly applied in education just as in his church life. "The financing of Coloured education must ... not occur at the cost of White education".

"The task of White South Africa to christianise the native and to help him on culturally ... has already found its closer focus in the principles of trusteeship, non-equality and segregation. Hence native education must be grounded in the life-and world-view of the Whites, more especially of the Boer Nation as the senior White trustee of the Native".

"Native education must ... not occur at the cost of white education". The division of education into White, Bantu, Coloured and Indian is clearly foreshadowed above,



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and so is the principle of restricting the money contributed to African education from General Revenue. (The problem of mother-tongue instruction is referred to in detail in the full article 15, but has already been discussed).

It is self evident that to set out deliberately to make the Coloured man "race-conscious" and to apply strict separation in church life is in conflict with the message to the people of South Africa - so is educational separation as a religious principle, though it may be desirable as a matter of, one hopes, temporary practice because of geographical, linguistic and cultural considerations.

The injustice of forcing the Africans to finance most of their own education while not developing the higher education which would raise earnings and therefore their-paying capacity has often been stressed. It is still true that fewer than 50 per cent of those African children who start school reach standard 3, the minimum level considered necessary to achieve literacy. This percentage has not significantly altered in over a decade. Progress in proceeding with compulsory education for all Coloured and Indian children is also slow, largely because the State restricts spending on this education so that it "will not take place at the cost of white education". (Sprocas, 1971:86).



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APPENDIX TWO

THE COMMITTEES AND DEPTS. DEALING WITH THE

BOYS' PHYS ED SYLLABUS

(CLEOPHAS, 1991:142)

| | | |
|---|----------------------|-----------------------------|
| CHE | | |
| NATIONAL FITNESS RESEARCH COMMITTEE | | |
| CURRICULUM COMMITTEE (CED) | | |
| HEALTH/EDUCATION RESEARCH PROJECT | SPORT INJURY PROJECT | FITNESS RESEARCH PROJECT |
| CURRICULUM COMMITTEE (CED) | | |
| NATIONAL FITNESS RESEARCH COMMITTEE | | |
| VARIOUS EDUCATION DEPARTMENTS | | |
| INTER-DEPARTMENTAL CURRICULUM COMMITTEE | | |
| NATIONAL FITNESS RESEARCH COMMITTEE | | |
| CHE | | |
| VARIOUS EDUCATION DEPARTMENTS | | |
| SCHOOLS | | |
| TEACHERS | | |



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APPENDIX THREE

VELD SCHOOLS

... Blacks are not as intelligent as Whites and can be easily influenced; that the natives live for today and do not consider the future (Evans, 1983:58).

We had to say if we had any sort of contact with a girl. We were also asked if we would marry a "used" girl (Translated from Afrikaans, Vrye Week Blad).

In Soweto there were hundreds of terrorists, you need to be aware of them. Speak to your servant, she will tell you. If you notice something strange about her, don't be afraid to tell the police (Fredrickse, 1986:9).

One Veld School principal admitted that a large number of complaints were received about the excessive discipline (Evans, 1983:53).

"Today South Africa is experiencing a total onslaught. Pik Botha recently predicted that the biggest Communist offensive would be concentrated on South Africa" (Evans, 1983:54).



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APPENDIX FOUR

EDUCATION WITH PRODUCTION PROGRAMMES

Before the advent of mass schooling, children were initiated into life skills by their parents, relatives and neighbours. They learned by living and doing. In the homes and on the farms they were taught the skills of the society and the behaviour expected of its members. They learned the kind of grasses which were suitable for different purposes, the work which had to be done on the crops, or the care which had to be given to animals by joining with elders in the work. (Sinclair, M.E., 1984: 22). Formal schooling in the nineteenth and twentieth centuries destroyed much of this natural learning process.

Schooling at the time in Europe and America resembled much of what is happening in contemporary developing countries, i.e., mass formal education, widespread poverty and endemic destitution. In addition, this formal education was exported to Africa and South East Asia via Christian missions and colonial governments (Ibid:23).

Dissatisfaction with mass schooling in Europe in the nineteenth century came from renowned educators such as Jean Jacques Rousseau, Pestalozzi, Froebel, etc. All of whom proposed initiatives towards work related schooling, to convey useful knowledge and skills to children.

In the twentieth century, certain programmes of relevance made a major impact on their respective national systems of schooling, notwithstanding the fact that they



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have subsequently been terminated or have faded into obscurity:

- * Mexico's Rural Schools - 1921-1924
- * Turkey's Village Schools - 1930s
- * Gandhian Basic Education in India - 1940s and 1950s
- * Tanganyika Agricultural Programmes - 1950s
- * Rural Education Centres in the Upper Volta - late 1950s (Sinclair, M.E., 1984:37-87).

In more recent times in Africa, Patrick Van Rensburg founded the first Brigade school in Serowe, Botswana in 1965. One Brigade proliferated into many, and soon spread to other centres, becoming a movement. These schools provided education for employment especially within the rural communities, making these communities self-sufficient. Patrick Van Rensburg went on from Serowe to found the Foundation for Education with Production (FEP), an international body, whose two most famous offspring are Zimbabwe (ZIMFEP) and Botswana (BOTFEP). The latter's concerns cover work study institutions such as training Brigades, as well as production cooperative activities in formal education. Patrick Van Rensburg has spoken extensively at South African institutions on Education with Production as well as rural education. He was also responsible for the founding of a FEP school at Kangwane in the Eastern Transvaal in 1989/90. (Parsons, Neil. 1991: 26-28)



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Another pioneer of work related school programmes in Africa was Dr. Julius Nyerere, who called for the introduction of production programmes in all educational institutions in Tanzania in 1967. His calling was for schools to prepare students for their future role as self-reliant citizens in a state committed to socialism, equality and individual freedom; hence, Education for Self Reliance (Sinclair, M.E., 1984:35).



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APPENDIX FIVE

DETAILED RESULTS OF QUANTITATIVE RESEARCH

QUESTION 1

Home language of the respondents.

| | <u>African</u> | <u>Coloured</u> | <u>White</u> |
|---------------------------|----------------|-----------------|--------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Home Language</u> | % | % | % |
| Afrikaans | - | 34.46 | 38.78 |
| English | - | 61.54 | 61.22 |
| Xhosa | 81.81 | - | - |
| Other | 18.18 | - | - |

QUESTION 2

Educational level of respondents.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Education Level</u> | % | % | % |
| Std 8 and College | - | 1.92 | - |
| Std 10 | - | 3.85 | |
| Std 10 and College | 63.64 | 61.54 | 18.37 |
| University Diploma | - | 7.69 | 14.29 |
| Graduate | 9.09 | 1.92 | 4.08 |
| Graduate and Diploma | 9.09 | 19.23 | 38.78 |
| Post Graduate | 18.18 | 3.85 | 24.49 |



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QUESTION 3

Physical Education qualifications of respondents.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|--------------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25 | 24 |
| <u>Education Qualification</u> | % | % | % |
| None | 54.55 | 2.00 | 12.50 |
| College | 45.45 | 68.00 | 18.75 |
| University | - | 30.00 | 68.75 |

QUESTION 4

The number of years the respondents have been teaching physical education.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>No. of Years</u> | % | % | % |
| Up to Five Years | 72.73 | 67.31 | 51.02 |
| 6 to 10 Years | 9.09 | 11.54 | 24.49 |
| 10 Years plus | 18.18 | 21.15 | 24.49 |



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QUESTION 5

The number of years the respondents have been in their present posts.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>No. of Years</u> | % | % | % |
| Up to 5 years | 72.73 | 69.23 | 71.43 |
| 6 to 10 years | 9.09 | 17.31 | 14.29 |
| 10 years plus | 18.18 | 13.46 | 14.29 |

QUESTION 6, 7 and 8

The availability of small and large apparatus for the teaching of physical education lessons and sport.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|----------------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.67 | 24.5 |
| <u>Availability of Apparatus</u> | % | % | % |
| None | 84.85 | 12.99 | 8.59 |
| Problematic | 6.06 | 15.57 | 14.30 |
| Below Average | 9.09 | 35.73 | 19.51 |
| Average | | 32.47 | 27.79 |
| Adequate | | 2.59 | 31.50 |
| More Than Adequate | | .64 | 4.10 |



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QUESTION 9

Number of schools that had grass athletic tracks.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 90.09 | 67.51 | 20.41 |
| One | 9.09 | 32.69 | 69.39 |
| Two | | | 2.04 |
| Three | | | 2.04 |
| Four | | | 2.04 |
| Five | | | 4.08 |

Rating of Grass Tracks

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Ratings</u> | % | % | % |
| None | 90.09 | 67.31 | 20.83 |
| Very Poor | 9.09 | 23.08 | 4.17 |
| Poor | | 5.77 | 12.50 |
| Average | | 3.85 | 37.50 |
| Good | | | 14.58 |
| Very Good | | | 10.42 |

QUESTION 10

No schools had Tartan Tracks.

QUESTION 11

No schools had Gravel Tracks.



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QUESTION 12

Number of schools that had all weather tennis courts.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 72.73 | 92.31 | 20.41 |
| One | 18.18 | 3.85 | - |
| Two | 9.09 | - | 6.12 |
| Three | | - | 16.33 |
| Four | | 3.85 | 20.41 |
| Five | | | 0.20 |
| Six | | | 14.29 |
| Seven | | | 4.08 |
| Eight | | | 6.12 |
| Twelve | | | 2.04 |

Rating of all weather tennis courts:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Rating</u> | % | % | % |
| None | 72.72 | 92.31 | 21.28 |
| Very Poor | 9.09 | - | - |
| Poor | 9.09 | 1.92 | 6.38 |
| Average | 9.09 | - | 12.77 |
| Good | | 3.85 | 34.04 |
| Very Good | | 1.92 | 25.53 |



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QUESTION 13

No schools had grass tennis courts.

QUESTION 14

Number of schools that had gravel tennis courts.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 95.92 |
| One | | | 2.04 |
| Four | | | 2.04 |

Rating of gravel tennis courts:

| | <u>African</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 100 | 95.92 |
| Very Poor | | | 2.04 |
| Poor | | | - |
| Average | | | - |
| Good | | | 2.04 |
| Very Good | | | - |



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QUESTION 15

Number of schools that had tennis walls.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 90.91 | 100 | 44.90 |
| One | 9.09 | - | 42.86 |
| Two | | | 10.20 |
| Three | | | 2.04 |

Rating of tennis walls:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Count</u> | % | % | % |
| None | 90.91 | 100 | 45.83 |
| Very Poor | 9.09 | - | 2.08 |
| Poor | | | 4.17 |
| Average | | | 18.75 |
| Good | | | 20.83 |
| Very Good | | | - |



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QUESTION 16

Number of schools that had turf cricket ovals.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 98.08 | 55.10 |
| One | | - | 10.20 |
| Two | | 1.92 | 14.29 |
| Three | | | 14.29 |
| Four | | | 2.04 |
| Five | | | 4.08 |

Rating of turf cricket ovals:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Rating</u> | % | % | % |
| None | 100 | 96.15 | 55.10 |
| Very Poor | | | - |
| Poor | | 3.85 | 2.08 |
| Average | | | 16.67 |
| Good | | | 16.67 |
| Very Good | | | 8.33 |



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QUESTION 17

Number of schools that had artificial turf, cricket ovals.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 98.08 | 77.55 |
| One | | - | 14.28 |
| Two | | 1.92 | 6.12 |
| Three | | | 2.04 |

Rating of artificial turf, cricket ovals:

| | <u>Africans</u> | <u>Coloured</u> | <u>Whites</u> |
|---------------------------|-----------------|-----------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 96.15 | 77.5 |
| Very Poor | | 3.85 | 6.12 |
| Poor | | | 4.08 |
| Average | | | 4.08 |
| Good | | | 6.12 |
| Very Good | | | 2.04 |



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QUESTION 18

Number of schools that had cricket practice nets.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 98.08 | 61.22 |
| Two | | 1.92 | 10.20 |
| Three | | | 10.20 |
| Four | | | 8.16 |
| Five | | | 4.08 |
| Six | | | 1.92 |
| Ten | | | 1.92 |
| Fourteen | | | 1.92 |

Rating of cricket practice nets:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 96.15 | 61.22 |
| Very Poor | | 3.85 | 2.13 |
| Poor | | | 4.26 |
| Average | | | 19.15 |
| Good | | | 10.64 |
| Very Good | | | - |



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QUESTION 19

Number of schools that had base/softball fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 94.23 | 85.71 |
| One | | 3.85 | 7.69 |
| Two | | 1.92 | 4.08 |
| Three | | | 2.04 |

Rating of base/softball fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 94.23 | 85.7 |
| Very Poor | | 1.92 | - |
| Poor | | 1.92 | 4.08 |
| Average | | 1.92 | 6.12 |
| Good | | | 4.08 |
| Very Good | | | - |



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QUESTION 20

Number of schools that had swimming pools.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 67.35 |
| One | | | 28.57 |
| Two | | | 2.04 |
| Four | | | 2.04 |

Rating of Swimming Pools:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 100 | 67.35 |
| Very Poor | | | - |
| Poor | | | 2.13 |
| Average | | | - |
| Good | | | 10.64 |
| Very Good | | | 17.02 |



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QUESTION 21

Number of schools that had soccer fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Count</u> | % | % | % |
| None | 81.81 | 55.77 | 60.42 |
| One | 9.09 | 44.23 | 20.83 |
| Two | 9.09 | - | 16.67 |
| Three | | | 2.08 |

Rating of soccer fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Rating</u> | % | % | % |
| None | 81.81 | 55.77 | 60.42 |
| Very Poor | 9.09 | 17.31 | - |
| Poor | 9.09 | 13.46 | 16.67 |
| Average | | 13.46 | 12.50 |
| Good | | | 10.42 |
| Very Good | | | - |



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QUESTION 22

Number of schools that had rugby fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 81.81 | 46.15 | 30.61 |
| One | 18.18 | 53.85 | 16.33 |
| Two | | | 28.57 |
| Three | | | 6.12 |
| Four | | | 16.33 |
| Six | | | 2.04 |

Rating of rugby fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Rating</u> | % | % | % |
| None | 81.81 | 46.15 | 30.61 |
| Very Poor | 18.18 | 28.85 | 2.13 |
| Poor | | 13.46 | 8.51 |
| Average | | 11.54 | 29.79 |
| Good | | | 19.15 |
| Very Good | | | 8.51 |



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QUESTION 23

Number of schools that had turf hockey fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 88.46 | 30.61 |
| One | | 11.54 | 22.45 |
| Two | | | 30.61 |
| Three | | | 6.12 |
| Four | | | 8.16 |
| Seven | | | 2.04 |

Rating of turf hockey fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Rating</u> | % | % | % |
| None | 100 | 88.46 | 30.61 |
| Very Poor | | 5.77 | - |
| Poor | | 3.85 | 10.41 |
| Average | | 1.92 | 27.08 |
| Good | | | 27.08 |
| Very Good | | | 4.17 |



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QUESTION 24

No schools had synthetic hockey fields.

QUESTION 25

Number of schools that had gravel hockey fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 97.92 |
| One | | | 2.08 |

Rating of gravel hockey fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Rating</u> | % | % | % |
| None | 100 | 100 | 97.92 |
| Very Poor | | | - |
| Poor | | | - |
| Average | | | 2.08 |
| Good | | | - |
| Very Good | | | - |



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QUESTION 26

Number of schools that had multi-purpose tarmacs.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 90.90 | 11.54 | 28.57 |
| One | 9.09 | 53.85 | 22.45 |
| Two | | 28.85 | 26.53 |
| Three | | 5.77 | 10.20 |
| Four | | | 4.08 |
| Five | | | 8.16 |

Rating of multi-purpose tarmacs:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Rating</u> | % | % | % |
| None | 90.90 | 11.54 | 28.57 |
| Very Poor | 9.09 | 15.38 | 4.17 |
| Poor | | 19.23 | 4.17 |
| Average | | 40.38 | 31.25 |
| Good | | 13.46 | 31.25 |
| Very Good | | | 8.33 |



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QUESTION 27

Number of schools that had fenced courts.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Count</u> | % | % | % |
| None | 81.82 | 86.54 | 39.58 |
| One | 9.09 | 9.61 | 14.58 |
| Two | 9.09 | 1.92 | 8.33 |
| Three | | - | 8.33 |
| Four | | 1.92 | 12.50 |
| Five | | | 6.25 |
| Six | | | 6.25 |
| Eight | | | 4.17 |

Rating of multi-purpose fenced courts:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Rating</u> | % | % | % |
| None | 81.82 | 86.54 | 39.58 |
| Very Poor | 9.09 | 1.92 | - |
| Poor | 9.09 | 3.85 | 2.08 |
| Average | | 3.85 | 22.92 |
| Good | | 3.85 | 25.00 |
| Very Good | | - | 10.42 |



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QUESTION 28

Number of schools that had multi-purpose small fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 90.91 | 75.00 | 57.14 |
| One | 9.09 | 21.15 | 30.61 |
| Two | | 3.85 | 6.12 |
| Three | | | 4.08 |
| Four | | | 2.04 |

Rating of multi-purpose small fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 90.91 | 75.00 | 57.14 |
| Very Poor | - | 9.60 | 8.16 |
| Poor | 9.09 | 5.77 | 8.16 |
| Average | | 9.60 | 18.37 |
| Good | | | 8.16 |
| Very Good | | | - |



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QUESTION 29

Number of schools that had trim parks.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 100 | 89.80 |
| One | | | 10.20 |

Rating of trim parks:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 100 | 100 | 89.80 |
| Very Poor | | | - |
| Poor | | | - |
| Average | | | - |
| Good | | | 10.20 |
| Very Good | | | - |

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QUESTION 30

Number of schools that had open unmarked fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 36.36 | 36.54 | 69.39 |
| One | 63.64 | 61.54 | 30.61 |
| Two | | 1.92 | - |

Rating of unmarked open fields:

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Rating</u> | % | % | % |
| None | 36.36 | 36.54 | 69.39 |
| Very Poor | 63.64 | 34.61 | 12.24 |
| Poor | | 11.54 | 8.16 |
| Average | | 13.46 | 6.12 |
| Good | | 3.85 | 4.08 |
| Very Good | | - | - |



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QUESTION 31

Number of schools that had squash courts.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 83.67 |
| One | | | 2.04 |
| Two | | | 8.16 |
| Three | | | 4.08 |
| Four | | | 2.04 |

QUESTION 32

Number of schools that had halls.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 88.46 | 16.33 |
| One | | 11.54 | 79.59 |
| Two | | | 4.08 |



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QUESTION 33

Number of schools that had minor halls.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 90.91 | 100 | 87.76 |
| One | 9.09 | - | 12.24 |

QUESTION 34

Number of schools that have games halls.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 95.92 |
| One | | | 4.08 |

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QUESTION 35

Number of schools that had dance halls.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 93.88 |
| One | | | 6.12 |

QUESTION 36

Number of schools that had gymnasiums.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 100 | 100 | 81.63 |
| One | | | 18.37 |

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QUESTION 37

Number of schools that had video or lecture rooms.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Count</u> | % | % | % |
| None | 100 | 98.08 | 37.5 |
| One | | 1.92 | 54.17 |
| Two | | | 8.33 |

QUESTION 38

Number of schools that had large or double classrooms for physical education lessons.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Count</u> | % | % | % |
| None | 63.64 | 92.31 | 65.31 |
| One | 36.36 | 5.77 | 34.69 |
| Two | | 1.92 | - |

Once again, as in question four, many of the African respondents misunderstood the question. They were not asked whether the school had double classrooms, but whether they had double classrooms for the teaching of physical education. The replies to questions 53 and 54 indicate that physical education was not taught at more than 90% of the African schools, yet this question reveals that 36% recorded that they had double classrooms at their schools for the teaching of physical education.



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QUESTION 39

Number of schools which used the same fields for summer and winter sports codes.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 24.5 | 24.5 |
| <u>Response</u> | % | % | % |
| None | 11.11 | - | - |
| Yes | 77.78 | 91.84 | 100 |
| No | 11.11 | 8.16 | - |

QUESTION 40

Number of schools which employed groundsmen specifically for the purpose of maintaining sport facilities.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Response</u> | % | % | % |
| Yes | - | 9.62 | 61.22 |
| No | 100 | 90.38 | 38.78 |



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QUESTION 41

Number of schools which stated that these groundsmen are on the states payroll.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 24.5 | 23.5 |
| <u>Response</u> | % | % | % |
| N/A | 81.81 | 77.55 | 38.29 |
| Yes | - | 14.29 | 53.19 |
| No | 18.18 | 8.16 | 8.51 |

QUESTION 42

Number of schools which had suitable equipment for the maintenance of large fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 23.5 | 24 |
| <u>Response</u> | % | % | % |
| N/A | 36.36 | 29.79 | 8.33 |
| Yes | - | - | 60.42 |
| No | 63.64 | 70.21 | 31.25 |



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QUESTION 43

Number of schools which stated that the equipment in 42 above, was supplied and paid for by the former State.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 21.5 |
| <u>Response</u> | % | % | % |
| N/A | 72.72 | 72.55 | 32.56 |
| Yes | 18.18 | 5.88 | 34.88 |
| No | 9.09 | 21.57 | 32.56 |

QUESTION 44

Number of schools to which the former State sent a contractor to maintain (i.e. cutting and fertilising) sports fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Response</u> | % | % | % |
| N/A | 36.36 | 19.23 | 10.42 |
| Yes | - | 46.15 | 12.50 |
| No | 63.64 | 34.62 | 77.08 |



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QUESTION 45

Number of schools which reported whether the maintenance is done on a regular basis, i.e. at least once a quarter.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 22 |
| <u>Responses</u> | % | % | % |
| N/A | 72.73 | 31.37 | 56.81 |
| Yes | - | 35.29 | 11.36 |
| No | 27.27 | 33.33 | 31.82 |

QUESTION 46

Number of schools which had suitable dressing rooms for physical education classes.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Responses</u> | % | % | % |
| Yes | - | 28.85 | 83.67 |
| No | 100 | 71.15 | 16.33 |



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QUESTION 47

Number of schools who had showers in their dressing rooms.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 24 |
| <u>Responses</u> | % | % | % |
| N/A | 100 | 41.18 | 4.17 |
| No | | 21.57 | 6.25 |
| Yes - Cold | | 37.25 | 79.17 |
| Yes - Hot | | | 10.42 |

QUESTION 48

Number of schools which had spectator facilities at their main fields.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 24.5 |
| <u>Responses</u> | % | % | % |
| N/A | 100 | 47.06 | 12.24 |
| None | | 50.98 | 34.69 |
| Stands | | 1.96 | 38.78 |
| Pavilion | | | 14.29 |



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QUESTION 49

Number of schools which suffered losses as a result of being characterised by burglars and vandalism.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Response</u> | % | % | % |
| Yes | 81.81 | 76.92 | 61.22 |
| No | 18.18 | 23.08 | 38.78 |

QUESTION 50

Number of schools which have sports fields which were used by the community.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Response</u> | % | % | % |
| N/A | 45.45 | 11.54 | 4.17 |
| Yes | 45.45 | 32.69 | 52.08 |
| No | 9.09 | 55.77 | 43.75 |



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QUESTION 51

Number of schools whose sports facilities were used by the community with or without consent.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 23 |
| <u>Response</u> | % | % | % |
| N/A | 54.55 | 62.75 | 43.48 |
| With | 18.18 | 29.41 | 52.17 |
| Without | 27.27 | 7.84 | 4.35 |

QUESTION 52

Number of schools which used outside recreational facilities during the physical education period.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25 | 24.5 |
| <u>Response</u> | % | % | % |
| Yes | 9.09 | 22.0 | 30.61 |
| No | 90.91 | 78.0 | 69.39 |



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QUESTION 53

Number of schools which included physical education on their school timetable.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Response</u> | % | % | % |
| Yes | 36.36 | 100 | 97.96 |
| No | 63.64 | - | |
| 2.04 | | | |

QUESTION 54

Number of schools which stated that the physical education period at their school was more often than not, used for the teaching of academic subjects.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 24.5 |
| <u>Response</u> | % | % | % |
| N/A | 72.73 | 1.96 | 4.08 |
| Yes | 18.18 | 9.80 | 2.04 |
| No | 9.09 | 88.24 | 93.88 |



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QUESTION 55

Number of schools which stated that classes are exempted from physical education.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 23 |
| <u>Response</u> | % | % | % |
| N/A | 72.73 | 5.88 | - |
| Yes | - | 3.92 | 10.87 |
| No | 27.27 | 90.20 | 89.13 |

QUESTION 56

Number of schools which adhered to a physical education syllabus, stipulated by the former State's Education Department.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 24.5 |
| <u>Response</u> | % | % | % |
| N/A | 81.81 | - | 2.04 |
| Not at all | 18.18 | 9.80 | 2.04 |
| Seldom | | 33.33 | 26.53 |
| Often | | 19.61 | 16.33 |
| Regularly | | 31.37 | 34.69 |
| Strictly | | 5.88 | 18.37 |



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QUESTION 57

Number of physical education teachers who had stated that the former South African Defence Force (SADF) should or should not be involved with school programmes.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Response</u> | % | % | % |
| Yes | | 6.0 | 12.5 |
| No | 100 | 94.0 | 87.5 |

QUESTION 58

Number of teachers who have stated that the physical education period should or should not be characterised by fun, popular, uninhibited and unregimented dance, games and other forms of recreation.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Response</u> | % | % | % |
| Yes | 100 | 98.08 | 89.36 |
| No | | 1.92 | 10.64 |



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QUESTION 59 (a)

Number of teachers who have stated that the physical education period should be concerned with how to obtain and maintain physical fitness for life long health.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Response</u> | % | % | % |
| Yes | 100 | 100 | 97.92 |
| No | | | 2.08 |

QUESTION 59 (b)

Number of teachers who have stated that the physical education period should also be concerned with fitness evaluation.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 10 | 26 | 23.5 |
| <u>Response</u> | % | % | % |
| Yes | 100 | 96.15 | 82.98 |
| No | | 3.85 | 17.02 |



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QUESTION 60

Number of teachers who believed that the aims of physical education in South Africa should be universal.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25 | 22.5 |
| <u>Response</u> | % | % | % |
| Yes | 27.27 | 20.0 | 53.33 |
| No | 72.73 | 80.0 | 46.67 |

QUESTION 61

Number of teachers who have stated that the former physical education syllabus should be rejected.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 24.5 | 21 |
| <u>Response</u> | % | % | % |
| Yes | 72.73 | 75.52 | 33.3 |
| No | 27.27 | 24.49 | 66.67 |



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QUESTION 62

Number of teachers who were in favour of schools planning their own syllabus.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 23.5 |
| <u>Response</u> | % | % | % |
| Yes | 72.73 | 92.16 | 61.70 |
| No | 27.27 | 7.84 | 38.30 |

QUESTION 63

Number of teachers who believed that physical education teachers should be accountable to the community for their syllabuses.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 24 | 22 |
| <u>Response</u> | % | % | % |
| N/A | 18.18 | 2.08 | 29.55 |
| Yes | 81.81 | 77.08 | 50.0 |
| No | - | 20.83 | 20.45 |



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QUESTION 64

Number of schools who employed coaches on a part-time basis to assist with extra-mural sport.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24.5 |
| <u>Response</u> | % | % | % |
| Yes | - | 3.85 | 34.69 |
| No | 100 | 96.15 | 65.31 |

QUESTION 65

Number of teachers who believed in co-ed physical education

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 24.5 | 21.5 |
| <u>Response</u> | % | % | % |
| Yes | 80.0 | 34.69 | 32.56 |
| No | 20.0 | 65.31 | 67.44 |



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QUESTION 66

Number of teachers who commented on whether Youth Preparedness should be a school subject.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 24 |
| <u>Response</u> | % | % | % |
| Yes | - | 44.23 | 45.83 |
| No | 27.27 | 13.46 | 27.08 |
| Uncertain | 72.72 | 42.30 | 27.08 |

This question was a bit unfair on Black teachers, considering that Youth Preparedness is only practised in White schools.

QUESTION 67

Number of teachers who commented on whether a Cadet programme should be compulsory at schools.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25 | 24.5 |
| <u>Response</u> | % | % | % |
| Yes | - | 6.0 | 16.33 |
| No | 90.90 | 93.2 | 83.67 |
| Uncertain | 9.09 | - | - |



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QUESTION 68

Number of teachers who commented on whether education should have a Christian and National Character (CNE) as constituted by the 1967 education act for White schools.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 22 |
| <u>Response</u> | % | % | % |
| Yes | - | 9.61 | 38.64 |
| No | 81.81 | 57.69 | 52.27 |
| Uncertain | 18.18 | 32.69 | 9.09 |

QUESTION 69

Number of teachers who commented on whether physical education should be an examination subject.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 24 |
| <u>Response</u> | % | % | % |
| Yes | 54.54 | 82.35 | 35.42 |
| No | 45.45 | 17.65 | 64.58 |



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QUESTION 70

Number of teachers who commented on whether physical education should be taught beyond standard seven.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25.5 | 24 |
| <u>Response</u> | % | % | % |
| Yes/Agree | 18.18 | 1.96 | 10.42 |
| No/Disagree | 81.81 | 98.04 | 89.58 |

QUESTION 71

Number of teachers who commented on whether politics and physical education should be mixed.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 25 | 23.5 |
| <u>Response</u> | % | % | % |
| Yes/Agree | - | 32.0 | 80.85 |
| No/Disagree | 100 | 68.0 | 19.15 |



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QUESTION 72

Number of teachers who commented on whether the physical education period should be cancelled in favour of an extra-mural sports programme.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Response</u> | % | % | % |
| Yes | 18.18 | 3.85 | 8.51 |
| No | 81.81 | 96.15 | 91.49 |

QUESTION 73

Number of teachers who commented on the attitude of their principal towards physical education.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 11 | 26 | 23.5 |
| <u>Response</u> | % | % | % |
| Negative | - | 5.77 | - |
| Indifferent | 20.0 | 34.62 | 31.91 |
| Positive | 80.0 | 59.62 | 68.09 |



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QUESTION 74

Number of teachers who commented on the components of physical education least enjoyed by their students.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 8 | 24 | 20.5 |
| <u>Response</u> | % | % | % |
| Sports and Games | - | - | 4.88 |
| Dancing | 37.5 | 31.25 | 31.71 |
| Gymnasium | 50.0 | 52.08 | 41.46 |
| Other | 12.5 | 16.67 | 21.95 |

QUESTION 75

Number of teachers who commented on the components of physical education most enjoyed by their students.

| | <u>Africans</u> | <u>Coloureds</u> | <u>Whites</u> |
|---------------------------|-----------------|------------------|---------------|
| <u>No. of Respondents</u> | 8 | 24 | 22.5 |
| <u>Response</u> | % | % | % |
| Sports and Games | 100 | 95.83 | 88.89 |
| Dancing | | 2.08 | 6.67 |
| Gymnastics | | 2.08 | 2.22 |
| Other | | - | 2.22 |



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APPENDIX SIX

| |
|--|
| <p>PHYSICAL EDUCA. QUESTIONNAIRE FOR SECONDARY SCHOOLS IN THE CAPE PENINSULA</p> |
|--|

Thank you for agreeing to participate in this survey.

This study is concerned with:

Assessing the status of physical education in schools; determining whether the Physical Education syllabi (boys and girls) are effectively implemented as prescribed by the education departments and also to take stock of Physical Education apparatus and Facilities.

Your response will be treated confidentially with regard to the names of individuals therefore please answer as freely as possible.

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Enquiries may be directed to:

Winston Kloppers
Department of Human Movement Studies
University of the Western Cape
Private Bag X17
BELLVILLE
7535

Telephone: 021 - 9592350



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SECTION 1

OFFICIAL USE

ONLY

() ()
1 2

BIOGRAPHY OF RESPONDENT

1. HOME LANGUAGE:

| | | |
|-----------|------------------------------|----------|
| AFRIKAANS | 1 <input type="checkbox"/> 1 | |
| ENGLISH | 1 <input type="checkbox"/> 1 | |
| XHOSA | 1 <input type="checkbox"/> 1 | |
| OTHER | 1 <input type="checkbox"/> 1 | [] 3 |

2. EDUCATIONAL LEVEL:

| | | |
|---------------------------|------------------------------|----------|
| STD. 8 + COLLEGE DIPLOMA | 1 <input type="checkbox"/> 1 | |
| STD. 10 | 1 <input type="checkbox"/> 1 | |
| STD. 10 + COLLEGE DIPLOMA | 1 <input type="checkbox"/> 1 | |
| UNIVERSITY DIPLOMA | 1 <input type="checkbox"/> 1 | |
| GRADUATE | 1 <input type="checkbox"/> 1 | |
| GRADUATE + DIPLOMA | 1 <input type="checkbox"/> 1 | |
| POST GRADUATE DEGREE/S | 1 <input type="checkbox"/> 1 | [] 4 |

3. PHYSICAL EDUCATION QUALIFICATION

| | | | | | | |
|----------|-------------|----------|----------------|----------|-------------------|----------|
| <u>1</u> | <u>NONE</u> | <u>1</u> | <u>COLLEGE</u> | <u>1</u> | <u>UNIVERSITY</u> | <u>1</u> |
| 1 | 0 | 1 | 1 | 1 | 3 | 1 |

[]
5

4. HOW MANY YEARS HAVE YOU BEEN TEACHING P.E.?

----- YEARS. [] []
6 7

5. HOW MANY YEARS HAVE BEEN IN YOUR PRESENT POST?

----- YEARS. [] []
8 9



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SECTION 2

AVAILABILITY OF APPARATUS

6. STATE THE PROVISION OF SMALL APPARATUS (BALLS, BATS, NETS, RACQUETS, ETC.) FOR THE TEACHING OF GAMES AND SPORTS SKILLS BY CROSSING (X) THE MOST APPROPRIATE NUMBER.

- 1 0 1 NONE
 - 1 1 1 PROBLEMATIC i.e. IN NEED OF - REPAIR OR OBSOLETE
 - 1 2 1 BELOW AVERAGE i.e. INSUFFICIENT AND THEREFORE NOT COPING.
 - 1 3 1 AVERAGE i.e COPING BUT COULD DO WITH MORE.
 - 1 4 1 ADEQUATE i.e. SUFFICIENT FOR YOU TO USE THIS APPARATUS FOR THE TEACHING OF SPORT SKILLS.
 - 1 5 1 MORE THAN ADEQUATE []
- 10

7. STATE THE PROVISION OF SMALL APPARATUS (STICKS, BRAIDS, ROPES, HOOPS, TAPE RECORDERS, ETC.) AT YOUR SCHOOL FOR THE TEACHING OF FORMAL/INFORMAL LESSONS AS PRESCRIBED BY THE DEPARTMENT BY CROSSING (X) THE MOST APPROPRIATE NUMBER.

- 1 0 1 NONE
 - 1 1 1 PROBLEMATIC i.e. IN NEED OF - REPAIR OR OBSOLETE
 - 1 2 1 BELOW AVERAGE i.e. INSUFFICIENT AND THEREFORE NOT COPING.
 - 1 3 1 AVERAGE i.e COPING BUT COULD DO WITH MORE.
 - 1 4 1 ADEQUATE i.e. SUFFICIENT FOR YOU TO USE THIS APPARATUS FOR THE TEACHING OF SPORT SKILLS.
 - 1 5 1 MORE THAN ADEQUATE []
- 11



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8. STATE THE PROVISION OF LARGE APPARATUS (VAULTING TABLES, AGILITY MATS, PARALLEL BARS, ETC.) AT YOUR SCHOOL FOR THE TEACHING OF THE FORMAL/INFORMAL LESSONS AS PRESCRIBED BY THE DEPARTMENT BY CROSSING (X) THE MOST APPROPRIATE NUMBER.

1 0 1 NONE

1 1 1 PROBLEMATIC i.e. IN NEED OF -
REPAIR OR OBSOLETE

1 2 1 BELOW AVERAGE i.e. INSUFFICIENT
AND THEREFORE NOT COPING.

1 3 1 AVERAGE i.e COPING BUT COULD
DO WITH MORE.

1 4 1 ADEQUATE i.e. SUFFICIENT FOR YOU
TO USE THIS APPARATUS FOR THE
TEACHING OF SPORT SKILLS.

1 5 1 MORE THAN ADEQUATE.

[]

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SECTION 3

BY REFERRING TO THE RATING SCALE, RATE THE CONDITION OF EACH OF ALL OF THE OUTDOOR FACILITIES IN THE FIRST COLUMN, AS WELL AS THE QUANTITY AVAILABLE AT YOUR SCHOOL IN THE SECOND COLUMN.

RATING SCALE

| | | | | |
|-----------|------|---------|------|-----------|
| VERY POOR | POOR | AVERAGE | GOOD | VERY GOOD |
| 1 | 2 | 3 | 4 | 5 |

OUTDOOR FACILITIES

| <u>SUMMER CODES</u> | <u>RATING</u> | <u>QUANTITY</u> | |
|-------------------------|---------------|-----------------|-----------------------------|
| <u>ATHLETICS TRACKS</u> | | | |
| 9. GRASS | | | [] [] 13 - 14 |
| 10. TARTAN | | | [] [] 15 - 16 |
| 11. GRAVEL | | | [] [] 17 - 18 |
| <u>TENNIS COURTS</u> | | | |
| 12. ALL WEATHER | | | [] [] [] 19 - 20 - 21 |
| 13. GRASS | | | [] [] 22 - 23 |
| 14. GRAVEL | | | [] [] 24 - 25 |
| 15. TENNIS WALL | | | [] [] 26 - 27 |
| <u>CRICKET OVAL</u> | | | |
| 16. TURF WICKET | | | [] [] 28 - 29 |
| 17. ARTIFICIAL WICKET/S | | | [] [] 30 - 31 |



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| | RATING | QUANTITY | |
|---------------------------|--------|----------|----------------------------|
| 18. CRICKET PRACTICE NETS | | | [] [] [] 32 - 33 -34 |
| 19. BASE/SOFTBALL FIELD | | | [] [] 35 - 36 |
| 20. SWIMMING POOL | | | [] [] 37 - 38 |

| <u>WINTER CODES</u> | RATING | QUANTITY | |
|-----------------------|--------|----------|--------------------|
| 21. SOCCER FIELD/S | | | [] [] 39 - 40 |
| 22. RUGBY FIELD/S | | | [] [] 41 - 42 |
| <u>HOCKEY FIELD/S</u> | | | |
| 23. TURF | | | [] [] 43 - 44 |
| 24. SYNTHETIC | | | [] [] 45 - 46 |
| 25. GRAVEL | | | [] [] 47 - 48 |

FACILITIES WHICH MAY BE USED ALL YEAR

| | RATING | QUANTITY | |
|--|--------|----------|--------------------|
| 26. MULTI-PURPOSE TARMAC FOR: NETBALL TENNIS VOLLEYBALL BASKETBALL GAMES, ETC. | | | [] [] 49 - 50 |
| 27. MULTI-PURPOSE, ALL WEATHER, FENCED COURT FOR: TENNIS, NETBALL, VOLLEYBALL, BASKETBALL ETC. | | | [] [] 51 - 52 |



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| | RATING | QUANTITY | |
|--|--------|----------|--------------------|
| 28. MULTI-PURPOSE SMALL FIELD (TURF/GRAVEL) GAMES, NETBALL, VOLLEYBALL, ETC. | | | [] [] 53 - 54 |
| 29. TRIM PARK | | | [] 55 |
| 30. OPEN, UNMARKED FIELD | | | [] [] 56 - 57 |

INDOOR FACILITIES

(ONLY INDICATE THE QUANTITY)

| | QUANTITY | |
|----------------------------------|----------|-----------|
| 31. SQUASH COURTS | | [] 58 |
| 32. HALL | | [] 59 |
| 33. MINOR HALL | | [] 60 |
| 34. GAMES HALL | | [] 61 |
| 35. DANCE HALL | | [] 62 |
| 36. GYMNASIUM | | [] 63 |
| 37. VIDEO/LECTURE ROOM | | [] 64 |
| 38. LARGE OR DOUBLE CLASSROOM | | [] 65 |



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GENERAL

39. DO SUMMER AND WINTER SPORT CODES USE THE SAME FIELDS?

| NONE | YES | NO | [] |
|------|-----|----|-----|
| 0 | 1 | 2 | 66 |

40. DO YOU HAVE A GROUNDSMAN/MEN SPECIFICALLY EMPLOYED TO MAINTAIN SPORT FACILITIES ONLY?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 67 |

41. ARE THESE EMPLOYEES ON THE STATE'S PAYROLL?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 68 |

42. DO YOU HAVE SUITABLE EQUIPMENT FOR THE MAINTENANCE OF LARGE FIELDS?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 69 |

43. WAS THIS EQUIPMENT SUPPLIED AND PAID FOR BY A STATE DEPARTMENT?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 70 |

44. DOES THE STATE SEND A CONTRACTOR TO YOUR SCHOOL TO MAINTAIN (I.E. CUTTING AND FERTILISING) SPORTS FIELDS?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 71 |



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45. IS THIS DONE ON A REGULAR BASIS, I.E. AT LEAST ONCE A QUARTER?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 72 |

46. DO YOU HAVE SUITABLE DRESSING ROOMS FOR P.E. CLASSES?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 73 |

47. DO THESE DRESSING ROOMS HAVE SHOWERS?

| | | |
|----------------|---|-----|
| N/A | 0 | |
| NO | 1 | |
| YES/COLD WATER | 2 | [] |
| YES/HOT WATER | 3 | 74 |

48. DOES THE MAIN SPORTS FIELD HAVE:

| | | |
|--------------|---|-----|
| - A PAVILION | 3 | |
| - STANDS | 2 | |
| - NONE | 1 | [] |
| - N/A | 0 | 75 |

49. DO YOU SUFFER LOSSES AS A RESULT OF YOUR SCHOOL BEING CHARACTERISED BY BURGLARY AND VANDALISM?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 76 |

50. ARE YOUR SCHOOL'S SPORTS FACILITIES USED BY THE COMMUNITY?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 77 |



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51. WITH OR WITHOUT OFFICIAL CONSENT?

| | | | |
|-----|-----|----|-----|
| N/A | YES | NO | [] |
| 0 | 1 | 2 | 78 |

52. ARE THERE MUNICIPAL/OFFICIAL RECREATIONAL FACILITIES IN CLOSE PROXIMITY TO YOUR SCHOOL WHICH YOU USE DURING A P.E. PERIOD?

| | | |
|-----|----|-----|
| YES | NO | [] |
| 1 | 2 | 79 |



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SECTION 4

53. IS PHYSICAL EDUCATION INCLUDED IN YOUR SCHOOL TIME-TABLE?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 80 |

54. IS THE PHYSICAL EDUCATION PERIOD MORE OFTEN THAN NOT, USED FOR THE TEACHING OF ACADEMIC SUBJECTS?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 81 |

55. ARE ANY CLASSES EXEMPTED FROM PHYSICAL EDUCATION?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 82 |

56. TO WHAT EXTENT IS THE PHYSICAL EDUCATION SYLLABUS AS STIPULATED BY THE DEPARTMENT ADHERED TO?

| | | |
|------------|---|-----|
| N/A | 0 | |
| NOT AT ALL | 1 | |
| SELDOM | 2 | |
| OFTEN | 3 | |
| REGULARLY | 4 | [] |
| STRICTLY | 5 | 83 |

57. SHOULD THE MILITARY BE PRESENTLY INVOLVED IN INTRA OR EXTRA-CURRICULAR PROGRAMMES AT S.A. SCHOOLS?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 84 |



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58. SHOULD THE PHYSICAL EDUCATION PERIOD BE CHARACTERISED BY FUN, POPULAR, UNINHIBITED AND UNREGIMENTED DANCE, GAMES, (WITH EXPOSURE TO SKILLS) AND OTHER FORMS OF RECREATION?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 85 |

59. SHOULD THE P.E. PERIOD ALSO BE CONCERNED WITH:
(A) HOW TO OBTAIN AND MAINTAIN PHYSICAL FITNESS FOR LIFE LONG HEALTH?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 86 |

(B) AS WELL AS FITNESS EVALUATION?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 87 |

60. DO YOU BELIEVE THAT THE PRESENT AIMS OF PHYSICAL EDUCATION IN S.A. ARE UNIVERSAL?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 88 |

61. SHOULD THE PRESENT SYLLABUSES BE REJECTED?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 89 |

62. ARE YOU IN FAVOUR OF SCHOOLS HAVING AUTONOMY TEACHERS FIRST AND FOREMOST BE ACCOUNTABLE TO THE SCHOOL COMMUNITY FOR THEIR SYLLABUSES?

| N/A | YES | NO | [] |
|-----|-----|----|-----|
| 0 | 1 | 2 | 91 |



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64. DOES YOUR SCHOOL EMPLOY COACHES ON A PART-TIME BASIS TO ASSIST WITH EXTRA MURAL SPORT?

| | | |
|-----|----|-----|
| YES | NO | [] |
| 1 | 2 | 92 |

65. IN CO-EDUCATIONAL SCHOOLS, SHOULD PHYSICAL EDUCATION ACTIVITIES BE INTEGRATED BY GENDER, I.E. SHOULD THE SEXES BE MIXED DURING THE TEACHING OF A PHYSICAL EDUCATION LESSON?

| | | |
|-----|----|-----|
| YES | NO | [] |
| 1 | 2 | 93 |

66. SHOULD YOUTH PREPAREDNESS (YP) BE A SCHOOL SUBJECT?

| | | |
|----------------------|---|-----|
| NOT FAMILIAR WITH YP | 0 | |
| YES | 1 | [] |
| NO | 2 | 94 |

67. SHOULD A CADET PROGRAMME (CP) BE COMPULSORY IN SCHOOLS?

| | | |
|-----|----|-----|
| YES | NO | [] |
| 1 | 2 | 95 |

68. SHOULD EDUCATION HAVE A CHRISTIAN AND NATIONAL CHARACTER (CNE) AS CONSTITUTED BY THE 1967 EDUCATION ACT FOR "WHITE" SCHOOLS?

| | | |
|-----------------------|---|-----|
| NOT FAMILIAR WITH CNE | 0 | |
| YES | 1 | [] |
| NO | 2 | 96 |

69. SHOULD PHYSICAL EDUCATION BE AN EXAMINATION SUBJECT?

| | | |
|-----|----|-----|
| YES | NO | [] |
| 1 | 2 | 97 |



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70. THE DEPARTMENT OF NATIONAL EDUCATION APPOINTED A FACT-FINDING COMMITTEE WHICH RECENTLY SUGGESTED THAT P.E. SHOULD NOT BE TAUGHT BEYOND STD. 7. DO YOU AGREE?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 98 |

71. IT HAS OFTEN BEEN SAID IN SOUTH AFRICA THAT YOU SHOULD NOT MIX POLITICS AND PHYSICAL EDUCATION. DO YOU AGREE?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 99 |

72. SHOULD THE PHYSICAL EDUCATION PERIOD BE ABANDONED IN FAVOUR OF AN EXTRA-MURAL SPORTS PROGRAMME?

| YES | NO | [] |
|-----|----|-----|
| 1 | 2 | 100 |

73. WHAT IS THE ATTITUDE OF YOUR PRINCIPAL TOWARDS PE ?

| NEGATIVE | INDIFFERENT | POSITIVE | [] |
|----------|-------------|----------|-----|
| 1 | 2 | 3 | 101 |

74. WHICH COMPONENT OF PHYSICAL EDUCATION IS LEAST ENJOYED BY YOUR STUDENTS?

| SPORTS & GAMES | DANCING | GYMNASTICS | OTHER | [] |
|----------------|---------|------------|-------|-----|
| 1 | 2 | 3 | 4 | 102 |

75. WHICH COMPONENT OF PHYSICAL EDUCATION IS MOST ENJOYED BY YOUR STUDENTS?

| SPORTS & GAMES | DANCING | GYMNASTICS | OTHER | [] |
|----------------|---------|------------|-------|-----|
| 1 | 2 | 3 | 4 | 103 |



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