

irreversibility of the relationship. The writer is of the opinion that the school is also consciously motivated to join up with other social structures because it needs their help or co-operation. The school's motive and the arrangement reached with the other social structures must be educational. To imply that other social structures have no self-interest would be naïve and therefore their activities must always be kept in check. The ultimate criterion must be that the consequences are in the best interests of the child.

The education system, although also consisting of non-educational structures, is in all its activities qualified by pedagogic principles. Each structure accepts a unique responsibility which it best can fulfil for true, effective and purposeful reseration of the child (Van Schalkwyk 1982:80). The principle implies that the defence social structure, in the case of a country subjected to military activities, joins up with the educationally qualified structures to provide the child with knowledge, skills and insight into a given aspect of reality, so as to facilitate his successful operation therein. The motive must be clearly pedagogic and not motivated by military expediency. So, too, the school must join up with the defence structure to facilitate the school being equipped to open up this specific aspect of reality. The school would also be spurred on to action to gain for its teachers a military dispensation which will benefit the school and the pupils.

#### 4.3.1.4.3 Sovereignty in own sphere

Secondly, an enkaptic interwovenness implies that each social structure retains its internal sovereignty. Stone (1974:69) rejects the theories of universalism and individualism as principles for interwovenness. If the various social structures were interrelated according to the ideology of universalism, the particular individuality and rights of each social structure would be lost at the expense of one dominant structure or to the whole structure (Stone 1974:69). If, on the other hand, they were inter-

related according to the ideology of individualism, the interwovenness would merely be a collection of independent structures with no common purpose (Stone 1974:69). The principle of sovereignty in its own sphere is accepted as normative (Stone 1979:190). According to this principle, each social structure retains its sovereignty in its own sphere owing to its particular identity for the benefit and sake of the common task in which all are involved (Van Schalkwyk 1978:113).

If this principle is disregarded, the school or education system can become the victim of another social structure, preventing it from operating according to its pedagogic nature (vide 4.3). In the situation of an interwovenness between educationally qualified structures and the defence structure, each is to retain its own freedom towards responsibility. There are various tasks that each one respectively can be the sole executing body of. The functions the writer is of opinion each should fulfil will be examined at a later juncture (vide 4.3.1.5). Neither structure should try and encroach on the terrain of the other. The school may never become an instrument for the military and thus become militarized. History provides us with many cases where various social structures have dominated the education system for their own benefit (Van Schalkwyk 1978:163-165). Natzism, fascism and communism are only concerned with the indoctrination of the youth to the advantage of the state (Pretorius 1979:3). Military domination is also not unknown. In Sparta the ideal image of adulthood was that of a brave soldier playing a positive role in the military prepared war machine (Verster, Theron & Van Zyl 1982:2). A further case is pre-war Germany where the school was used as part of a national effort to achieve military supremacy (Van Schalkwyk 1977:117).

#### 4.3.1.4.4 Close structural union

Thirdly, the enkaptic interwovenness implies that the structural whole will be a close unit. The individuality of each structure is retained through the principle of sovereignty of each structure and the unity is retained through the principle that each relation is pedagogically qualified (Van Schalkwyk 1982:119). The unity of the

military social structure and the educationally qualified structures should be found in the goal of their co-operation, the pedagogic maturity of the child, without either defence force, school or university encroaching on each other's terrain or dictating procedure to each other.

#### 4.3.1.4.5 Conclusion

Within the interwoven structure which makes up the education system, each group can contribute its share, in accordance with its nature and relevant ability, towards providing the desired education with that degree of diversity which one group alone would not have been capable of providing (Stone 1981:121). Similarly, the educationally qualified structures, by nature of their given structure, can make a contribution towards other social structures and the community and country in general. Given the theoretical pre-suppositions as discussed, the writer deduces the following criteria with respect to the coherence between education and defence. The co-operation must be motivated by pedagogic considerations; each structure is to fulfil specific functions and not to encroach on the terrain of the other; the coherence must be manifested as a structural close unit.

#### 4.3.1.5 Functions of various social structures within the education system with reference to the military situation

Stone (1974:72) states that "elke struktuur se besondere funksie in verband met die georganiseerde opvoedende onderwys duidelik aan die lig gebring moet word."

##### 4.3.1.5.1 Functions of educationally qualified structures with reference to their role in accommodating the military situation

###### a. The school

The school is a place of teaching and learning. There is no place within the school for mere training. Where the child is

to be prepared for his civic duty, he must be educated towards his responsibility. Such a programme may not merely train the child in certain skills and techniques per se. Activities such as shooting and drill must be part of an educational goal viz. to equip the child for his civic duty. Information on the nature and scope of his duty must be passed on to the pupil. Pupils must be alerted to the potential areas of influence and guided to a level of development whereby they will be capable of executing mature decisions. Pupils are to be given insight into the causes and nature of the onslaught. Since its inception, the school has been concerned with traditions and values as well as facts (Stone 1974:104) and therefore education can never be neutral; but it may never disintegrate into indoctrination and herein lies one of the most onerous tasks of the school. Every community and society has certain principles according to which it functions. Because of its belief in these, every generation will feel impelled to transmit these values on to their young (Verster, Theron & Van Zyl 1982:1). Peters terms these two components of education the cognitive and normative components (Schoeman 1985:2). Where it comes to informing the child of his community or national duty, the information passed on to the child must be objective. However, it will be unrealistic and undesirable that this should be passed on in a totally neutral fashion as education is more than conveying a given set of facts. The values of the teacher and community will be apparent. Material should be presented in such a manner that the educator is never involved in the practice of indoctrination. Robertson (1977:276) in addressing himself to the perplexing question as to what constitutes indoctrination and what is training or education, critically analyses the four traditional criteria of indoctrination viz. consequence, method, content and intention. According to the criterion of consequence, indoctrination has taken place when an individual cannot offer sound evidence of his views and beliefs. Robertson (1977:276-277) rejects this as a sole criterion as it does not take account of negative impeding factors, subjectivity and ineffective teaching. The criterion of method implies that indoctrination

has taken place when one viewpoint is presented as the ultimate with the aid of so-called non-rational methods. This criterion is, also, inadequate as certain education implies the use of so-called non-rational methods eg. learning tables. Indoctrination will not necessarily only make use of non-rational methods and even liberal education does not necessarily use rational methods (Robertson 1977:277-278). The criterion of content stresses that indoctrination involves the transmitting of doctrine and the question of justification does not arise. The pitfall to this criterion is that there are no universally agreed upon criteria for rationality itself (Robertson 1977:279-280). A more satisfactory criterion is that of intention. Robertson (1977:280) quotes Hare who indicates that non-rational methods are sometimes acceptable for certain tasks and age groups as long as the intention is to lead them to independent thought. Indoctrination, according to White, is held to be true regardless of evidence (Robertson 1977:280). The writer endorses this definition. Where the educator is educating the child towards community co-operation and national responsibility although individual teachers and communities will reflect their value judgement to this, the ultimate criterion is that education must facilitate and promote a rational independent decision and action on the part of the educand as its final goal. The pupil must be educated towards making an independent decision on these matters so that he will be able to assume his cultural mandate.

The school involves pupils. Where the child is prepared for military activity, it is of cardinal importance to remember that he is involved as a pupil and not as a mini-soldier. The child is a not-yet-adult and in all matters must be treated as such. The child's needs and abilities are the impetus and parameters for this particular activity. Differentiation should be practised according to age, ability and interest of the child. The question of dual balanced reseration of the child is to be discussed at a later juncture (vide 4.3.2.1).

The school involves teachers. Although the military requires specialized expertise and knowledge, where pupils are involved, and the goal is educational, the programme must be administered by trained teachers or, at least, must take place under their jurisdiction and guidance. Although these members might be undertaking a very specific task and may even be dressed in uniform, they are to remain teachers throughout the activity. Where outside experts are employed, they must fall under the jurisdiction of a teacher.

The school involves subject matter. Educative teaching takes place on the basis of reality. This reality is graded and channeled into the curriculum. Thus a specific aspect of reality viz. the military onslaught must be reflected and it must satisfy all the criteria of curriculum development. This requires the co-operation of both military and educational experts. Such a programme may not occur in an unstructured manner.

The school also has a particular goal. The goal of the school is educative teaching, the contents of which, must be particularized for the specific life-world the child is to occupy as an adult. The current onslaught necessitates reflection on the goal of the school, if it is to be normative. The goal is to lead the not-yet-adult to total adulthood and acceptance of his cultural mandate. The inclusion of military activity is not to produce a full-fledged soldier but a balanced adult. The question of a balanced normative goal is to be discussed at a later point (vide 4.3.2.1).

The school is interwoven with interested social structures. The school thus does not operate in isolation and finds its purpose in the broader social and natural world. The reciprocal interest between educationally qualified structures and the military structure has been discussed (vide 4.3.1.3). The justification and normativeness of such a cohesion, too, has been dealt with.

The school is embedded in the natural and cultural world within which it functions. This implies that education can never occur in a vacuum and can never be neutral. The school should be led by pedagogic norms in the fulfilment of its task but also by specific cultural strivings, life views and, most fundamentally, by the community ground motive. Dooyeweerd as quoted by Badenhorst (1979:14) defines the ground motive as the spiritual force that grips or binds an individual or a whole community. The heterogeneity of South African society complicates this factor. There are groups of white South Africans who feel they have been placed on this continent with a divine role; others are less intense on this notion. Certain groups feel they have been excluded from what is justifiably partly theirs. These forces will and must be reflected in the school. Two writers of diametrically opposing views express this as follows: Understanding South African educational policy must rest on an understanding of the Afrikaner people. "The history of the Afrikaner has been one of continual struggle .... for the preservation of language, culture, identity, nationhood even existence" (Robertson 1977:28). This has led to a particular weltanschauung of the Afrikaner, namely a laager mentality (Robertson 1977:36); "Hierdie strewe om die behoud van die eie lê baie diep gewortel in die Afrikanervolk, die stryd wat gevoer is vir die behoud van die eie" (Bernard 1976:154), thus the national aspect is the kernel of the community conscience (Bernard 1976:155). Where it concerns the survival of groups of people and a lifestyle, the school cannot stand aloof. The school has to reflect the forces of reality as perceived by the people. It is essential that English communities be given adequate opportunity for the exploration of their views, reasons and motives according to their cultural norms (Walder 1980:4).

The school should be efficiently administered. The school activities must be purposefully planned. With reference to the military, this implies that there must be a pedagogically accepted curriculum, syllabus, work programme etc. The activi-

ty cannot just occur in a shoddy manner but must be treated as seriously as any other activity. Allocation of tasks, planning and evaluation within the school structure must accommodate this programme. The administration will have to include the creation of a system for administering the service obligations of teachers with military commitments who are involved in the presentation of military activity at school. The dispensation decided on will have to be uniform and streamlined to ensure efficient administration of the programmes to promote a positive attitude towards the activity. It is highly unlikely that a military programme could reach any level of success without the support of the teachers who have to present it.

The school should be free to act within its own sphere of competence. The school possesses a freedom to function within its own given sphere of competence which is fundamentally related to the nature of its structure. The school is thus not an extension of the military nor can the military prescribe to it. This programme in its entirety should be under the jurisdiction and control of the school and educational authorities with the military providing advice and support. The role of nodal structures in this connection will be discussed later (vide 4.3.1.5.3(b)).

**b. Tertiary institutions**

With reference to the military situation tertiary institutions should extend their functions to ensure that they can meet the following needs:

- accommodate students of both groups, depending on the sequence of their academic career;
- present refresher courses and orientation programmes to those students who's studies have been interrupted;
- provide supportive service to students to accommodate the implications of the military situation;

- be prepared to negotiate with the SADF to ensure that the military and academic needs of its students as existing or potential part-time soldiers are synchronized;
- channel insight concerning the military and its influence back into society.

**c. Teacher training institutions**

With reference to the military situation teacher training institutions will have to accommodate the military situation and extend its function to include the following:

- teachers are to be trained so that they will be in a position to fulfil specific roles in a situation and programme of emergency;
- teachers, especially male teachers, must be equipped to play a specific role in ensuring the safety of the school and its inhabitants all the while preparing the youth for their imminent civil duty, due to the specialization of this function it will have to be undertaken by the defence force;
- teachers, or specific teachers, are to be trained to be in a position to provide the necessary information and counselling to pupils in respect of the potential influences and ramifications of the military and national service on their lives.

**4.3.1.5.2 Functions of educationally interested social structures within the education system with reference to the military situation**

**a. The defence force**

The origin of a defence force as an educationally interested structure has been indicated (vide 4.3.1.3.2), so too have the principles according to which such a coherence should take place (vide 4.3.1.4). It remains to indicate some of the spe-

cific tasks to be fulfilled by this social structure within the education system with reference to the military situation. The military social structure must:

- provide the necessary supportive military knowledge and skills to make an educational programme related to the military reality viable;
- provide the necessary logistic support to ensure the viability of the programme;
- present within military context the necessary programme to supplement the training received by scholars in school context;
- accommodate the male teacher corps into its call-up system to ensure education is not interrupted unnecessarily, this principle should be applied even in the case of mobilization, uninterrupted education holds both military/strategic and educational value;
- provide the necessary training for teachers to enable them to execute the programme;
- accommodate further study and career implications of aspirant students;
- accommodate post-secondary school students to ensure that their academic and military commitments are harmonized.

**b. Other educationally interested social structures**

Other educationally interested social structures still fulfil their original functions and so indirectly interact with the military social structure and should accommodate it in their functions.

The state, as possessor of the sword, still has as its primary function, in terms of education, the harmonization of the interwovenness (Stone 1981:83-84). In this instance the role, function and nature of co-operation between the military and educationally qualified structures, will have to be secured and contained in legal prescripts. Each social structure's position and function will have to be contained in legal prescripts.

The creation, position, composition and functions of nodal structures will similarly have to be formulated legally.

The family is still the primary caring body for the child (Van Schalkwyk 1982:89-90) and will have to grant permission for the child to undertake military orientated activities by approving of his physical well-being and safety. More fundamentally, their right to ensure that the activities presented to the child are in accordance with their beliefs and life-philosophy must be protected.

The input of the teacher corps, via teachers councils, associations and education departments representing the interests of the teacher (Van Schalkwyk 1982:112), will concern itself with the didactical elements of a military orientated programme as well as concern about the justness of the dispensation concerning the teachers' own military commitments and service.

These functions are by definition the prerogative of these mentioned structures and, in line with the addition of the military social structure in the education system, the criterion deduced is that they are to be retained and even extended to accommodate the military situation.

#### **4.3.1.5.3 Functions of nodal structures in the education system with reference to the military situations**

##### **a. The department of education**

The department of education is a nodal structure between the state which promulgates educational legislation and the educationally qualified structures (schools) (Van Schalwyk 1981:107). The department ensures that educational legislation is efficiently managed by the structures at executional level (Van Schalkwyk 1981:108). Much of the interaction between defence and education will take place via the department of education,

being the regional/national body unifying schools within a certain geographical area and administering education on their behalf. With reference to some of the inherent functions of the department (vide Van Schalkwyk 1981:108), the writer will provide specific content in terms of the military situation.

The department arranges, organizes and administers the functioning of educative teaching and continually plans for it. As the military situation presents unique educational needs, the department as organizational structure of the schools must initiate a programme to meet these needs. It will entail the negotiation between the department as nodal structure connecting school and state and a defence force as sub-department of the state, functioning as an educationally interested structure. A nodal structure connecting the department and the defence force will have to be instituted to administer further policy matters and facilitate the execution of such a programme.

The department establishes schools, ancillary services and various educational services. Given the military situation, these aspects will have to be expanded. The possibility of the introduction of military high schools should be considered. An educational service should be created to provide and promote military milieu orientated programmes. This could be presented by the defence force. Present school guidance and regional guidance services should be extended to accommodate the potential implications of national service.

The department trains, employs and remunerates teachers. Teachers should be trained (both initial and in-service training) to cope with the implications of the military situation. The training of guidance personnel should receive prominent attention. Specifically, military orientated training should be provided. This will have to be provided by the military if

it is to be authentic and worthwhile. Negotiations between the military and education departments will have to be activated to institute such programmes. Courses done, qualifications obtained etc. should carry weight for promotion and category classification. Those individuals whose disposition are not suited to advancement in the military should however not be discriminated against.

The department inspects the institutions, teachers and pupils. The evaluation aspect of school matters is the prerogative of the department. Programmes instituted to open up the military reality must thus also be pedagogically accountable. The possibility of: dual inspection; inspection by an individual/s qualified in both terrains or inspection with co-opted military personnel should receive attention. Military personnel should not perform inspections in schools per se.

The department determines and provides for the staff requirements of schools. It is the responsibility of the education departments to ensure that suitably trained individuals are available. The viability and success of the programme rests on this premise. Negotiations between defence and the education departments will have to take place to realize this. Firstly, the training and its concomitant benefits should make it an attractive deal for educators. Secondly, it should be geared towards the reality of the situation and be educationally accountable. Such training should be presented by the defence force. The training could be of such a nature that it holds counter-achievements for the defence force as well.

The department determines the need for educational facilities and supplies them. The viability of much of the military orientated programme will necessitate specialized equipment. Equipment such as armouries, shooting ranges, obstacle courses etc. which will be the property of the school, should receive high priority. Other specialized equipment can be obtained by

co-operation with the SADF. The SADF should also provide certain equipment for military milieu orientated training.

The department liaises with world education. Military activity (especially terrorism) and national service are not unique to the RSA. International contact and study could bring valuable insight into how other education systems prepare their youth for this feature of reality.

The education department initiates and undertakes research. The need to undertake research about this aspect of reality and the implication it holds for man and thus for the education system has been stressed. Recommendations in this regard will be made (vide Chapter 6).

b. **Nodal structure/s connecting the military and other structures within the education system**

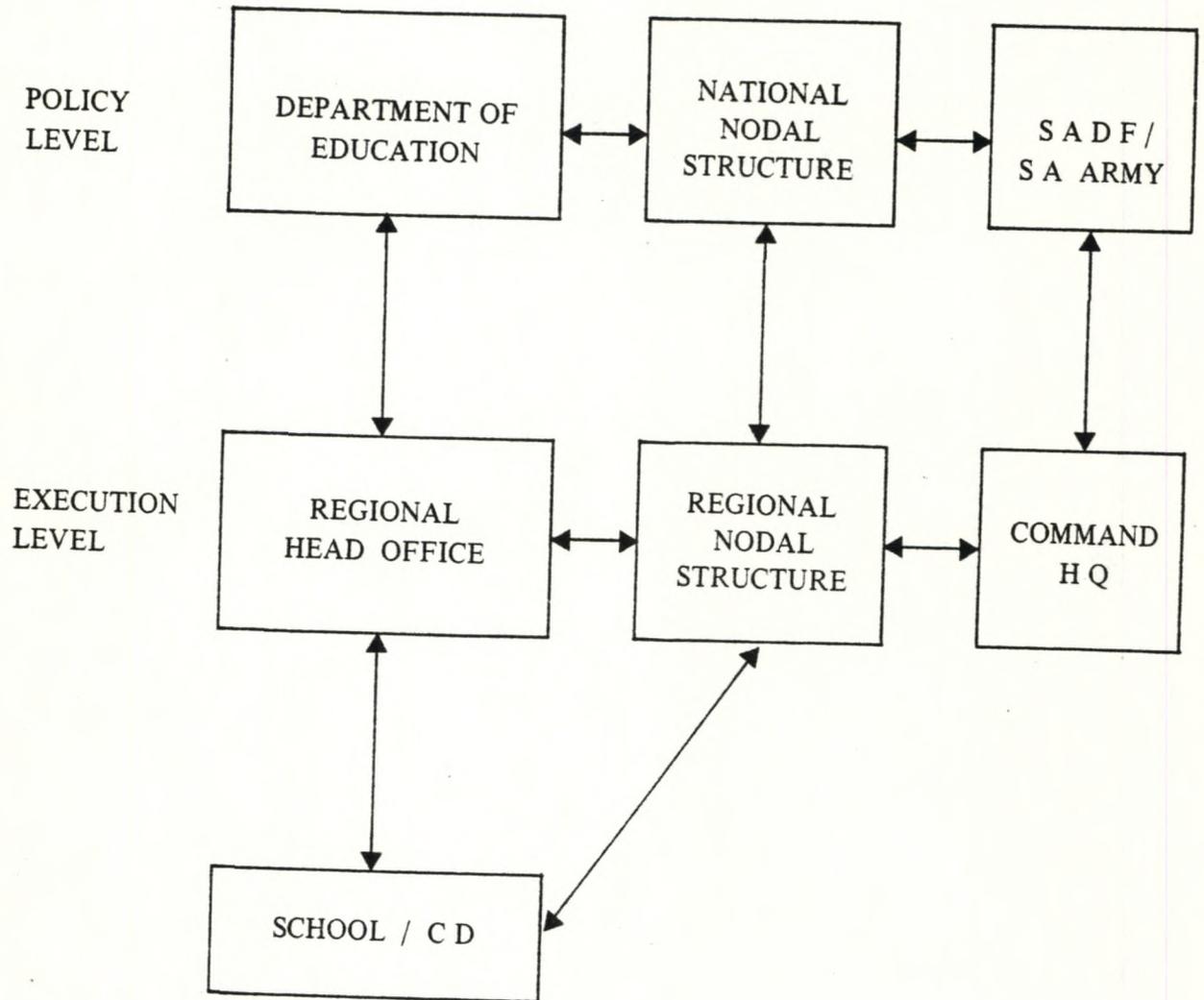
The bringing together of the defence, as an educationally interested structure and educationally qualified structures and educational nodal structures will necessitate the creation of nodal structure/s to facilitate the union. Where structures of such diverse nature and function have to co-operate, this cannot take place on an ad-hoc basis. An organization must be created to ensure a mutually beneficial relationship (Van Schalkwyk 1982:107). The bringing together of education and defence is thus no exception, in fact it is possibly one of the most contentious and complex unions. Amongst other matters, this union concerns the opening up of a specific aspect of reality by the school with the aid of a defence force which is itself contentious; secondly, it is a union involving the synchronization of the role of teacher and military soldier; thirdly, it involves organizational contact at all levels, namely: national, provincial, regional, local with each social structure having its own division. The abovementioned factors imply the institution of nodal structures at various levels involved with various specific functions. Prior to making specific recommendations, the writer puts

forward the following basic tenents that the nodal structures will have to adhere to. The nodal structure/s must:

- ensure that both groups of social structures fulfil their particular function in the union;
- prevent encroachment on each other's area of jurisdiction;
- solve issues of common concern;
- arbitrate in cases of conflict.

Generally speaking, two specific types of nodal structures should exist: Firstly, a nodal structure which will concern itself with overall policy matters of common concern between education and defence. Such a nodal structure will connect the various departments of education and the SADF /SA Army. A second structure should exist at the executional level. This nodal structure should facilitate the execution of the matters agreed to in policy by the first nodal structure. The execution of the cadet programme and the administration of the post-initial national service teachers are two matters which should be dealt with by such a structure/s. This nodal structure/s should exist at "regional" level. For instance, within Transvaal there are five commands and eight educational regions. These structures could delegate matters to sub-committees. This connection can be schematically illustrated as follows: (vide page 104).

ORGANOGRAM OF RECOMMENDED NODAL STRUCTURES TO CONNECT THE MILITARY AND EDUCATION STRUCTURES



Each structure at policy level must be composed of senior officials from both the social structures. At execution level, similarly, officials from both organizations must be represented. Such a structure can largely be made-up of teachers who by nature of their academic and military qualifications can represent both organizations and can assume greater responsibility for the execution of the programme.

A separate nodal structure/s must be created in its own right between the SADF and various tertiary institutions. The purpose of such a structure must be to harmonize the academic and military commitments of registered students who have completed their initial national service. The underlying principle of such an organization must be to ensure that students can complete their studies uninterrupted while being given opportunity to fulfil their military obligations at times suitable to their academic roster. The association with the tertiary institution must be organizational and not affiliational. Such a structure may not impede the activities and functions which are inherent to the basic academic freedom charter of such tertiary institutions.

#### 4.3.2 The education system as a pedagogic/andragogic structure

##### 4.3.2.1 Dual reseration

The education system is given and intended for educative teaching or, as Klafki terms it, double opening up (Van Schalkwyk 1978:124) or dual reseration as Van Schalkwyk (1982:59) coins it. On the one hand there is the opening up of the child's initially still undeveloped functions and possibilities and on the other hand there is the opening up of the world for the child, in which he finds himself (Van Schalkwyk 1978:124). Opening up implies the presence of particular attributes, the content of which will depend on man's cosmological and anthropological views. Based on Dooyeweerds' theory that reality operates in fifteen modalities or ways of being, the child or man therefore, as the pivot of the creation, operates in all fifteen modes of being hence the curriculum has to reflect the whole of reality and open up all the aspects of the child (vide 4.3.3.1).

The reseration of the child should ensure that the potential of the child be developed to a higher state or destiny of adult maturity (Van Schalkwyk 1982:62-63). The child must be reserated in a complete and balanced manner and this implies that all the aspects of reality must be opened up, and that no aspect is to be neglected or any aspect accentuated at the expense of others (Van Schalkwyk 1982:63-64). Over and above a general balanced reseration, the child's particular abilities, limitations, and interests etc. must be taken into account to ensure a deeper unfolding of these matters (Van Schalkwyk 1982:64-65). The specific content of this adult maturity will differ from community to community. The reseration of the child should be normatively attuned to a particular aim.

**4.3.2.1.1 The application of the concept of dual reseration with reference to the military situation**

The military onslaught does not introduce a new aspect to the modes of being or aspects to the child's being, but new content or circumstances under which these aspects are realised is introduced. Over and above the fact that each aspect is to receive its rightful place in the curriculum, the military onslaught will modify and give some of these aspects specific content to which the education system must respond. For instance, the child's physical aspect will have to be developed in such a manner as to ensure the child's physical preparedness, safety and knowledge in view of the physical onslaught. The child as a thinking and career being will have to be opened up specifically in the light of the study question and taught to manage the career implications of the military onslaught. The child, as an ethical being, will have to be guided in coping with his relationships under such specific circumstances. The child will have to be led towards coming to political and moral independence concerning the current onslaught. All the aspects of the child must be catered for with specific reference to the military. This statement is to be regarded as normative.

The other aspect of dual reseration implies that all the aspects of reality must be reserated to the child. No aspect may be ignored and no aspect overemphasized (Van Schalkwyk 1982:66-67). There are numerous cases where the child has only been prepared for certain aspects, or where certain aspects of life have been overemphasized (vide Verster, Theron & Van Zyl 1982:1-23). Specifically it implies that the reality of a particular world within a certain time period must be exposed to the child. Given the current onslaught, education in South Africa would not be normative if it did not reflect this reality in its curriculum and teaching. Education cannot ignore the military reality because it is a negative feature of life. However, the school must not overemphasize the military and so become militarized. The military is thus a feature of reality and must be opened up in a balanced manner. Based on Erikson and Havighurst's theory, Bauer (1980:38) identifies four tasks which an adolescent boy must fulfil, one of which is to anticipate future experiences. One of the inevitable situations in the RSA is that of being a citizen-soldier and all it implies (vide 3.4.3.7). Reality must be opened up according to the child's level of development and understanding (Van Schalkwyk 1982:67). This implies that the military must be graded according to the child's abilities and needs at specific stages.

The temporality of both the world and the child must be acknowledged in the process of dual reseration, if it is to be normative (Van Schalkwyk 1978:173). According to this premise, an entire community can find itself in a particular spirit of the times, which is established by the interaction between its cultural factors. This makes particular demands on the education system as regards innovation, change and adaptation. The total onslaught and the military onslaught are clearly external manifestations of the spirit of the times and therefore they must be acknowledged and reflected in the educational goals, programme and the educational system's structural composition.

Educationally qualified structures must prepare the child for the adult world. Subject matter should not pertain to just any matter but must accord with the particular nature and circumstances of the particular community (Van Schalkwyk 1982:82-83). There is a great

move towards acknowledging this argument and agitating for education which prepares pupils for the realities of a changing and stressful world (Mc Kinnel 1984:7). Man can only fulfil his needs in the world, therefore man and his environment must be harmonized (Van Schalkwyk 1978:13). The current military onslaught places many demands on education and it has ramifications in various spheres of life. Although some of the implications of the military situation are specifically relevant to the school and the immediate post-school years many are long term based. Education must however concern itself with the future and provide that basis for the future. Schoeman (1985:2) reports Sidney Smith as stating that: "the real aim of education is to give children resources that will endure as long as life endures" and hence education must attempt to provide the basic skills and attitude to pupils so that they live creatively in a changing world. Education has the task of equipping man to deal with this given.

The question of whether education is to develop an individual or citizen, Russel (1966:1) calls a, "temperamental cleavage which goes deeper than any of the other controversies." Russel (1966:12,26,28) states that the education of the individual mind is not the same as that of the production of a useful citizen. Although he personally favours the creativity, ingenuity etc. that will come forth from individual education, he admits that all humans are citizens and that education has to take cognizance of this. The solution according to the writer, lies in the fact that both individual and citizen education must be sought in a balanced manner, this is a similar stance to Russel's when he speaks against a narrow view of what constitutes a good citizen (1966:18:21). The school must re-educate the future individual and the future member of society. The function the school has in relation to preparing the child to operate in society is acknowledged by most writers (vide Verster, Theron & Van Zyl 1982:19,20,23). Pretorius (1979:67-68) sees the school as a bridge between the family and society. Oosthuizen (1985) indicates an aspect of identity formation is that of being a citizen with specific responsibilities. The school has the onerous task of harmonizing state and individual needs and developing both to the maximum.

In summary, the writer will quote Badenhorst (1979:45) where he eloquently expresses himself on the issue of opening up.

(Opvoeding het) te make met die hele werklikheid waarmee die kind as volwassene gekonfronteer gaan word. Hierdie siening stel geweldige eise aan die skool, want dit impliseer dat die skool die kind moet voorberei ten opsigte van elke aspek van sy volwasse lewe.

The writer will briefly provide, in the light of the section on the implications of the military (vide 3.7) and the aforementioned concept of dual reseration, some of the basic tasks the school must fulfil in the current situation to ensure normative balanced dual reseration.

#### 4.3.2.1.2 Implications for the curriculum

With reference to war in general the school must:

- educate the children towards the realization that war, although essentially a negative social product, is a reality of human life and that the children are likely to experience war in some form or other;
- educate the children to the realization that they should always be willing to negotiate and promote dialogue to try and prevent war;
- educate the children to realize that certain aspects of life are not negotiable;
- educate the children to ensure that they will have the virtue, insight and attitude necessary to survive a war situation;
- guard against indoctrination or overenthusiasm leading to militarization.

With specific reference to the war in South Africa:

- The current onslaught is a total onslaught, implying undermining of all spheres of life. The youth is a prime target and must be educated so that he will be in a position to withstand the onslaught on his norms, values and life-philosophy. This must be achieved through a programme of leading him to independence in all spheres of life and not through a programme of indoctrination. An analysis of the nature and magnitude of the non-military onslaught has received the attention of numerous academics (vide Bernard 1976, Basson 1979). Programmes and counter-strategies have also been devised as is reflected in the youth preparedness programme currently practised.
- The military techniques used by revolutionaries imply physical danger to all citizens including children. Children are to be educated to show the necessary vigilance and caution. They should be prepared to slot into a well-organized, rehearsed drill, given the situation of physical assault.
- Beyond a general emergency plan, pupils should be versed in activities such as fire-fighting, first-aid and self-defence. This is not a programme of general militarization as certain foreign academics maintain (Spence & Thomas 1966:13) but is one of adjustment to the realities of a given situation.
- Pupils are to be educated about the nature and magnitude of the current onslaught to ensure that they will reach a well-grounded, independent decision and thus not fall prey to any psychological propaganda or psychological assault.
- Pupils are to be stimulated to ensure that they can reach a critical and objective understanding of the causes and factors affecting the war against South Africa and reach an independent view thereon.
- Pupils are to be stimulated to ensure they can come to an independent moral/religious stand on war in general and this war specifically.
- Pupils are to be sufficiently informed about their potential role in the current national service system.
- Pupils are to be led towards an independent decision on whether they will participate or not and in what capacity.

- Pupils are to be presented with research results and implications of the so-called study question. They must be brought to realize that no fixed rules can be stated and each individual will have to come to an independent decision based on his own profile and needs.
- Pupils are to be educated to realize that national service will hold career implications, that their careers will be interrupted and that they may have to progress in two careers. Girls will have to contribute to the career market under such circumstances with possible implications for family life, of which implications they are to be informed.
- Both boys and girls are to be given specific guidance on the relationship problems that might occur as a result of national service. The programme they are to receive must prepare them to be psychologically and emotionally mature enough to realize the potential problems and cope with them.
- Girls are to be educated to realize that they, through their complementary role as girlfriend, wife and mother, will become implicated by the national service system. They are to be educated towards the sacrifice this may imply and to realize the power of their supportive role or lack thereof.
- Boys should be orientated towards the new world they will enter and in which they will operate for a considerable period. Specific attitudes, skills and techniques should be emphasized to ensure a smooth transition into the military world.
- Boys should have attained such a level of maturity in all their aspects of being, that they will be able to survive their service and withstand any negative social forces they may encounter during their period of service.

If any of these aspects are not sufficiently dealt with, the child will be robbed of a balanced education and not fully prepared for the world he or she will have to operate in. There is a tendency in the RSA to equate education with academic development, and at that, often a specific aberration of this in the form of coaching for external exams. Auerbach in an interview calls it the current

obsession (McKinnel 1984:7). The inaugural lecture of Prof D A Louw of PU for CHE exposes this evil of lower order learning (Pienaar 1984:16). The education process is to concern itself with the whole child in order that that child may become an adult for life in full.

The principal educational aim of the present could be described as total adulthood .... (this) presupposes a mature personality capable of reflecting and integrating the diverse aspects of civilization, such as the physical, intellectual, historical, national, aesthetic, ethical, religious and emotional (Verster, Theron & Van Zyl 1982:1).

The military aspect, as it manifests itself through the various aspects of reality, may however, not be over-emphasized at the expense of traditional academic components. The school must not take on a solely utilitarian function or become so obsessed with the military that it becomes militarized, thus not capable of fulfilling its traditional function.

The abovementioned task does not have to be presented in a new subject or time slot in an already overburdened curriculum. Much of what is suggested can be taken up by the current educational guidance programme and the school cadet programme. These issues can also be reflected in traditional subjects. History and Geography lend themselves to an analysis of the causes and factors affecting the onslaught. Religious education offers a forum to discuss the question of war and pacifism. English and Afrikaans, in the form of comprehensions, oral and literature study, can lay open a host of issues surrounding the military and its repercussions. A one-sided, dogmatic approach would be anti-normative and counter-productive. Much use must be made of films, newspapers, creative writing, discussions and simulation games. The emphasis must be on flexibility and plenty of pupil activity. The aim is to provide pupils with the necessary skills and insight to apply to the demands of an ever changing world.

The criterion to be deduced is that such a programme is not only pedagogically justified by nature of the definition of educative teaching and by nature of the contemporary realities of the situation the RSA finds itself in, but it appears to be a need identified by secondary school pupils themselves, as current research indicates (Smit 1979:69-70, Walder 1980:156).

#### 4.3.2.2 The education system as a preformed field for education

##### 4.3.2.2.1 Introduction

The interwovenness of the pedagogically qualified structures, pedagogically interested structures and newly created organizational nodal structures are actualized as a preformed field to ensure the accelerated planned and purposeful reseration of the child (Van Schalkwyk 1977:333,1982:141). This field, created to enable double-opening up, includes the development of a well-planned organization and administration, a school system, ancillary services, supplementary educational services and a system of supervision (Van Schalkwyk 1978:134). The creation of this field and the interrelatedness thereof is schematically illustrated by Van Schalkwyk (vide 1981:145).

##### 4.3.2.2.2 Educational planning and legislation

Prior to such implementation occurring, educational planning and legislation must take place. A community formulates its educational legislation according to its educational policy, which is determined in accordance with its ground motive and in agreement with its natural environment, its cultural inheritance as well as the insight gained from generally valid educational guidelines (Van Schalkwyk 1978:138). Planning is, however, not a one time event but as any of the above factors alter, or are modified, they must be evaluated and the necessary modifications made to the education system. New theoretical insight into education and educational systems must be assimilated into current doctrine and put into practice. This dissertation is a humble attempt to re-evaluate

education and the education system in the light of a contemporary force, namely the current military onslaught. By nature of the onslaught and because of the wide variety of implications, expertise in a variety of fields should be channelled to determine the general implications of the military and to determine the necessary educational adjustment. The military onslaught, as a natural and cultural given, will have to be reflected in any educational legislation. The state, by nature of its particular identity as juridical structure, is empowered on behalf of the society it rules to establish educational policy by means of legislation. The state must see to it that each social structure has the space and freedom to fulfil its function according to the sovereignty it has in its own sphere. Both the educationally qualified structures and the defence structure have particular areas of jurisdiction and these should be indicated in their roles in the educational process relating to the military reality.

#### 4.3.2.2.3 **Educational administration**

Once planning has commenced and legislation has been passed, a system of administration can be set up. Its task would be the interpretation and detailing of the legislation to supply education practice with serviceable guidelines by means of regulations, prescriptions and instructions (Rupert 1979:57-58). School activities involve a large number of people that must co-operate to achieve the same goal, therefore its activities must be administered in such a manner as to promote effective and efficient teaching (Van Schalkwyk 1982:86-87). A programme which reflects the needs induced by the military onslaught must be organized and administered in such a manner as to promote educative teaching. This matter will be no simple concern as at the minimum it will involve: two social structures; individuals, in the form of teachers, moving between these two structures; inherent goals which may at times be in conflict. The system decided on, must be thoroughly researched and practical. The possibility of a nodal structure administering this programme might be most advantageous and fair.

#### 4.3.2.2.4 Educational institutions

##### a. School system

The core of the preformed field is a system of educationally qualified structures. The school is historically/culturally founded and qualified by the analytical (vide 4.3). In a developed society a variety of schools make up the school system. Differentiation is based on age, ability, disability, interest, course of study etc. (Van Schalkwyk 1982:172-173). Given the military onslaught, this reality and its implications will have to be reflected at various levels/schools according to its particular relevance to the stage in which the group finds itself. The function of the educationally qualified structures have been dealt with extensively (vide 4.3.1.5.1). By way of extension the following may be added. At primary school level, it will be limited to knowledge of and skills in emergency situations. The secondary school must, as it represents the years immediately prior to national service, introduce the whole spectrum of skills suggested in the section dealing with pedagogic implications (vide 3.3.2.1.1). These matters should be reflected in the high school curriculum. The school would be neglecting its duty if it did not help the child to cope with and positively handle this aspect of reality. Education implies concern and involvement with the total child. This programme should be graded and differentiated according to the group to whom the programme is being presented. To accommodate a deeper opening up, secondary schools should exist for those with particular interest and ability in the military. A military school would however remain in function and structure a school.

##### b. Tertiary institutions in general

Like other advanced societies, the RSA has a variety of tertiary institutions. Given the programme that would have already been received at secondary schools and the inherent function of these institutions, no direct course need be

presented. Services should be available to individuals to guide them to cope with any effect the military might have on their lives and programmes to ensure a smooth transition into the academic world. A structure to co-ordinate and harmonize the individuals' academic and military career, should be created and should exist at every tertiary institution.

**c. Teacher training institutions**

Teacher training institutions function both as educationally qualified structures, as they are involved in the process of education and as an ancillary service, in that they supply personnel to teach within educationally qualified structures. With reference to their former function they will operate in similar fashion to other tertiary institutions and will thus have to comply with the same demands activated by the military situation (vide 4.3.1.5.1.(b)). With reference to their latter function and the military situation, teachers must be trained to open up these specific aspects of childhood and reality. The specific functions to be fulfilled have been indicated (vide 4.3.1.5.1(c)).

**4.3.2.2.5 Ancillary services**

The school is not in a position to fulfil all the needs of the child as a result of the diversity of the child and the complexity of society and reality. Consequently, a system of ancillary and supplementary services exist as part of the education system which augments the educative teaching of the school (Rupert 1979:112). In the case of general developmental problems which might occur as a result of the military situation and which cannot be successfully dealt with by the guidance component within the school must be dealt with by the guidance clinics. These clinics will have to be extended to cope with this aspect. In the case of the military, highly specialized knowledge, skills and equipment would require supplementary action. This can occur in the form of advice from the military or educational activity in a military context for

short periods. The role of the military in institutional format will be important here to make such a programme possible acting as an ancillary service.

#### 4.3.2.2.6 Supervision and control

The preformed field has a supervision/control component to ensure that the educational programme is executed according to prescription and to try and provide the necessary advice and remedial aid (Rupert 1979:145). By means of supervision it is determined whether everyone involved in the educational system is able to realize his freedom and responsibility (Van Schalkwyk 1978:140-141). Where two social structures are involved and they involve man in his pliability as pupil and cadet or teacher and soldier, a system of supervision and control will have to ensure that no social structure or individual in either role or position is advantaged or disadvantaged. The quality and balance of the education presented, in this case concerning the military, should be guaranteed by ensuring that such activity is open for scrutiny through the appointing of individuals and organizations made up of eminently qualified people in both military and educational matters. These individuals and organisations should operate from within an educational perspective and structure. Educational efficiency is the responsibility of all the social structures involved. Each social structure has a particular supervisory task (Van Schalkwyk 1982:1631). Both the military social structure and educationally qualified structures will have to be incorporated in such a supervision/control system; this could be achieved by dual inspection or the execution of the inspection by persons eminently qualified in both spheres.

#### 4.3.2.2.7 Research

To ensure that the education system is meeting the needs of the current and future world it is imperative that ongoing research be executed. The universities in complying with their inherent function as well as the education departments should conduct multi-disciplinary research into the implications of the military and with reference to the perspective of this study especially in the realm of education.

### 4.3.3 **The education system as a life-world interwoven and determined structure**

#### 4.3.3.1 **Introduction**

The third general valid principle (vide 1.1) is that all education systems are interwoven with and determined by the life-world within which they operate. All education systems reveal an involvement with their natural and cultural environment (Van Schalkwyk 1978:148). The natural aspects with which the educational system are interwoven and which it itself reveals are the demographic, physical, biotic and psychical aspects. The cultural aspects of the environment with which the education system is interwoven and which it itself reveals, are the analytical, cultural-historical, linguistical, social, economic, aesthetic, juridical, ethical and pistical aspects (Stone 1981:116). As the content or character of the various modes of being or aspects of reality will differ from one geographical area to another, this principle is responsible for the particularization of the general valid principles resulting in the origin of specific and individual education systems. All education systems have general valid principles, qualifying them as education systems and differentiating them from other social structures. However, all education systems are different because they are given particular form and purpose due to the particular context within which they function (Stone 1974:136).

Stone (1981:22-36), in typifying Comparative Education as a science, illustrates that since its inception there has always been an awareness of the close bond between the education system and the environment within which it functions. Various authorities have highlighted certain forces as being the main factor/s in determining the education system (vide Badenhorst 1979:2, Stone 1981:32-36). It is, however, not possible to limit or emphasize any one aspect or group of aspects, because the education system is a human structure consisting of people, therefore, it is based on all the aspects of reality. All these aspects are related to the education system, influencing it and ultimately determining its nature and

content (Van Schalkwyk 1978:159). This concept led Sadler to make his famous pronouncement that when studying education systems, the things outside the school matter more than the things inside the school (Stone 1981:24).

#### 4.3.3.2 **The military situation as a life-world force**

The writer in Chapter 2 has, in considerable detail, sketched the nature and magnitude of a specific contemporary force active "outside the school" in the RSA viz. a military onslaught. In Chapter 4 (vide 4.3.2, 4.3.2) the implications this should hold for the education system as an interwoven and pedagogic structure was illustrated and thus to repeat such detail would be unnecessary. Suffice it to reiterate that the current onslaught is by definition a total onslaught and thus is activated through a variety of aspects of being and is not merely manifested in the physical mode of being which in any case itself holds implications for other modes of being. The onslaught is directed through a variety of aspects in and through strategies such as social and economic isolation, a programme of psychological terror and/or propaganda and strategies such as political and moral propaganda. The counter-reaction implemented by the authorities, too, operates, in a host of aspects of reality as can be gleaned from the state's national strategy such as political reform, economic self-sufficiency, educational programmes etc.

The causes of the military onslaught further illustrate the inter-relatedness of the various aspects of reality. In the section contemplating the causes of the onslaught and factors influencing it (vide 2.2.3), it became apparent that they cannot be viewed in isolation and the possible causes covered the whole spectrum from geographic position - spatial aspect, mineral wealth - physical aspect, segregation and discrimination - social aspect, thwarted economic powers - economic aspect, unjust political system - juridical aspect etc.

The pure military onslaught is indirectly reflected in a variety of aspects through the implications it holds for individuals involved, especially through the national service system. So in the section on the implications of the military for individuals (vide 3.6), the writer illustrated the scope of the potential implications and the interrelatedness thereof. The education system must take cognizance of all these matters and act accordingly. The given military onslaught, however, does not operate in isolation and its particular impact and the perception of it, will differ according to the influencing of other aspects of reality. So the language grouping, national character, historicity, political view, religious beliefs etc. will influence individuals' perceptions and possible reactions to the military onslaught and so hold different educational implications.

The military onslaught holds implication for other aspects of reality which indirectly holds implications for the education system. The writer will briefly list two such examples. The destruction caused by the military onslaught and the extensive counter-reaction is costly and thus a large expenditure for the state. One of the negative implications is that consequently less money is available for other social services amongst them the education system. The withdrawal of men out of the education system to do national service (+ 1 100 per annum) implies the employment of personnel (especially women) to fill those posts in temporary capacities which once again hold economic implications.

Where a programme of education to accommodate the military situation should be instituted within the school, with the creation of the necessary social structures and sub-systems as part of the education system to facilitate opening up this aspect of the child and the world, the interrelatedness and reciprocity of the various modes of being will have to be taken into account. The writer will briefly illustrate this by way of a few examples. The question of numbers and the distribution thereof will be significant in the sense of determining whether there will be sufficient qualified teachers to make the programme feasible at various schools. The

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