

NATIONAL ARCHIVES OF SOUTH AFRICA

SCHOOL EDUCATION IN SOUTH AFRICA:
HISTORICAL OVERVIEW AND DISPOSAL OF
RECORDS OF AND ABOUT SCHOOLS AND
RELATED PUPIL RECORDS

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CONTENTS

PREFACE	
ACKNOWLEDGEMENTS	
A. OVERVIEW OF THE EDUCATION SYSTEM IN SOUTH AFRICA	
1. <u>History</u>	
1.1 The period 1652 - 1909	
1.2 The period 1920 - 1984	
1.2.1 Education for whites	
1.2.2 Education for Coloureds	
1.2.3 Education for Indians	
1.2.4 Education for blacks	
1.3 The period 1984 - 1994	
1.3.1 Education for whites	
1.3.2 Education for blacks	
1.3.3 Education for Coloureds	
1.3.4 Education for Indians	
1.4 Education after 1994	
B. DISPOSAL OF RECORDS OF AND ABOUT SCHOOLS	
1. Records in respect of schools that were kept by the various education departments	
1.1 Department of Bantu Education	
1.2 Department of Education and Training	
1.3 Administration of Coloured Affairs	
1.4 Department of Indian Affairs	

1.5	Department of Higher Education
1.6	Department of Education, Arts and Science
1.7	Department of National Education
1.8	Transvaal Provincial Administration Education Department
1.9	OFS Provincial Administration Education Department
1.10	Natal Provincial Administration Education Department
1.11	Cape Provincial Administration Education Department
1.12	Administration House of Assembly: Department of Education and Culture
2	Records that were kept by schools
2.1	All provincial education departments
2.2	Transvaal Provincial Administration Education Department
2.3	Cape Provincial Administration Education Department
2.4	OFS Provincial Administration Education Department
2.5	Department of Education and Training
2.6	Administration of Coloured Affairs
2.7	Department of Education, Arts and Science
2.8	Department of National Education

ANNEXURE A RECORDS KEPT BY TED SCHOOLS FOR WHICH
THERE IS NO DISPOSAL AUTHORITY

ANNEXURE B RECORDS OTHER THAN CORRESPONDENCE FILES
KEPT BY SCHOOLS FALLING UNDER THE DEPARTMENT OF
EDUCATION AND TRAINING

ANNEXURE C RECORDS KEPT BY THE JOINT MATRICULA-
TION BOARD

PREFACE

The enquiries continually received regarding the types of records that were/are kept by schools and the disposal instructions that exist for them induced the Records Management Section in 1996 to launch an inquiry into the school education situation in South Africa and the disposal authorities that had been issued on records that were/are created by and about schools. The attached report is the result of that inquiry.

The intention is to make the report available to all the repositories so that it will be accessible to researchers in the reading rooms. Researchers may, after they have studied the report, request relevant disposal authorities for intensive study.

We would also like to make the report available to all the Records Management components in order to create a contextual background for the evaluation of the records of education departments/schools that need to be appraised and arranged.

The report consists of two sections, namely -

- 1) A historical overview of school education, in which we attempt to shed light on the different bodies that were concerned with school education and how they liaised with each other; and
- 2) a discussion of the disposal authorities that have been issued on records created by and about schools.

To some extent this report also addresses a secondary matter, namely whether the National Archives is responsible for controlling records that are generated by schools.

The Archives Act, 1962 (Act No. 6 of 1962), did not clearly provide for records that were created by schools or their governing bodies to fall under the authority of the former State Archives Service. Records generated by schools were, however, dealt with in so far as schools were suboffices of provincial education and other departments.

As far as could be ascertained, no specific attempts were made to target schools for the creation of filing systems and records control schedules. The filing system as contained in the Manual for General School Organisation that was prescribed for schools by the Transvaal Education Department (TED) was never formally approved. On the other hand, special schools that fell under the Department of Education, Arts and Science did use a filing system that had been approved by the Director of Archives (M10/3/2/23 of 1984.12.03) and this filing system carries a disposal authority (SN 22). A record was also found to the effect that the Constantia School had submitted a filing system for approval because the system that was approved for the Department of Education, Arts and Science did not satisfy their requirements. The filing system was examined (M10/3/2/49 of 1984.10.24), but no record could be found of it actually having been approved.

The fact that the correspondence filing system for schools that fell under the Department of Education and Training was approved was apparently merely incidental, since it functioned as a main series in the departmental filing system.

Schools were never approached specifically about the transfer of the records that they generated. In the case of the former TED instructions did exist that school journals; minutes of meetings of control boards, advisory boards and school committees; and other original documents in respect of the establishment and development of schools, had to be transferred to the State Archives Service. According to the TED's Manual for General School Organisation, these documents could, however, also be transferred to the Education Museum. In 1982 the Director of Archives granted approval for school journals that were stored in the Transvaal Education Museum to be stored there on loan on behalf of the former State Archives Service. The other documents, however, had to be transferred in the the custody of the State Archives Service (M10/1/3/4/1 of 1982.10.27).

From the following it can be deduced that the State Archives Service did not have a clearly formulated policy in respect of school records:

In April 1989 documentation from various schools and school boards was donated to the Cape Archives Repository. The records of the schools were recorded as acquisitions and the records of the school boards were considered to be archives and recorded as archivalia (M10/1/1/1 of 1989.04.19). When the directorate enquired whether the assumption the school records were not "archives" was correct, the Head of Specialised Services at that time expressed the opinion that school records were indeed "archives".

As a result of this, a brief report was compiled by an official from Specialised Services to determine which authorities had already been issued on these kinds of records and whether a general authority could be issued on this basis. No general authority could be traced. (During 1996-1997 the report prepared by the official, however, served as the basis for the compilation of this comprehensive report.)

The National Archives of South Africa Act, 1996 (Act No. 43 of 1996), that came into operation on 1 January 1997, provides that all governmental bodies, including statutory bodies at the national level of government, fall within the sphere of authority of the National Archives.

Education at all levels except for university and technikon education had, however, already been designated in terms of the Interim Constitution, 1993 (Act No. 200 of 1993), as a provincial matter. The Constitution of South Africa, 1996 (Act No. 108 of 1996), confirms that schools are a provincial matter. The SA Schools Act (Act No. 84 of 1996) therefore provides for provincial legislatures to enact provincial legislation in respect of schools.

Schools and their governing bodies are statutory bodies that may be established by Members of the Executive Council of Provinces in terms of provincial education legislation.

The control over school records has therefore since 1 January 1997 fallen within the sphere of authority of provincial archives components, which have to operate records management functions taking into consideration the relevant provincial archives component's resources.

Marie Olivier
NATIONAL ARCHIVIST
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A. OVERVIEW OF THE EDUCATION SYSTEM IN SA

For a variety of reasons over the course of years in South Africa an education system developed in which the provision of education for each population group was managed by a separate education department. This situation changed only after the democratic election in April 1994, when the various education departments were merged.

1. Historical course of events

1.1 The period 1652-1909

Between 1652 and 1826 elementary school education was initially offered by the Dutch East India Company and the Dutch Reformed Church. In 1870 the British Governor Lord Charles Somerset established the first school to function under the protection of the state. The first Superintendent-General of Education in the Cape was appointed in 1839. When the Natal Colony and the Orange Free State and Transvaal Republics were founded, education was also placed under state control.

State control meant that the state subsidised the school and inspected it on a regular basis. The state also prescribed the syllabuses. Further control was, however, exercised by local communities. Private schools and church schools continued to exist alongside the state-controlled schools.

Until approximately 1954 education for non-Whites was controlled by missionary societies and churches, but as time went by they had to start relying on financial aid from the state to run the schools effectively.

1.2 The period 1910-1984

1.2.1 Education for whites

At the time of Union the four provinces retained control over all primary and secondary education within their borders. The control was vested in the provincial councils and the various departments of education. At the same time the Union Education Department was instituted to be responsible for all higher education at a national level.

The Union Education Department (which later became the Department of Education, Arts and Science, then the Department of Higher Education and later still the Department of National Education) from 1912 gradually took over control of all university education and instruction at technical colleges, commercial and technical schools, schools of industry and correctional institutions, homecraft schools and schools for the blind and deaf and other disabled people.

In 1955 the Vocational Education Act, 1955 (Act No. 70 of 1955), was passed, which gave the central government and the Department of Education, Arts and Science full control over all tertiary education and educational institutions, as well as most forms of special, technical, trade and commercial education. The provincial administrations kept control over ordinary primary and secondary education, agricultural schools and the education of mentally disabled children.

As from 1967 the division of control between central and provincial governments was ended by means the passing of a series of Acts.

The National Education Policy Act, 1967 (Act No. 39 of 1967), provided that the Minister, after consultation with the administrators of the provinces and the National Education Advisory Council could lay down a policy within the framework of the following principles:

- education should have a Christian and national character;
- education should take place through the mother tongue;
- requirements for school attendance should be uniform;
- education should be provided free of charge;
- education should be provided in accordance with the ability, aptitude and interest of individual pupils;
- education should satisfy national needs;
- syllabuses, courses, examination standards and educational research and planning should be co-ordinated on a national basis;
- parents should participate in the education of their children by means of parent associations, school committees, school boards and control boards;
- conditions of service and salary scales for teachers should be uniform;
- provinces should be obliged to implement a national policy and must adapt their ordinances to fit the national education policy.

The Act also provided for the establishment of a Committee of Heads of Education, consisting of the directors of education of the provinces under the chairmanship of the Department of National Education. The main task of this Committee was initially to submit recommendations to the Minister and Administrator on the implementation of the national policy.

The Educational Services Act, 1967 (Act No. 41 of 1967) provided that the Department of National Education would from then on exercise control over education at universities, technikons, technical colleges, schools of industry, reform schools, special education, e.g. schools for the physically disabled, and any other full-time education that the Minister considered necessary for the department to control.

In terms of the provisions of the Act, the provincial administrations would from then on, within the guidelines created by national policy, be in control of all ordinary pre-school, primary and secondary education, which included domestic science schools; agricultural schools; commercial schools; art, ballet and music schools; technical schools and one form of special education, namely the education of the mentally disabled.

As a result of an investigation launched in August 1964, provision was made in 1972 for a system of four school phases each lasting three years. This differentiated education comprised.

A junior primary school phase (Grade 1 to Standard 1), which provided only for class instruction within differentiated syllabuses.

A senior primary school phase (Standard 2 to Standard 4), in which the work of the junior phase was presented at a more advanced level and which made provision for subject instruction from Standard 3. In this phase particular attention was given to the two official languages, mathematics, science, history, geography and basic arts and handcraft techniques. The syllabus also included religious instruction, physical education, class music and guidance as non-examination subjects.

A junior secondary phase (Standard 5 to Standard 7), in which instruction was presented on a broad basis to make provision for enabling pupils to make a vocationally biased subject choice in the next phase. Pupils were expected to choose their subjects at the end of Standard 5. This choice of subjects would determine what sort of secondary school the pupil would attend after Standard 5, i.e. an academic; technical; commercial; agricultural; art, ballet, music or domestic science school.

A senior secondary phase (Standard 8 to Standard 10), in which pupils took differentiated subjects in order to prepare themselves for a specific career. The differentiated study fields included technical subjects, agriculture, commerce, natural science, human sciences, art (including music, drama, ballet and fine arts), domestic science and general subjects.

At the end of Standard 10 a matriculation examination was conducted under the control of the Joint Matriculation Board (JMB)¹ as moderators.

In order to ensure that the schools were properly run, a system of school boards was introduced in the various school districts within the provinces. School boards exercised control over non-educational matters that were entrusted to them by the control body, advisory council or school committee and they advised the Director of Education on non-educational matters, e.g. the admission of pupils, the use of maintenance of school property and the school transport system. They were further responsible for enforcing the requirement of compulsory school attendance. School boards had no say in the appointment of teachers.

All schools had elected control boards. At secondary schools they were known as control bodies, at primary schools they were called the school committee, and at other kinds of schools the advisory body. These control boards supervised the school property and its contents. They submitted important matters to the school boards and made recommendations on the provision of facilities and the appointment of teachers.

In order to ensure that the policy of the education department was properly implemented, every education department had a comprehensive system of school inspections that were carried out by circuit inspectors, subject inspectors, and inspectors of special education.²

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1. The Joint Matriculation Board was established in 1918 to conduct university admission examinations. The examinations themselves were conducted by the Cape Education Department, the Orange Free State Education Department, the Natal Education Department and the Transvaal Education Department. (See: Tr• mpelmann, M.H. The Joint Matriculation Board, Seventy Five Years: Achievement in Perspective.)
 2. Suid-Afrika 1986, pp. 667-686; Department of National Education, Onderwysrealiteite, 1993, p. 1.

1.2.2 Education for Coloureds

From 1910-1963 the provincial administrations were responsible for the education of Coloureds. In 1964, however, this responsibility was entrusted in terms of the Coloured Persons Education Act, 1963 (Act No. 47 of 1963), to the Department of Coloured Affairs, which dealt with all Coloured education matters except university education. In 1969 the Coloured Representative Council (CRC) and its governing body, the Administration of Coloured Affairs (ACA), took over the control of Coloured education. The Department of Coloured, Rehoboth and Nama Relations controlled higher education.

The CRC was dissolved on 31 March 1980, and on 1 April 1980 it was replaced by the South African Coloured Council. The SA Coloured Council would henceforth control Coloured education. On 1 June 1980 the Administration of Coloured Affairs and the Department of Coloured Relations were merged into the Department of Coloured Affairs. Coloured education was managed by this department.

In 1980 the Department of Coloured Affairs, Indian Affairs and Internal Affairs were merged into the Department of Internal Affairs. This department would henceforth administer Coloured education.

The state carried full responsibility for the expenditure on Coloured education. All primary and secondary education was offered free of charge. Besides state schools state-subsidised church schools in scarcely populated areas played an important role in Coloured education. By 1980 school attendance up to and including sixteen years at one of the two types of schools was compulsory.

Parents had the right to have a say in their children's education by means of school committees. At state schools all the members of school committees were elected, while at state-aided schools the chairperson and vice-chairperson were appointed by the control boards of the schools. Parents also had a say through regional councils. Some members of the regional councils were elected by the school committees, while other were nominated by the department. School committees supervised schools, investigated complaints and made recommendations to regional councils on the appointment of teachers. The regional councils exercised general control over state schools and state-aided schools, considered the recommendations of committees and advised the regional representative of the department on the educational requirements of the specific school regions.

Coloured education was divided on a differentiated basis into four school phases, namely junior primary (Sub A to Standard 1), senior primary (Standard 2 to Standard 4), junior secondary (Standard 5 to Standard 7) and senior secondary (Standard 8 to Standard 10). The courses and syllabuses corresponded to those that were offered to white pupils by the provincial education departments.

Various measures were taken to ensure that an educational standard equal to that of other education departments in South Africa was maintained. The Joint Matriculation Board (JMB) set the standards for admission to university, prescribed syllabuses and moderated the examinations for the senior certificate. Coloured education was thus intended to satisfy the requirements of the Joint Matriculation Board (JMB).

The Department of Coloured Affairs and later Home Affairs was, in order to maintain a high standard of education which met the JMB's requirements, also represented on the Committee of Heads of Education. The syllabuses that were followed in Coloured schools therefore corresponded to those submitted to the JMB by the Committee of Heads of Education.

An organised inspection system with inspectors of education and subject advisors was also maintained in order to ensure that policy was carried out down to school level. From 1964 Coloured inspectors were employed.

Technical education for Coloureds was limited to theoretical training in some departments of existing technical colleges for whites. The Coloured Persons Education Act, however, provided for technical education at school level. This was done in the same way as with white education. Ordinary secondary schools provided for technical education from Standard 6 with the aim of developing pupils' potential and aptitude optionally. Pupils could take the senior certificate examination in technical subjects for admission to tertiary educational institutions. From 1972, however, provision was made for technical colleges where the pupils could obtain NTD qualifications that were equal to the ordinary schools' Standard 8, 9 and 10.

Schools for juvenile offenders and children in need of care were established in terms of the Children's Act, 1960 (Act No. 33 of 1960). Children in need of care were admitted to children's homes and where possible attended ordinary schools. The children's homes were run by the Directorate of Welfare of the Department of Coloured Affairs and later Internal Affairs. If there were no schools in the environs of such children's homes, the children's homes would provide schooling facilities themselves. Juvenile offenders were, however, admitted to schools of industry and reform schools.

Disabled children received education at special schools. There were schools for deaf, blind, epileptic, autistic and cerebral palsied children. The kind of education was, however, offered exclusively by welfare and church organisations. Although the state legally had the authority to run such schools, their policy was rather to encourage the public to accommodate such children in special schools which were then supported

financially by the state.³

1.2.3 Education for Indians

Up to 1961 education for Indians was dealt with by the Natal, Transvaal and Cape Provincial Administrations. When the Department of Indian Affairs was created on 1 September 1961, education for Indians was still a provincial matter.

It was only in 1965, after the Indian Education Act, 1965 (Act No. 61 of 1965), had been passed, that provision was made for an Education Section in the Department of Indian Affairs to manage Indian education on a more central basis.

On 1 April 1966 the Natal Provincial Administration transferred its control over Indian Education to the Department and on 1 April 1967 the Transvaal Provincial Administration relinquished Indian Education. In the Cape Province control over Indian Affairs was transferred to the Department on 1 April 1970.

The Education Division of the Department of Indian Affairs administered pre-primary and secondary education. When the Departments of Indian Affairs, Coloured Affairs and Home Affairs merged in 1980, Indian Education became the responsibility of the Directorate of Indian Education in the Department of Home Affairs as from 1 October 1980.

Education was offered on a differentiated basis and also consisted of four phases, namely junior primary (Sub A to Standard 1), senior primary (Standard 2 to Standard 4), junior secondary (Standard 5 to Standard 7) and senior secondary (Standard 8 to Standard 10). Courses and syllabuses corresponded to the nationally determined core syllabuses that were submitted to the Joint Matriculation Board (JMB) by the Committee of Heads and Education.

The department's policy was that parents should be involved in the promotion of the pupils' educational needs. Educational committees were established at schools. Parents had representation on these committees in order to promote the interests of pupils. The functions of these committees were to collect funds which could be used for the benefit of the school concerned, to ensure that the requirements for compulsory education were met, to inspect buildings and equipment and advise the Director of Education in respect of their maintenance/improvement, and to pilot investigations and make recommendations on the provision of continuation classes.

3. Suid-Afrika 1986, pp. 696-699; Van Rensburg et al., Stepping into the future. Education for South Africa's Black, Coloured and Indian Peoples, pp. 83-108; Department of National Education, Onderwysrealiteite in Suid-Afrika, p. 1.

As with Coloured education, the maintenance of a uniform standard was ensured by means of inspections and subject advisory services. Here too the Joint Matriculation Board (JMB) set the standards of admission to universities and moderated the senior certificate examinations.

The Indian Education Act of 1965 provided for disabled children to receive instruction at special schools. As in the case of Coloureds, the state, however, preferred these schools to be run by welfare organisations and churches, with the aid of state subsidies. Disabled children were therefore educated at state-aided schools. There were schools for the blind, the deaf, the cerebral palsied and the mentally disabled.

Technical education was offered by the M.L. Sultan Technikon. It made provision for an apprentice school where courses for the National Technical Diploma were offered, and the Hotel and Catering School, which trained pupils from Standard 8 up to Standard 10 for the senior certificate examinations.

Juvenile offenders and children in need of care with behavioural problems received instruction at schools of industry, one for boys and one for girls, where accommodation ordinary and technical instruction, psychological and medical services, and facilities for sport and recreation were provided.⁴

1.2.4 Education for blacks

Between 1904 and 1954 black education was managed by church associations and the education departments of the various provincial administrations, Black education, however, fell under special sections of the various provincial administrations. Separate syllabuses and manuals were used in black primary schools.

Following the Commission of Inquiry into Black Education (Eislen Commission, 1949-1951), the central government took over control of black education on 1 January 1954 when Parliament passed the Black Education Act, 1953 (Act No. 47 of 1953). The Act was aimed at co-ordinating the development of black education. The object of the Act was to support the government's policy for the separate development of the four race groups (white, black, Coloured and Indian). The government's view was that the personal, social and economic interests of the black population could best be served if education for the black population were administered as a separate unit.

4. South Africa 1980/81, pp. 651-653; Van Rensburg C. et. al., Stepping into the future..., pp. 123-141; Department of National Education, Onderwysrealiteite in Suid-Afrika 1993, pp. 1-2.

Control over black education was transferred from the provincial administrations to the central government. A Bantu Education Section was created within the Department of Native Affairs to administer black education. In 1958, however, the Department of Native Affairs was divided into the Departments of Bantu Administration and Development, and Bantu Education. The central government now had to develop a national education policy that corresponded to the governments' intended development programme for black people.

The Department of Bantu Education came into being on 23 October 1958 and until 1963 dealt with the education of all black people in South Africa. From 1963 onwards autonomous education departments were created for the "independent" states (Transkei, Bophuthatswana, Venda and Ciskei) and the "self-governing" territories (KwaZulu, Lebowa, Gazankulu, Qwa-Qwa, Kwa Ndebele) to deal with black education in these areas. From then on the Department of Bantu Education dealt only with the education of black people outside the "independent states" and "self-governing" territories. The department did, however, assist the "self-governing" territories in certain specialised areas and regularly met with them in order to plan education. The department also functioned as a central link and as planning and co-ordinating authority for the education departments of the "self-governing" territories, especially in respect of professional matters such as courses, curricula, syllabuses, examinations and general standards of education. The department further provided certain specialised services for the "self-governing" territories which could not as yet provide these themselves, e.g. psychological and educational testing.

In 1978 the name of the department was changed to the Department of Education and Training. In 1979 the Education and Training Act, 1979 (Act No. 90 of 1979), was passed, completely replacing the 1953 Act. This provided for:

- the introduction of compulsory education;
- free education and school books;
- mother-tongue instruction up to Standard 2;
- the parents choosing after Standard 2 whether the child should be instructed in his mother tongue or in one of the other official languages;
- pre-school education;
- the provision of school health services in co-operation with the Department of National Health and Population Development; and
- the financing and construction of government and community schools and the appointment, promotion, transfer and discharge of teachers.

Outside the "self-governing" territories and "independent" states the department had direct control over black education at primary, secondary and tertiary levels. The system was organised on a regional basis with directors in Johannesburg for the Soweto Region, Vereeniging for the Oranjevaal Region, Springs for the Highveld Region, Pretoria for the Northern Transvaal Region, Pietermaritzburg for the Natal Region, Bloemfontein for the Orange Free State Region and Cape Town for the Cape Region.

The regions were divided into circuit offices with an Inspector of Education in control of each. Black school inspectors assisted the Inspector of Education of every circuit office.

At the local level, school committees were responsible for control over the schools. The members were exclusively black in order to obtain direct parent involvement in the administration of the school.

Farm schools and mine/factory schools existed alongside the other schools. The farmers or their farm managers or the mine/factory managers were directly responsible for the management of the schools, while the teachers' salaries and school equipment were subsidised by the state. There were also hospital schools, which provided education for pupils who were receiving medical treatment in hospital for a period of at least three months. These schools were run by the hospital boards, but were subsidised by the state. Private, non-subsidised schools were also operated by the Roman Catholic Church.

In order to ensure that a uniform standard of education was maintained, proposals in respect of professional matters were dealt with by bodies such as the Examination Board. These bodies were representative of the central government department as well as the education departments of the "independent" states and "self-governing" territories.

A Council for Education and Training consisting of black educationists, business people, politicians and church leaders was appointed to advise the Minister and the department in respect of all matters referred to them or matters that they had investigated themselves and where they felt that the department needed to be advised. Every region had a subcommittee of this Council and most of the "self-governing" territories had their own advisory council.

Black school education was also offered on a differentiated basis in that primary education was divided into two phases, i.e. lower primary school (Sub A to Standard 2) and higher primary school (Standard 3-5), while secondary education was divided into a junior secondary phase that ended with a Standard 8 certificate and a senior secondary phase to obtain a matriculation or senior certificate.

Primary school education was presented in the pupils' mother tongue for the first four years, but Afrikaans and English were obligatory school subjects. After the first four years of instruction had been completed, the pupils' parents could choose whether their children should be instructed in the mother tongue or in English or Afrikaans from then on. The primary school phase curriculum included mathematics, history, geography, science, health education, religious instruction, music and one other practical subject, e.g. agriculture, domestic science or woodwork. At the end of Standard 5 pupils had to undergo and pass an external higher primary school certificate examination in order to be allowed to enter the secondary education phase.

Instruction in the secondary school phase took place mainly in English, but the mother tongue as well as Afrikaans and English were compulsory subjects. Subjects offered in this phase were mathematics, biology, science, agricultural science, history, geography, biblical studies, economics, Latin, German, art, music, domestic science, industrial subjects and commercial subjects, e.g. arithmetic, business economics and typing. Singing, religious instruction and physical education were compulsory non-examination subjects. The syllabuses for these subjects were compiled with the approval of all the black education departments.

At the end of Standard 8 pupils had to write an external examination in order to enable them to continue with the senior certificate course. This training was career-oriented. Pupils were trained in the following fields: junior primary education, certain commercial and technical courses, and the entrance level for nursing training. Pupils with a Standard 8 certificate were employed mostly in the trade and industry sector.

The senior certificate examinations written at the end of Standard 10 were the same as those written by other population groups. This examination was conducted by the Department of Education and Training and was externally moderated by the Joint Matriculation Board. The matriculation certificate provided admission to technikons, colleges of education, senior nursing training, posts in the public service and posts in the line of trade and industry. If pupils had the right subject choices, they could also gain university admission.

Technical vocational training and industrial education were offered as from 1975 as voluntary training additional to the normal school programme for pupils from Standard 5 to 8 at departmental training centres. Later, however, occupational training schools, technical schools and agricultural schools were established where pupils could receive training in specific vocational fields after Standard 6.

The Education Department was responsible for the training of physically and mentally handicapped children. The policy of the department was,

however, to leave the education of these children to welfare and religious organisations and merely to subsidise it.⁵

1.3 The period 1984-1994

In 1984 a new Constitution (Act No. 110 of 1983), came into operation. In terms of this Constitution, education was a general as well as an own affair. Decisions on the guidelines and standards in respect of the financing of education, salaries and conditions of service were considered a general matter which concerned all population groups. The Department of National Education had to exercise control in this respect in terms of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984).

The provision of education itself was, however, an own affair, which had to be dealt with by four departments, i.e. the Department of Education and Training for blacks outside the "self-governing" territories, and the Departments of Education and Culture of the Administrations of the House of Assembly, the House of Delegates and the House of Representatives.

In the explanatory memorandum on the 1983 Constitution it was specified that education matters that were relevant to only one population group, including school cadet training and official school sport, were own affairs. This included primary, secondary, tertiary, academic, correspondence and other kinds of education, as well as occupational training for adults.

Five different ministers were responsible for providing education for the various population groups in the RSA (excluding the independent states). The ministers responsible for own affairs education were not subordinate to the minister responsible for general education affairs. Matters of common interest were co-ordinated by the Committee of Heads of Education and the Committee for Heads of Education Departments. The own affairs education departments and the general affairs education departments each fulfilled a unique function in respect of education. The various own affairs education departments could therefore create their own legislation in accordance with their own needs.⁶

5. South Africa 1980/81, pp. 636-641; Van Rensburg C. et. al., Stepping into the future..., pp. 17-80; Department of National Education, Onderwysrealiteite in Suid-Afrika 1993, p. 2; Lötter, J.P.K. The role and functioning of the Matriculation Board within the South African Education System, p. 2.

6. Die Grondwet van 1983 lê die grondslag. Die Hoofkantoor van die Departement bepaal beleid; from Opvoeding en Kultuur, 1994 Vol. 17, No. 1, pp. 9-11.

What made the school instruction situation from 1984 unique was the fact that the 1983 Constitution made it possible for services to be rendered to people who were not members of the population groups concerned. The minister of the various population groups could come to a mutual arrangement for one department to render school services to another department on the condition that the character of the institution where such services were rendered would not be affected and that preference had always to be given to members of the population group for which the institution concerned had been established.

In March 1990 regulations were published which made it possible for all pupils to attend all schools. To make this possible different models were approved for the provision of education. School communities would henceforth have a greater say in the admission policy of schools.

The school models were as follows:

Model A: A private school where teachers were employed by the governing body of the school. The governing body determined the number of teachers, their salaries and their conditions of service.

Model B: A state school which determined its own admission requirements and where the school board played an advisory role only. The state paid the salaries of the staff and teachers and carried the operating costs. Parents paid school fees voluntarily.

Status quo: A state school which followed the admission requirements of the department and where the school board played a mainly advisory role.

Model C: A state-aided school, for which the governing body could determine the school fees, appoint teachers, determine the admission requirements, make additions to the curriculum as determined by the community, control the use of the school buildings, grounds and facilities and determine the school's financial policy. The governing body therefore ran the school.

Model D: A state school which provided education to pupils of other education departments on an agency basis. Payment of school fees was voluntary. The school was run like all other state schools.

School education was now available to members of all population groups. An amendment to the Population Registration Act also led to racially based admission requirements in respect of private schools being dropped.⁷

7. M.M. Lane, Geleidelik het ons inrigtings vir alle leerlinge en studente toeganklik geword. From: Opvoeding en Kultuur, 1994, Vol. 17, No. 1, pp. 103-104.

School for Special Education for pupils with disabilities and/or behavioural deviations were opened to all population groups at the same time.

Until September 1992 university admission requirements were still determined by the JMB as external moderator for all population groups. However, the exams themselves were conducted on a racially segmented basis by the provincial education departments and the Department of Education and Culture of the Administration House of Assembly (for the white population group); the Department of Education and Culture of the Administration House of Delegates (for the Indian population group); the Department of Education and Culture of the Administration House of Representatives (for the Coloured population group) and the Department of Education and Training (for the black population outside the "self-governing" territories and "independent" states).

On 4 September 1992 the moderating, norm determining and equivalating functions previously performed by the JMB were transferred to the South African Certification Council (SACERT) and the statutory function of determining minimum university admission standards was transferred to the Matriculation Board which moderated the 1992 matriculation examinations.

The 1993 matriculation examination was moderated by the Independent Examinations board (IEB) (a section 21 company affiliated with SAFCERT). The IEB was the first non-racial examination body.⁸

1.3.1 Education for whites

The 1983 Constitution initially had a centralising effect on white education. Education which was previously dealt with by the four provincial education departments was placed under one central political and administrative authority within the Department of Education and Culture of the Administration: House of Assembly.⁹

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8. A.M. Alberts, 'n Mylpaal in Buitengewone Onderwys. From Opvoeding en Kultuur, 1994, Vol. 17, No. 1, p. 70. J.P.K. Lötter, The role and function of the matriculation board..., pp. 1-2; J.P.K. Lötter, Minimum algemene Universiteitstoelatingsvereistes. Die verlede, hede en 'n toekomsvisie, p. 3.
 9. H.J.S. Stone, 1984-1994. Die Era van Eiesake Onderwys en Kultuur. From: Opvoeding en Kultuur, 1994, Vol. 17, No. 1, p. 4.

On 27 March 1986 the State President proclaimed that as from 1 April 1986 the implementation of provincial education legislation would be entrusted to the Minister of Education and Culture (House of Assembly) and that the four provincial education departments would become executive components of the Department of Education and Culture of the Administration: House of Assembly.

The Head Office of the Department of Education and Culture functioned as policy maker for all education affairs, except those that were identified as general affairs. The Head Office did not involve itself in general affairs such as the appointment of teachers, the payment of teachers' salaries the promotion of teachers (which was dealt with by the Department of National Education) or the establishment of schools (which was a provincial administration matter).¹⁰

The provincial education departments exercised control over all schools, except schools for special education. The latter (which included education for children in need of care, children with behavioural problems in child care and reform schools, education for pupils who were seriously mentally disabled, pupils with sensory disabilities, pupils with learning disabilities, epileptics, cerebrally and physically disabled pupils and autistic children) were run from Head Office by the Directorate of Special Education.¹¹

From 1984 to 1989 the types of schools' where white children received education remained as before. In 1990, however, the white schools switched to the different models (see p. 13).

1.3.2 Education for blacks

The Department of Education and Training still dealt with the school instruction of black pupils.

The department consisted of a Head Office in Pretoria and the following Regional Offices:

- Diamond Field Region (Potchefstroom);
- Highveld Region (Springs);
- Johannesburg Region (Johannesburg);
- Cape Region (Port Elizabeth);
- Natal Region (Pietermaritzburg);
- Northern Transvaal Region (Pretoria);
- Oranje-Vaal Region (Vereeniging);
- Orange Free State Region (Bloemfontein).

10. The 1983 Constitution lays the foundation. The Head Office of the Department determines policy. From: Opvoeding en Kultuur, 1994, Vol. 17, No. 1, pp. 11-13.

11. A.M. Alberts, 'n Mylpaal in Buitengewone Onderwys. From: Opvoeding en Kultuur, 1994, Vol. 17, No. 1, pp. 67-70.

There was also an area office in Walvis Bay which functioned directly under Head Office.

The department's policy in respect of the performance of the education function was, as far as possible, to devolve all functions, and the resources to carry them out, to the regions.

The department attached great value to ensuring parent involvement in schools. Parents therefore had forums from school level to national level by means of which they could give input on the education of their children. The forums were school boards, circuit committees, area committees, regional committees and the Education and Training Council, which had direct access to the Minister.

School instruction of black pupils was offered at the following types of schools:

State-aided schools. These were mainly farm schools, which functioned on a subsidy from the department and provided primary as well as junior secondary education. The department also subsidised a variety of schools for special education for the physically and mentally disabled. These last were run by churches and welfare organisations.

Private schools. These schools were established because some parents and organisations set fixed requirements and standards for the education of their children, e.g. particular religious requirements. The department exercised control over these schools by means of certain criteria that were set before the schools could register with the department and receive a subsidy. These schools offered primary as well as secondary education.

Public schools. These were schools that were established and maintained by the department. The management of these schools was the responsibility of the school principal in co-operation with the school board. The principal was directly accountable to the circuit inspector, who in his turn was responsible to the area managers. The school principal was fully responsible for everything that happened in his/her school. He/she was the pedagogical leader and the link between the education authorities and the teachers, as well as between the parents and the teachers. Since school principals were expected always to serve the best interests of their school, their pupils, their colleagues and the parent community, few restrictions were placed on them in respect of decisions about the management of the school. However, school principals did receive a comprehensive manual from the department in which the policy and procedures were prescribed by the department. Regional Offices were responsible for the maintenance of buildings.

As from 1992 the Department of Education and Training ran Model D schools in co-operation with the Department of Education and Culture of the Administration: House of Assembly. The Department of Education and Culture ran the schools, but the Department of Education and Training provided the funds for black pupils who were enrolled at the school.¹²

Technical Colleges. These colleges were provided by the department in order to meet the community's needs in respect of career-oriented education, in the sphere of trade and industry in particular. Educating pupils at these training centres was aimed at preparing them for entrance to further training in specific occupations. These colleges presented a wide variety of courses in the technical, trade, hair-care and art fields. The qualifications pupils obtained here were equivalent to the senior certificate qualifications that pupils obtained at ordinary schools.

As with public schools, parent involvement was a priority. Liaison with parents by means of school boards, parent days and open days offered them the opportunity to be directly involved in the education of their children.¹³

1.3.3 Education for Coloureds

When the elected House of Representatives came into being in terms of the Constitution of the Republic of South Africa (Act No. 110 of 1983), the Department of Education and Culture was established as one of the departments of the Administration: House of Representatives. Their task was to provide all forms of education for the Coloured population group.¹⁴

The following types of school education were provided:

- Pre-primary school education
- Primary school education
- Secondary school education
- Remedial classes

12. Department of Education and Training, 1993 Annual Report, p. 36.

13. Department of Education and Training, 1993 Annual Report, pp. 69-87, 121-129 and 133-139.

14. House of Representatives Administration, 1988 Annual Report, p. 64.

- Special education
- Technical colleges and other institutions for occupational training.¹⁵

The Department's Head Office, situated in Cape Town, consisted of 25 subdirectorates and 13 regional chief inspectorates, with 4 branch offices across the country.¹⁶

The following fields of study were introduced at the various schools/inspections:

- Pre-primary education:
These classes were instituted at schools in 1984.¹⁷
- Primary education:
Apart from the ordinary classes, remedial classes were also offered for mentally disabled pupils.
- Secondary education:
All secondary schools offered four or more of the following fields of study:
Human Sciences;
Trade;
Domestic Science;
Agriculture (an examination subject from 1985);
Technical Drawing (an examination subject as from 1988);
Natural Sciences;
Technical;
General.¹⁸
- Education not connected with schooling (adult education):
Part-time education was offered in ordinary school subjects.¹⁹
- Special education included:
Special schools (which included state-aided schools, state schools and hospital schools);

15. House of Representatives Administration, 1988 Annual Report, p. 64.

16. House of Representatives Administration, 1988 Annual Report, p. 65.

17. House of Representatives Administration, 1988 Annual Report, p. 65.

18. House of Representatives Administration, 1988 Annual Report, p. 31.

19. House of Representatives Administration, 1988 Annual Report, p. 69.

Schools for the behaviourally disabled (reform schools, industrial schools, schools attached to children's homes and schools attached to places of safety);

Training centres for the seriously mentally disabled (in 1993 there were 23 centres across the country).²⁰

The school committee system was still in use. School committees were elected at state schools and state-aided schools. Where no committee existed at a state-aided school, the school manager was responsible for this function himself.²¹

1.3.4 Education for Indians

The Administration: House of Delegates was established in 1984 in terms of the 1983 Constitution. The House of Delegates dealt with own affairs for the Indians and was therefore responsible for Indian education, which fell under the Department of Education and Culture.

The Minister of Education determined the education policy in terms of the Indian Education Act, 1965 (Act No. 61 of 1965).

The implementation of the education policy was the responsibility of the Executive Director at the head of the Department, who also had a seat on the Committee of Heads of Education. (This committee was responsible for the co-ordination of matters of general interest that concerned all population groups, e.g. standards of education.) The Executive Director's functions were mainly of an administrative nature and included the following: the provision of staff, accommodation and equipment, the payment of salaries and the maintenance of buildings and grounds.

Professional education matters fell under the Chief Director of Education, which among other things had to make sure that the school syllabuses prescribed by the Joint Matriculation Board were followed.

Parent involvement in school education was obtained through parent committee. The school principals followed up the issues raised by the parent committees with the circuit inspectors. Circuit inspectors in turn brought these matters to the attention of chief inspectors, who had to account to the Chief Director of Education. If necessary, these matters were brought to the attention of the Executive Director, who took them up with the Minister.

20. House of Representatives Administration, 1988 Annual Report, p. 32.

21. House of Representatives Administration, 1988 Annual Report, p. 68.

Initially the Department Education and Culture used the Natal Education Department's senior certificate examination, but later it established and used its own senior certificate examination. This certificate gave access to further training at a technikon, but to obtain admission to a university, matriculation exemption had to be granted by the Joint Matriculation Board.

The following types of schools functioned within the department:

State schools: The state had full responsibility for these schools and the school principals employed by the state were fully accountable for their schools.

State-aided schools: These schools functioned on a subsidy from the department.

Special schools: These schools offered education for disabled pupils and were about 95% financed by the state. They had, however, semi-autonomous governing bodies.²²

1.4 Education after 1994

Section 3 of the Interim Constitution, 1993 (Act No. 200 of 1993), provide for every person to have the right to basic education and to equal access to educational institutions, to have the right to instruction in the language of his or her choice where this is reasonably practicable and to have the right to establish, where practicable, educational institutions based on a common culture, language or religion, provided that there shall be no discrimination on the grounds of race.

As a result of this, section 7(2) of the Public Service Act, provides for the establishment of a Department of Education that met the objectives of the Interim Constitution.

The purpose of the department is to develop a national framework for the promotion of education. The functions of the department are:

- to promote the development of a national education policy, education systems and training resources;
- to promote the development, evaluation and maintenance of a national education and training policy;

22. Information provided by Mr. M. Pillay, former Executive Director of Indian Education and Prof. Bhugwandin, Rector of the Springfield College of Education.

- to promote the supply of departmental auxiliary services.

The department is not involved in carrying out the education function, it merely determines the policy.

The responsibility for carrying out the education function rests with the provinces which, in terms of section 2(3) of the South African School Act, 1996 (Act No. 84 of 1996), may enact legislation for school education within a province. Provincial education departments are therefore directly in control of all types of schools. In order, however, to ensure that the same standards of education apply in all the provinces, the department determines the broad curriculum framework for all phases of school education.²³

In 1994 a start was made with the creation of nine new provincial education departments, which meant that the Department of Education and Training and the Departments of Education and Culture of the former Administrations: House of Assembly, House of Delegates and House of Representatives as well as the education departments of the "self-governing" territories and the "independent" states, were amalgamated with each other and transformed into nine provincial education departments.

In June 1994 the administration of all legislation in respect of school education, technical colleges and colleges of education was transferred to the members of the executive councils of the provincial administrations responsible for education in terms of Proclamation R151 of 31 October 1994.²⁴ Since that date the provincial education departments have had control over all schools within the border of a particular province.

The South African Schools Act provides only for the existence of public schools and independent schools.

Public schools are schools established by the provincial MECs of Education with funds voted for this purposes of the provincial legislatures. There are two categories of public schools, namely ordinary public schools and public schools for pupils with special educational needs. Public schools are juristic persons with the legal capacity to perform their functions in terms of the South African Schools Act.

23. Department of Education, Report on the organisation of the department, pp. 1, 4, 17 and 18.

24. South African Yearbook 1995, pp. 342-344.

The control and professional management of public schools rests with the governing body of these schools. Governing bodies must at all times promote the best interests of the schools and endeavour to ensure their development by providing quality education for all pupils. They must develop mission statements for the school and adopt a code of conduct for pupils at the school. They must also decide the times of the school day consistent with any applicable conditions of employment of staff. The governing bodies are responsible for the administration and control of all school property and buildings. They can also make recommendations in respect of the appointment of teaching and non-teaching staff.

If a governing body has the ability to perform the operations required and chooses to do so, it may also apply to control the maintenance and improvement of the buildings and grounds, the determination of the extramural curriculum and the choice of subject options in terms of the provincial curriculum policy, the purchase of text books and other educational material and equipment, as well as payment for services rendered to the school.

Although the state finances public schools, the state cannot carry the full financial responsibility for every school. As a result of this, the South African Schools Act provides for the governing bodies of public schools to be able to take all reasonable measures to supplement the financial resources of the school to ensure that quality education is offered by schools. Governing bodies have the authority to request the payment of school fees by the parents and have a legal obligation to institute school fees at schools to deposit all funds in a bank account that is properly maintained. Governing bodies also annually draw up a budget for the school, keep the financial records of the school in good order and have them audited.

Independent schools are schools which, while bearing in mind provincial legislation, may be established and maintained by any person at his or her own expense. Such schools may apply for financial assistance from the state.²⁵

Provincial education legislation in respect of school education must be implemented within the framework created by the South African Schools Act.

25. South African Schools Act, 1996 (Act No. 84 of 1996), sections 12, 15, 16-21, 34, 37-39, 42, 43 and 45.

The Constitution of SA, 1996 (Act No. 108 of 1996) confirmed that school education is a provincial matter.

Since 1994 university admission examinations was not only conducted by the IEB, but from 1996 onwards also by the Interprovincial Examination Committee for state schools (not affiliated with SAFCERT), and since 1997 the Accelerated Christian Education School of Tomorrow Group and Volkseie-onderwys (both affiliated with SAFCERT).²⁶

26 J.P.K. Lötter, Minimum Algemene Universiteitstoelatingsvereistes: Die verlede, hede en 'n toekomsvisie, pp. 2-3.

B. DISPOSAL OF RECORDS CREATED BY AND ABOUT SCHOOLS

For the sake of completeness a distinction is made between.

- (a) Records concerning schools kept by the various education departments;
- (b) Records kept by the schools themselves; and
- (c) Related pupils records.

With regard to the first category, the numbers of the authorities concerned are listed with a short description. These may be required from the Records Management Section if required. (NB: Authorities in respect of Indian and Coloured Affairs and those for the provincial administrations of the Cape, KwaZulu-Natal and the Free State, are kept by the Records Management Section in the regions concerned.)

With regard to the second category, we have tried to give a more complete picture of the type of records kept by schools and the authorities issued for these.

The third category was added after it being established that the matriculation results of pupils are kept by the various bodies concerned with university admission standards.

1. RECORDS ON SCHOOLS KEPT BY THE VARIOUS EDUCATION DEPARTMENTS

1.1 Department of Bantu Education

Limited authorities

- BB 29: School feeding files: 1944-1953
- BB 30: School feeding files: Natal: 1944-1953
- BB 68: Records of the former Cape Education Department: 1910-1954
- BB 82: Records of the former Transvaal Education Department: 1910-1954
- BB 89: Circuit inspector Port Elizabeth: Terminated correspondence files: 1948-1964
- BB 92: Head Office: Transkei school files: 1910-1963
- BB 99: Circuit office: Port Elizabeth: Terminated correspondence files: period unknown
- BB 115: Circuit office: Port Elizabeth: General files and case files: 1957-1970
- BB 116: Circuit office: Port Elizabeth: Terminated files: 1959-1970

Standing authorities

- SB 51: Quarterly statements: Form RO 40
- SB 60: Records other than correspondence files
- SB 92: Head Office: Correspondence files in the 16/6 sub-series in an approved filing system
- SB 102: Circuit offices: Correspondence files and records other than correspondence files

1.2 Department of Education and Training

Limited authorities

- BO 106: Head Office files in respect of special schools: 1945-1976
- 27-B1V: Terminated correspondence files of the Bloemfontein Regional Representative: 1911-1964
- 27-B2V: Terminated correspondence files of the OFS Regional Chief Director: 1924-1981
- 27-B3V: Terminated correspondence files of the OFS Regional Chief Director: 1958-1987
- 27-B2T: Terminated records other than correspondence files: 1953-1977
- 27-B3T: Terminated correspondence files: 1904-1987
- 27-B4T: Approved filing system: 1961-1994

Standing authorities

- 27-S2: School files is the 9-series of the approved filing system: Head Office
- 27-S1T: Sub-series in respect of child care schools and reform schools in the approved filing system
- 27-S3T: Case files of regional, district and circuit offices in respect of the 9-series in the approved filing system

1.3 Administration of Coloured AffairsLimited authorities

- BK 32: Case files in respect of library books, requisitions and burglaries: period unknown
- BK 33: Case files in respect of school buildings and grounds: period unknown
- BK 34: Terminated records taken over from the Transvaal School Board Offices: period unknown
- BK 35: Case files in respect of schools taken over by provincial administrations: period unknown
- BK 37: Terminated files from the former Department of Coloured Affairs in use until 1961
- BK 46: Places of Safety and Custody: records other than correspondence files: period unknown

1.4 Department of Indian AffairsStanding authorities

- SI 6: Files in the uniform filing system
- SI 7: Amendments and additions to the uniform filing system
- SI 9: Additions to the approved filing system
- SI 10: Additions to the approved filing system
- SI 11: Additions to the approved filing system
- SI 12: Additions to the approved filing system
- SI 14: Additions to the approved filing system
- SI 19: Additions to the approved filing system
- SI 23: Additions to the approved filing system
- SI 24: Additions to the approved filing system
- SI 25: Additions to the approved filing system
- SI 30: Additions to the approved filing system

1.5 Department of Higher EducationLimited authorities

BH 54: Building files in use until 1967

1.6 Department of Education, Arts and ScienceStanding authorities

SO 6: Personal files of pupils discharged from reform and industrial schools

SO 13: Personal files of pupils in special schools kept by Head Office

SO 17: Files with reference to pupil affairs, general school control and stores and services at departmental schools

1.7 Department of National EducationLimited authorities

19-B31: Terminated correspondence files with reference to stores and services of the former Department of Higher Education: period unknown

34-B10: Terminated correspondence files in the C series of the former Department of Higher Education: 1967-1970

34-B1T: Terminated correspondence files on the former Department of Higher Education: 1965-1971

34-B12T: Terminated correspondence files: 1970-1984

1.8 Transvaal Provincial Administration Education DepartmentLimited authorities

BT 3: Terminated files in the E series: 1908-1950

BT 4: Post files in respect of schools: 1930-1950

BT 5: Terminated correspondence files: 1904-1934

Standing authorities

ST 2: Files from school board offices

ST 3: Applications for bursaries: schools and hostels

ST 4: Records of schools kept by Head Office

ST 20: Head Office case files in respect of deviant pupils

26-S2: Separate case files in respect of pupils in special schools kept by Head Office

1.9 OFS Provincial Administration Education Department

Limited authorities

BO 6: Building and lease contracts: period unknown

BO 105: Terminated correspondence files in the Z1-Z331 series

1.10 Natal Provincial Administration Education Department

Standing authorities

24-S4: Separate case files

24-S10: Approved filing system

1.11 Cape Provincial Administration Education Department

Limited authorities

BK 38: Terminated files from the school board office

BK 43: Secretariat: Case files in respect of school buildings: period unknown

BK 65: Terminated files from the examination section: period unknown

Standing authorities

SK 32: Terminated records other than correspondence files

1.12 House of Assembly: Department of Education and Culture

37/2-B1V: Terminated correspondence files from the OFS Education Department: 1909-1962

37/2-B2V: Terminated correspondence files from the OFS Education Department: 1907-1964

2. RECORDS KEPT BY SCHOOLS THEMSELVES

2.1 All Provincial Education Departments

2.1.1 General authority AS 1 was granted in August 1958 for the destruction of the following school board records:

- Cash account forms
- Lists of cheques that were drawn and amounts deposited
- Monthly returns on goods at hand
- Receipt forms per month
- Repayments of loans of student school teachers per month
- Statements of cash money received during the month
- Register of free books
- Applications for free supply of school books.

2.1.2 General authority AK 4 was granted on 97-06-20 for the long-term storage of Cumulative Report Cards (Ed. Lab-cards). They must, however, be destroyed as soon as their administrative usefulness has expired, taking into consideration the legal obligations of the school concerned in terms of section 59(a) of the South African Schools Act, 1996 (Act No. 84 of 1996), to supply information to any person who needs such information for the exercise of or protection of that person's rights.

2.2 Transvaal Provincial Administration Education Department

2.2.1 Two authorities were issued on records of schools, namely:

2.2.1.1 Standing authority ST 4, which was granted in 1961. Authority was granted as follows:

A. Records at schools that have to be carefully preserved for an indeterminate period for eventual transfer to the State Archives:

- (i) School journals;
- (ii) Minutes of meetings of school boards, advisory boards and school committees;
- (iii) Pupil cards that some schools have designed for their own use;
- (iv) All original documents that have a bearing on the establishment and development of the school and those in connection with important events at the school, as well as original portraits, drawings, paintings or publications in this regard.²⁷

B. Records at school that have to be carefully stored for transferred to the department when the school closes or at such time as the department determines:

- (i) School cleaning book (TED 86);
- (ii) Admission registers;
- (iii) Registration cards of non-white school cleaners (TED 98);
- (iv) Records of school saving club(s);
- (v) Records of any other financial scheme in respect of the school;
- (vi) Punishment book;
- (vii) Register Z.94;
- (viii) Register of visitors;

27. According to the former TED's Manual for General School Organisation, Part 2 (p. 257, par. 28.1.2), some of these documents could also have been transferred to the Education Museum.

- (ix) "Pupil cards" which some schools designed for their own use to supplement admission registers.

C. The following are disposed of as indicated:

- (i) Pupils' J.A.R. cards (old Ed. Lab. cards): must be sent immediately to the nearest juvenile board office;
- (ii) Pupils' Ed. Lab. (cumulative report) cards and relevant records: must be dealt with as prescribed in Chapter V of the Instruction Manual for Principals of Schools;²⁸
- (iii) Cash registers: may be destroyed after 6 years;

28. According to the updated Manual for General School Organisation (par. 30.5, pp. 267-276), Ed. Lab. cards are dealt with as follows:

- 30.5.3 (1) The report card is an important official document. The information it contains is strictly confidential and is only intended for those who have to make official use of it, e.g. the principal, the class teacher, the guidance teacher, the educational advisors of Education Auxiliary Services, the Superintendent of Education and Head Office.
- 30.5.4 (1) Cumulative report cards are sent only to -
 - (1) other schools, including private schools and technical colleges, to which the pupil in question is transferred;
 - (2) teacher training colleges for those pupils who want to become teachers;
 - (3) universities.
- 30.5.6 (1) ... Principals keep all cumulative reports of school leavers who intend to work, at the school and individual cards are forwarded only at the request of the Department of Manpower. These cards are sent back to the schools concerned for storage. (Standing Disposal Authority Nr. SA 5 was issued to the Department of Manpower to destroy these cards when the person to whom it relates, is 19 years old.)
- 30.5.9 (2) In the case of pupils who die, the cumulative report cards are destroyed. In the case of a pupil who emigrates, the cumulative report cards are kept for a period of five years, pending the possibility that the pupil may return to the RSA or may request his marks.

- (iv) School fund books and records: may be destroyed 8 years after auditing;
- (v) Tuck shop books and records: may be destroyed 8 years after auditing or closure;
- (vi) Copies of statements, returns, schedules and statistical data compiled according to directives or on request and submitted: may be destroyed after 2 years;
- (vii) Inspection and other reports: may be destroyed after 8 years;
- (viii) Inventories, stock registers, work schemes and report books: may be destroyed after 8 years;
- (ix) Logbooks of vehicles with TPA registrations: must be dealt with according to directives;
- (x) Statements and records for own use by schools and hostels: may be destroyed after 8 years;
- (xi) All ephemeral documents, correspondence, etc. (letters of appointment, applications for leave, correspondence with parents, enquiries, etc.): may be destroyed after 3 years;
- (xii) School books: must be dealt with as in Circular No. 79 of 1959;
- (xiii) Circulars that are no longer relevant: may be destroyed after 3 years.²⁹

2.2.1.2 Standing authority ST 46, which was granted in 1974. Authority was granted as follows:

Boarding fees register (TED 250)

This is a register that is kept by hostels attached to provincial schools. Destroy 15 years after last entry.

Visitors register (TED 110)

This is a register containing details of all people who stayed in the hostel as visitors and for whom food and accommodation was provided. Destroy 7 years after last entry.

29. According to par. 13, p. 259 of the Manual for General School Organisation, these documents could be destroyed once the contents had been noted and the directive complied with.

Consumable stock register (TED 146)

Details of all perishable edibles and cleaning materials that are used in a hostel during a year are recorded in this register. Destroy 7 years after last entry.

Attendance register of boarders (TED 210)

The names of pupils boarding and the names of all other boarders who pay boarding fees must be recorded in the register. Destroy 3 years after last entry.

Petrol register (TED 153)

The petrol used for every mechanical unit is recorded in this register. Destroy 3 years after last entry.

- 2.2.2 Although the TED did not receive formal authority from the Director of Archives, the following items were listed for destruction on p. 260, par. 28.3 of the Manual for General School Organisation [NB: The items under this heading that are marked with an asterisk were listed for destruction in Chapter M of the Department of Finance's Financial Manual, but the retention period differs from that prescribed by the Auditor-General in Chapter M.]:

Registers and books

Ledgers	D15*
Journals	D15*
Cash books	D15*
Receipt books	D7*
Cheque books	D5*
Petty cash books	D7*

Forms

Annual statements (TED 171)	D3
Term statements (Annual hostel statements) (TED 173)	D3
Financial term statements (TED 344)	D3
Surplus pay-over (TED 345)	D3
Visitors accounts (TED 109)	D3
Appointment of staff (TED 17)	D3
Wage statements (TED 86)	D3*
Inventories of furniture	D7
Order forms	D7*
Invoices of firms	D7*
Cashed cheques	D7*
Audit reports	D7
Audit enquiries	D7*
Replies to audit report enquiries	D7*

2.2.3 Apart from the above records that were kept by TED schools, the schools also kept the records that are listed in Annexure A. No disposal authorities could be traced for the latter.

2.3 Cape Provincial Administration Education Department

Two authorities were granted, namely:

2.3.1 Standing authorities SK 44, which were granted in 1972. Authority were granted as follows:

- | | | |
|----|---|--------------------------------|
| 1. | <u>Register of Attendance and Withdrawal No. 1</u> | P or A30 |
| 2. | <u>Register of Attendance No. 11</u>

This information is collated quarterly and contained in the "Stats Book". | D5 |
| 3. | <u>Summary of Attendance No. 111</u>

This information is collated quarterly and contained in the "Stats Book". | D5 |
| 4. | <u>Question Books</u>

This is required for each teacher by the principal. A new book is prepared each year. | D1 |
| 5. | <u>Transfer of Pupil E71</u>

Information in forms or cards.
Register I. | D5 |
| 6. | <u>Application for Admission E73</u>

Register I. | D5 |
| 7. | <u>Medical Inspection of Pupil E143, E144</u> | D1 after child has left school |

* NB: The items under this heading that are marked with an asterisk were listed for destruction in Chapter M of the Department of Finance's Financial Manual, but the retention period differs from that prescribed by the Auditor- General in Chapter M.

2.3.2 Standing authority 23-S2, which was granted in 1982. Authority was granted as follows:

"Admission to school" and "Transfer of pupil" forms: destroy a year after the pupil has left the school.

2.4 OFS Provincial Administration Education Department

Standing authority 25-S1 was granted in 1981 on records other than correspondence files. Authority was granted as follows:

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
A	<u>Register – Registers</u>		
1.	Vorraad Registerblaaie – Stores Ledger Sheet	C.14	D.30
2.	Vorm vir Voorraderregister – Form for Stores Ledger	C.26	D.30
3.	Personeelregister – Staff Register	Z.8	D.1
4.	Tydregister - Time Register	Z.136	D.1
5.	Inventaris van Kantooruitrusting – Inventory of Office Equipment	Z..65	D.1
6.	Register van Benoeming in Onderwysposte – Register of Nomination in Teaching posts	E.23(a)	D.2
7.	Register van Nie-Blanke Arbeiders – Register of Non-European labourers	E.33(b)	D.5
8.	Register van geregistreerde/gesertifiseerde stukke/Register of registered/certified post received	E.53	D.7
9.	Register van Busleerlinge – Register of Bus pupils	E.55	D.5
10.	Register van losiesgelde ontvang vir die jaar – Register of Boarding fees received for the year	E.63(d)	D.30
11.	Register van Beheerrade – Register of Boards of Control	E.157	D.10
12.	Register van herhalende betalings – Register of continuous Payments	E.197	D.5

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
13.	Register van Beurse – Register of Bursaries	E.199	D.5
14.	Register van Verkope – Sales Register	E.207	D.5
15.	Skoolbesoek register – Attendance Register	Geen	D.10
16.	Toelatings en uitbreidingsregister – Register of Admission on Removals no. II	Geen	A.30
17.	Opsommingsregister nr. III – Summary Register no. III	Geen	D.10
B	<u>Rekwisies – Requisitions</u>		
1.	Rekwisies vir Voorraad – Requisition for stock	C.31	D.5
2.	Boek Rekwisies vir algemene voorraad – Book Requisition for General Stock	C.81	D.5
3.	Rekwisie vir brandstof en olie aan PAO Skoolbusse – Requisition for fuel and oil for PAO Schoolbuses	E.18	D.1
4.	Skoolrekwisie vir nie-monetêre items – School requisition for non-monetary items	E.145	D.30
5.	Rekwisie vir Landbouskole – Requisition Agricultural Schools	E.145(b)	D.5
6.	Opsomming van Rekwisie – Summary of requisitions	E.145(c)	D.5
7.	Rekwisie vir Streekkantore – Requisition for Regional Offices	E.145(d)	D.5
8.	Rekwisie vir Monetêre items – Requisition for Monetary items	E.145(m)	D.5

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
9.	Koshuisrekwisisie vir monetêre items – Hostel requisition for Monetary items	E.148	D.5
10.	Koshuisrekwisisie vir nie monetêre items – Hostel requisition for non-monetary items	E.148(a)	D.5
C.	<u>Boeke – Books</u>		
1.	Boek Notule Beheerrade – Book Minutes Boards of Control	B.15	A.30
2.	Boek van ontvangste deur pos – Book of Remittances through post	Z.94 + Z.94(a)	D.7
3.	Boek, Vragbrief passasiers – Book, Consignment Notes passengers	Z.158	D.7
4.	Boek goedere, vragbrief vir terugsending van Leë houers – Books goods consignment note for return of empty drums	Z.159	D.2
5.	Boek versending van skeurpapier – Book despatch of waste paper	Z.201	D.2
6.	Boek Opsommings van ontvangstes en uitreiking – Book Summary of Receipt and Issues	Z.207	D.5
7.	Boek besonderhede van geregistreeerde stukke afgestuor – Book particulars of registered articles departed	Z.209	D.7
8.	Kwitansieboek – Receipt Book	E.8(b)	D.5
9.	Kasboek: Houtwerk, naaldwerk ens. – Cashbook: Woodwork, Needlework etc.	E.8(c)	D.7

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
10.	Ontvangstekasboek vir landbouskole – Revenue Cashbook	E.38	D.15
11.	Uitgawekasboek vir Landbouskole – Expenditure Cash Book	E.49	D.15
12.	Boek bestelvorm – Book orderform	E.146	D.5
13.	Wasgoedboek – Laundry Book	E.211	D.1
14.	Kwitansie/Kasboek - Receipt/Cash Book	E.38(b)	D.5
15.	Boek notule Skoolfondstrustees – Book minutes School fund Trustees	Geen	A.30
16.	Boek notule personeelvergaderings – Book minutes staff meetings	Geen	A.30
17.	Dagboek skole – Log books schools	Geen	A.30
18.	Skoolfonds Kasboeke en registers – School funds Cash Books and Registers	Geen	D.10
19.	Uitgawe Kasboek vir Landbouskole – Expenditure Cash Book	Geen	D.15
D	<u>Kaarte – Cards</u>		
1.	Grootboekkaart vir leerlinge – Ledger Card for pupils	E.213	D.12
2.	Rekordkaart van uitgawes – Expenditure record card	E.214	D.7

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIKKING
3.	Kumulatiewe Verslagkaart (Groen vir Kumulatiewe Verslagkaart (Groen vir Dogters) - Cumulative Record Card (Green for Girls)	Ed. Lab 1	*
4.	Komulatiewe Verslagkaart (Wit vir Seuns) – Cumulative Record Card (White for Boys)	Ed. Lab 1	*
E	Diverse – Sundries		
1.	Inventaris van Kantooruitrusting – Inventory of office equipment	Z.65	D.1
2.	Opgawe van Musiekleerlinge – Return of Music Pupils	E.4	D.5
3.	Opgawe van Musiekgelde en getal leerlinge – Return of Music fees and number of pupils	E.5	D.5
4.	Opsomming van uitgawe bewysstukke – Summary of expenditure vouchers	E.9	D.1
5.	Aansoek om ondersteuning (Gebind in Ringbinder) – Application for Assistance (Binder in Ring Binder)	E.16	D.3
6.	Opsomming van Aansoeke: Losies- en Vervoerbeurse (Gebind in Ringbinder) – Summary of Applications: Board and Transport Bursaries (Binder in Ring Binder)	E.16 (a)	D.3

* Plaas oor na Departement Mannekrag nadat leerling die skool verlaat het. (Vervang deur AK 4. Sien p. 28.)

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
8.	Opgawe van leerlinge en goedgekeurde poste – Return of pupils and approved posts	E.34	D.3
9.	Primêre Promosieskedule vir Junior Primêre Skoolfase – Promotion Schedule for Junior Primary School phase	E.36	P
10.	Sekondêre Promosieskedule – Secondary Promotion Schedule	E.36(a)	P
11.	Promosieskedule vir Junior Sekondêre Skoolfase – Promotion Schedule for Junior Secondary School phase	E.36(b)	P
12.	Promosieskedule vir Senior Skoolfase – Promotion Schedule for Senior Secondary School phase	E.36(c)	P
13.	Promosieskedule vir Spesiale Onderwys – Promotion Schedule for Special Education	E.36(d)	P
14.	Promosieskedule vir Praktiese Beroepgerigte Kursusse – Promotion Schedule for the Practical Vocationally Baised Course	E.36(e)	P
15.	Opgawe van kosgangers vir die jaar – Return of Boarders for the year	E.63	D.2
16.	Opgawe van inwonende diensdoende Koshuispersoneel - Return of resident officiating hostel staff	E.63(c)	D.2
17.	Lys van toelatings en verwyderings vir die week – List of admission and removals for the week	E.63(e)	D.2

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
18.	Advies van Verwydering van oortollige artikels – Advice of Removal of Redundant articles	E.87	D.30
19.	Advies van Toewysing van oortollige artikels – Advice of allocation of Redundant articles	E.87(a)	D.30
20.	Toelatingsvorm – Admission form	E.102	D.12
21.	Aansoek om Toelating van leerlinge – Application for Admission of pupils	E.102(a)	D.12
22.	Aansoek om Toelating van 'n leerling tot 'n provinsiale koshuis in die O.V.S. – Application for Admission of pupils to a Provincial hostel in the O.F.S.	E.102(b)	D.12
23.	Klasinventaris – Class Inventory	E145(n)	D.5
24.	Lys vir oortollige voorraad – List of Redundant Stores	E.145(o)	D.5
25.	Werkorder (Landbouskole) – Job order (Agricultural Schools)	E.206	D.1
26.	Werkorder – Job order	E.206(a)	D.1
27.	Verkoopsbrief (Landbouskole) – Sales slip (Agricultural Schools)	E.207(a)	D.1
28.	Opgawe van Vrag geoes – Return of truck load reaped	E.207(e)	D.5
29.	Aansoek om toelating tot 'n Hoër Landbouskool – Application for Admission to an Agricultural High School	E.208	D.5
30.	Uitreikingsbewys – Issue voucher	E.212 + E.212 (a)	D.5
31.	Kleinkasrekening Landbouskole – Petty cash Re-imbusement	E.218	D.7

ITEM	BESKRYWING – DESCRIPTION	NR. VAN VORM – REGISTER OF DOKUMENT	BESKIK-KING
34.	Skoolfonds kwitansieboeke en bewysstukke – School funds receipt books and vouchers	Geen	D.7
35.	Aansoek om vervoer na skool E.158 (b) (gebind in ringbinder) – Application for conveyance to school E.158 (b) (Binded in ring binder)	Geen	D.12

2.4.2 It is not known what correspondence files were kept by schools.

2.5 Department of Education and Training

2.5.1 Records other than correspondence files

2.5.1.1 No record of disposal authorities having been issued could be found for records other than correspondence files that were kept by schools. The records other than correspondence files that were kept by these schools are listed in Annexure B.

2.5.2 Correspondence

2.5.2.1 Schools kept two sets of correspondence files, namely an alphanumerical filing system that was approved on 1961.03.06 as Series 9 in the filing system of the former Department of Bantu Education, and those stroke number files from the approved filing system of the Department of Bantu Education, which school principals considered necessary to open.³⁰ This filing system was in use until 1994.

2.5.2.2 On 89.07.03, a standing disposal authority 27-S2 was issued on files in Series 9 generated by Head Office. Shortly after this the Department approached the Records Management Section for a disposal authority on the same series for regional, area and circuit offices. Standing authority 27-S3T that was issued on 1990.02.19 made provision for all files to be destroyed at the offices concerned on the grounds of duplication at Head Office. In 1994 a disposal authority was requested on the total filing system of the Department of Education and Training. This series was then recommended for destruction under the 27-B4T authority of 94.12.13 in its totality at head, regional, area and circuit offices, because the position was taken that schools would themselves maintain the records that had archival value. During the investigation for the compilation of this report, however, it was found that the series in question was also used by the schools themselves. Because there was a danger that schools could apply the disposal authority issued to the department, and because a considerable number of school records went missing during periods of unrest, the authority was amended as set out below.

30. Department of Education and Training, Manual for Principals of Schools, pp. 17-19.

EDUCATIONAL INSTITUTIONS

A specific number is allocated to each school/educational institution by Head Office. In subclassifications the number is used for the various files together with the symbols indicated below.

		<u>Disposal</u>
<u>Individual educational institutions</u>		
<u>(excluding special and pre-primary schools)</u>		
A – file	Registration, closure, etc.	A30
B – file	Buildings and grounds: B/1 - Architectural, B/2 - Electrical, B/3 - Mechanical, B/4 – Civil	A30 D D D D
<u>C – file</u>	<u>Equipment and stock:</u>	
C-/1 file	Provision of textbooks and control	D
C-/2	file General orders	D
C-/3 file	Provision of school library books and control	D
C-/4 file	Losses, stocktakings, transfers and disposal	D
D – file	School committee or school board members affairs (for use by regional, area and circuit offices only)	A30
E – file	Religious Instruction	A30
F – file	Hostels	D
G – file	Tenders and quantity lists	D
H – file	Service records	A30
J – file	Security (opened when necessary)	A30
R – file	Financial Matters (only for use by regional, area and circuit offices only)	D

		<u>Disposal</u>
AA – file	Term statements	A30
BB – file	Inspections and inspection reports	A30
<u>PRE-PRIMARY SCHOOLS</u>		
KA – file	Registration, closure, etc.	A30
<u>SPECIAL SCHOOLS</u>		
(At these schools the symbols are used as indicated below)		
XA – file	Registration, closure, etc.	A30
XB – file	Buildings and grounds	A30
XC – file	Stocks (excluding XC 34 Philadelphia Sec. Special School N.-)	D
XE – file	Agendas and minutes	A30
XF – file	Admission and discharge of pupils (Individual files, e.g. XF1/1, XF1/2, etc.)	A30
<u>XG – file</u>	<u>Claims</u>	
XG-/1 file	Claims: Approved staff	D
XG-/2 file	Claims: Maintenance and transport of pupils	D
XG-/3 file	Claims: Other	D
XH – file	Service records	A30
XR – file	Subsidies and financial reports	D
XS – file	Inspection reports	A30
<u>INDUSTRIAL SCHOOLS</u>		
(At these schools the symbols are used as indicated below)		
NA – file	Registration, closure, etc.	A30

		<u>Disposal</u>
NB – file	Buildings and grounds: -/1 Architectural -/2 Electrical, -/3 Mechanical, -/4 Civil	A30 D D D D
<u>NC – file</u>	<u>Equipment and stock:</u>	
NC-/1 file	Provision of textbooks and control	D
NC-/2 file	General orders	D
NC-/3 file	Provisions of school library books and control	D
NC-/4 file	Losses, stocktakings, transfers and disposal	D
ND – file	Management Board	A30
<u>NE – file</u>	<u>Reports</u>	
NE-/1 file	Quarterly reports	A30
NE-/2 file	Annual reports	A30
NH – file	Service records	A30
NJ – file	Security	A30
NR – file	Financial matters	D

REFORM SCHOOLS

(At these schools the symbols are used as indicated below)

VA – file	Registration, closure, etc.	A30
VB – file	Buildings and grounds: -/1 Architectural -/2 Electrical, -/3 Mechanical, -/4 Civil	D D D D

Disposal

<u>VC – file</u>	<u>Equipment and stock</u>	
VC-/1 file	Provision of textbooks and control	D
VC-/2 file	General orders	D
VC-/3 file	Provision of school library books and control	D
VC-/4 file	Losses, stocktakings, transfers and disposal	D
VD – file	Management Board	A30
<u>VE – file</u>	<u>Reports</u>	
VE-/1 file	Quarterly reports	A30
VE-/2 file	Annual reports	A30
VH – file	Service records	A30
VJ – file	Security	A30
VR – file	Financial matters	D

JUVENILE PREMISES

(At these premises the symbols are used as indicated below)

TA – file	Registration, closure, etc.	A30
TB – file	Buildings and grounds:	A30
	-/1 Architectural	D
	-/2 Electrical,	D
	-/3 Mechanical,	D
	-/4 Civil	D
<u>TC – file</u>	<u>Equipment and stock:</u>	
TC-/1 file	Provision and textbooks and control	D
TC-/2 file	General orders	D
TC-/3 file	Provision of school library books and control	D

		<u>Disposal</u>
TC-/4 file	Losses, stocktakings, transfers and disposal	D
TE – file	Religious instruction	A30
TH – file	Service records	A30
TJ – file	Security	A30
TR – file	Financial matters	D

2.6 Administration of Coloured Affairs

2.6.1 Two authorities were granted on records other than correspondence files, namely:

2.6.1.1 Standing authority SK 32, which was granted as follows in 1970.

Cards with reference to medical examinations of pupils – destroy one year after the pupil has left the school permanently.

2.6.1.2 Standing authority SK 19, which was granted as follows in 1961:

Entry registers at school: P.

Admission registers at state and state-aided schools: P.

Promotion annexure for pupils: P.

Examination results: P.

Register of school attendance: P.

Summarising register of school attendance: P.

2.6.2 It is not known what filing system these schools used.

2.7 Department of Education, Culture and Science

2.7.1 Five authorities were granted on records generated by schools that were classified under this department, namely:

2.7.1.1 Standing authority SO11, which granted authority for the destruction of case files of pupils in special schools: Alexanderfontein, Elizabeth Conradie and Hoër Beroepskool vir Seuns.

2.7.1.2 Standing authority SO19, which granted authority for the destruction of case files of pupils at all vocational, industrial, reform and Union special schools classified under this department.

2.7.1.3 Limited authority BO11, which granted authority as follows to the records of the Oudsthoorn Industrial School:

		<u>Disposal</u>
3/1	Staff, general, 1946-1952	A30
3/1/1	Office staff, 1946-1952	D
3/1/3	Hostel matrons, 1946-1952	D
3/2/1	Advisory Management Boards, 1947-1950	A30
3/3	Administration, 1946-1951	D
3/3/1	Casual labourers, 1946-1949	D
3/3/2	Permanent labourers, 1946-1952	D
3/5/1	Major works, 1946-1949	D
3/5/2	Minor works, 1946-1949	D
3/5/3	Rental of buildings, 1948-1951	D
3/5/4	Correspondence with P.W.D., 1947-1952	D
3/8	Contracts, 1948-1952	D
3/8/1	Contracts, laundry, 1946-1952	D
3/8/2	Contracts, shoes, 1946-1952	D
3/8/3	Contracts, transport, 1946-1952	D
3/8/4	Tenders from Head Office, 1948- 1952	D

		<u>Disposal</u>
3/9/1	Supervision service, 1948-1952	D
3/9/2	Diet scale, 1945-1947	D
3/10	Pupils, general, 1947-1952	D
3/10/2	Placing and provision of work	D
3/10/3	Transfers, 1949-1952	D
3/10/5	Pupils on role, 1948-1952	D
3/11/1	Eye treatment, 1947-1949	D
3/12	Requisitions U.E.13, 1947-1951	D
3/12/2	Library, 1948-1949	D
3/12/3	Sport, 1947-1949	D
3/12/3A	Laundry, 1947-1948	D
3/12/4	Estimated requirements, 1949-1951	D
3/12/6	Domestic science, 1947-1949	D
3/12/7	Needlework, 1947-1951	D
3/12/8	School division, 1947-1951	D
3/12/9	Store estimates, 1949-1951	D
3/12/10	Office division, 1947-1948	D
3/12/11	Gardens, 1947-1948	D
3/12/12	Estimates requirements, 1949-1950	D
3/12/13	Excess stock, 1951-1952	D
3/13	Statements, general, 1948-1952	D
3/13/7B	Vegetable and fruit statements, 1947-1952	D
3/13/8	Film apparatus, 1947-1952	D
3/13/15	Statistics, 1947-1952	A30

		<u>Disposal</u>
3/14	School, 1946-1952	D
3/14/1	Film, 1947-1952	D
3/14/2	Examinations, 1947-1952	A30
3/14/3	Office, 1949-1952	D
3/15/2	Office stationery, 1946-1950	D
3/16/1	Place reservations, 1947-1952	D
3/18/1	Hostel buildings, 1947-1948	D
3/18/2	Administrative buildings, 1946-1949	D
3/18/3	Issues from Diskobolos, 1947-1949	D
3/18/4	Issue vouchers, 1947-1951	D
E.2/1	Approved requisitions, 1947-1948	D
U.E.6	Old stock sheets, 1946-1949	D
U.E.17	Tooth chart forms (50)	D
U.E.S.6	Requisition forms (100)	D
Z.62A	Surplus stocks	D
	Health forms, 1946-1949	D
	Condemnation, 1947-1948	D
	Contracts, 1942-1949	D
	Circulars, 1945-1948	D
	Stock sheets: Hostel and store, 1945-1948	D

2.7.1.4 Limited authority BO17 which grants authority as regards the records of the Elizabeth Conradie School as follows:

	<u>Disposal</u>
Pupil files nos. 1 - 1718 and 1 – 1101	D
Staff files TB/2/27 - TB/12/6	D
<u>General files:</u>	
P.T. 1/1/1 Staff, general	D
P.T. 1/1/2 Office and stores staff	D
P.T. 1/1/3 Hostel staff	D
P.T. 1/1/4 Hostel staff – supervision	D
P.T. 1/1/5 School staff	D
P.T. 1/1/6 Leisure, gymnasium, medical and dental staff	D
P.T. 1/1/7 Leave, general	D
P.T. 1/1/8 Concessions, general	D
P.T. 1/1/9 Staff, housing	D
P.T. 1/1/10 Accidents, labourers	D
P.T. 1/1/11 Bursaries for study	D
P.T. 1/1/12 Circulars, staff matters	D
P.T. 2/2/1 Pupils, general	D
P.T. 2/2/2 Admission, general	D
P.T. 2/2/3 Discharges, general	D
P.T. 2/2/4 Aftercare	D
P.T. 2/2/5a Returns, on roll, plus available accommodation	D
P.T. 2/2/5b Pupils on roll	D
P.T. 2/2/6 Applications, provincial Administration	D

		<u>Disposal</u>
P.T. 2/2/7	Holiday arrangements	D
P.T. 2/2/8	Correspondence with vocational school	D
P.T. 2/2/9	Free tickets for travel, approval from Head Office	D
P.T. 2/2/10	Girls' school	D
P.T. 2/2/11	Policy matters, pupils	D
P.T. 3/1	Accounts, general	D
P.T. 3/2	Expenditure accounts	D
P.T. 3/3	Government Garage account	D
P.T. 3/4	P.W.D. accounts	D
P.T. 3/5	Railway accounts	D
P.T. 3/6	Petty cash	D
P.T. 3/7	Pupils' pocket money	D
P.T. 3/8	School fund	D
P.T. 3/9	Salary statements	D
P.T. 3/10	Estimates	D
P.T. 3/11	Claims	D
P.T. 3/12	Board and clothing	D
P.T. 3/13	Medical - Department of Health	D
P.T. 3/14	Accounts – circulars	D
P.T. 5/1	Buildings, general	D
P.T. 5/2	Major works	D
P.T. 5/3	Minor works	D
P.T. 5/4	Rental, general	D
P.T. 5/5	Requisitions from P.W.D.	D

		<u>Disposal</u>
P.T. 5/6	Telephones	D
P.T. 5/7	Alterations to buildings	D
P.T. 5/8	Protection against fire	D
P.T. 5/9	Circulars in respect of buildings, telephones	D
P.T. 6/1	Education, general	D
P.T. 6/2	Yearbook	D
P.T. 6/3	Church services and religious meetings	D
P.T. 6/4	Sport, films, radio, paintings, etc.	D
P.T. 6/5	Examinations and invigilation	D
P.T. 6/6	Examinations, reports	D
P.T. 6/7	Psychological services	D
P.T. 6/8	National study library	D
P.T. 6/9	Films: Metro-Goldwyn-Mayer	D
P.T. 6/10	Board of Inquiry, Special Education	D
P.T. 6/11	Medical Library, University of Cape Town	D
P.T. 6/12	Circulars, projectors	D
P.T. 7/1	Equipment, general	D
P.T. 7/2	Delivery certificate	D
P.T. 7/3	Losses	D
P.T. 7/4	Safes	D
P.T. 7/5	Surplus stock	D
P.T. 8/1	Grounds, general	D

		<u>Disposal</u>
P.T. 8/2	Irrigation	D
P.T. 9/1	Labour, general	D
P.T. 9/2	Labour, additional and prison	D
P.T. 9/3	Labour, permanent	D
P.T. 9/4	Unemployment insurance and leave	D
P.T. 10/1	Medical and dental, general correspondence	D
P.T. 10/2	Cerebral palsied, correspondence	D
P.T. 10/3	Correspondence, examination of pupils by Authorised Officers	D
P.T. 10/4	Special examinations and opera- tions	D
P.T. 11/1	Reports and inspections, general	D
P.T. 11/2	Reports and inspections, P.S.C.	D
P.T. 11/3	Reports and inspections, school	D
P.T. 11/4	Reports and inspections, medical	D
P.T. 11/5	Reports and inspections, Physical Education	D
P.T. 11/6	Reports and inspections, auditor and magazine	D
P.T. 11/7	Report, principal, annual	D
P.T. 12/1	Statements, general	D
P.T. 12/2	Cash statements	D
P.T. 12/3	Equipment registers	D
P.T. 12/4	Stock sheets and expenditure receipts	D
P.T. 12/5	Telephone and telegram statements	D
P.T. 12/6	Fruit and vegetable statements	D

		<u>Disposal</u>
P.T. 12/7	Projectors and equipment	D
P.T. 12/8	Purchase, livestock	D
P.T. 12/9	Sales, surplus livestock and products	D
P.T. 12/10	Returns and livestock	D
P.T. 12/11	Outstanding income	D
P.T. 12/12	Inter-institutional services	D
P.T. 12/13	Losses, livestock	D
P.T. 12/14	Stocktaking	D
P.T. 12/15	Board of Admission	D
P.T. 12/16	Stores transactions	D
P.T. 12/17	Motor vehicle accidents	D
P.T. 12/18	Losses in cash	D
P.T. 12/19	Property leased to other Departments	D
P.T. 12/20	Annual transport return	D
P.T. 12/21	Livestock	D
P.T. 12/22	Annual statistical returns	D
P.T. 12/23	Tuck shop, biannual statements	D
P.T. 12/24	Typing, adding, calculating, bookkeeping and duplicating machines	D
P.T. 12/25	Private transport	D
P.T. 12/26	Circulars in respect of periodical surveys	D
P.T. 12/27	Travel and subsistence expenditure and transport of stock - Medical section	D

		<u>Disposal</u>
P.T. 13/1	Stationery and typewriters	D
P.T. 14/1	Requisitions and correspondence, school requirements	D
P.T. 14/2	Requisitions and correpondence, shoe repairs	D
P.T. 14/3	Requisitions and correspondence, coal, wood and fuel	D
P.T. 14/4	Requisitions and correspondence, farm and garden	D
P.T. 14/5	Requisitions and correspondence, gymnasium and sport	D
P.T. 14/6	Requisitions and correspondence, hostels	D
P.T. 14/7	Requisitions and correspondence, laundry services	D
P.T. 14/8	Requisitions and correspondence, leisure	D
P.T. 14/9	Requisitions and correspondence, library	D
P.T. 14/10	Requisitions and correspondence, medical and dental	D
P.T. 14/11	Requisitions and correspondence, clothing, protective clothing	D
P.T. 14/12	Stock, groceries, milk, meat, vegetables	D
P.T. 14/13	Diet scales	D
P.T. 14/14	Estimated requirements	D
P.T. 14/15	Tenders	D
P.T. 14/16	Issue vouchers	D
P.T. 15/1	Transport, general	D
P.T. 15/2	Transport, departmental	D

		<u>Disposal</u>
P.T. 15/3	Transport, Government Garage	D
P.T. 15/4	Motor vehicle accidents	D
P.T. 15/5	Circulars in respect of transport matters	D
P.T. 16/1	Circulars, general	D
P.T. 16/2	Vacancies	D
P.T. 16/3	Courses, vacancies	D
P.T. 16/4	New hostel units	D
P.T. 16/5	General	D
P.T. 16/6	Cripple care	D
P.T. 16/7	Opening of school for the physically handicapped by Minister	D

Bookkeeping documents:

B28	Folio book, used for pupils' pocket money	D
Z52	Receipt book for fruit and vegetables	D
Z64	Loose-leaf stock register, receipt and issues	D
Z67	Loose-leaf perishable stock register, receipts	D
Z94	Receipt registers for signed documents	D

Forms:

U.E.1	Monthly expense account	D
U.E.8a	Work order	D
U.E.9a	Articles for stocktaking	D
U.E.13a	Application for authority for expenditure	D

		<u>Disposal</u>
U.E.13b	Application for authority for expenditure	D
U.E.13c	Application for authority for expenditure	D
U.E.13d	Application for authority for expenditure	D
U.E.16	Issue vouchers	D
U.E.68	Loose-leaf records for salaries	D
U.E.S.9	Issue vouchers	D
Z8	Staff attendance register	D
Z10a	Debit book, account statements	D
Z26a	Order forms	D
Z127	Expenditure receipts	D
Z133	Logbooks	D
B33	Register for registered postal articles sent	D
B48	Telegram books	D

2.8 Department of National Education

Standing authority SN22 was granted for the following records which were generated by schools and colleges classified under this department:

SUBJECT	DISPOSAL
A	MANAGEMENT MATTERS
A1	Codes
A1/1	Departmental codes
A1/2	Office manual
A1/3	Consolidation of Treasury Circulars and Financial Regulations
A2	Filing system
A3	Annual Reports
A3/1	Principal's Department Annual Report
A3/2	Psychological Annual Report
A3/3	Etc. D
C	GENERAL SCHOOL MANAGEMENT AND PUPIL AFFAIRS
C1	Establishment (also recognition and closure)
C2	Management Board
	As required, e.g.:
	Composition
	Appointment
	Resignation
	Minutes
	Agendas
	Travel and subsistence costs
C3	Courses
	1. As required, e.g.:
	Full time
	Part time
	Apprentice
	2. If necessary, subdivided as required, e.g.:
	Different trades
	Correspondence courses
C4	School fees
	As required, e.g.:
	Full time
	Part time
	Apprentice

SUBJECT	DISPOSAL	
C5	School calendars (also timetables and times)	D
C6	Cultural, social and sporting activities	D
	As required, e.g.:	
	Debating society	D
	Voortrekkers	D
	Film shows	D
	Rugby	D
	Swimming	D
	Fêtes and exhibitions	D
	School songs, etc.	D
C7	Conferences, congresses and Associations	D
	As required, e.g.:	
	Parent-teacher associations	D
	Association for Non-Staff Members	D
	Public Servants Association	D
C8	Teaching practicals, Research at schools and visitors	D
C9	Annual publications, newsletters, prospectuses, advertisements (for Annual Reports see A series)	D
C15	Pupils/students/toddlers	D
C16	As required, e.g.:	
etc.	Full time	D
As	Part time pupils	D
re-	Apprentice (in order of	
qui-	local circumstances)	D
red	As required, e.g.:	
	Admission (general)	D
	Reports	D
	Absences (including holiday arrangements and leave)	D
	Transfers	D
	Longer detention	D
	Discharge	D
	Discipline (including punishment, smoking, rules, etc.)	D
	Medical	D
	Registration as voters	D
	Military training	D
	Career guidance (including provision of employment, recruitment campaigns)	D

SUBJECT	DISPOSAL
Pupils' achievements	D
Aftercare	D
Ex-pupils	D
D STOCK AND SERVICE	
D1 Stock levels	D
D2 Diet scale	D
D3 Standard specifications	D
D4 Exemption from Tender Board regulations	D
D5 Estimated requirements	D
D5/1 School	D
D5/2 Hostel, etc. per section, if required	D
D6 Contracts	D
D6/1 Tender Board	D
D6/2 Government Printer	D
D6/3 Transport	D
D6/4 Laundry and shoe repair services	D
D7 Purchase (requisitions, tenders and orders)	D
D7/1 School	D
D7/2 Hostels	D
D7/3 Office and stores	D
D7/4 Workshops	D
D7/4/1 Woodwork	D
D7/4/2 Fitting and turning	D
D7/4/3 Electricians	D
D7/4/4 Etc.	D
D7/5 Library	D
D7/6 Sport	D
D7/7 Stationery, printing and rubber stamps	D
D7/8 Medical supplies	D
D7/9 Livestock and agricultural requirements	D
D7/10 Laundry	D
D7/11 Etc. as required	D
D8 Holiday camp arrangements	D
D9 Chalet	D

SUBJECT		DISPOSAL
D10	Sale, lease and issue of stock	D
D10/1	Sales	D
D10/2	Keeping of livestock by staff and lease of grazing	D
D10/3	Issue to pupils	D
D10/4	Issue vouchers	D
D10/4/1	Hostel	D
D10/4/2	School	D
D10/4/3	Rations	D
D10/4/4	Etc.	D
D11	Excess stock	D
D11/1	Own institution	D
D11/2	Other institutions and departments	D
D12	Postal, telephone and telegraph matters	D
D13	Advertisements	D
D14	Safes	D
D15	Transport	D
D16	Licences	D
D17	Scale: calibration	D
D18	Board, residence, laundry, meals	D
D19	Loaned goods and gifts	D
D20	School and trust funds	D
D21	Tuck shop	D
D22	Administration and audit inspec- tions in respect of stocks and service matters	D
E	EXAMINATIONS	
E1	Syllabuses As required, or by subject and grade, e.g.:	D
E1/1	Trade	D
E1/2	Technical	D
E1/3	Art	D
E1/4	Domestic Science, etc.	D

SUBJECT		DISPOSAL
E2	Examiners and moderators	D
E2/1	Application for appointment	D
E2/2	Lists and sending of examination papers and lists of marks	D
E3	Examination timetables	D
E4	Enrolments and transfers If necessary, by grade of direction, e.g.:	D
E4/1	Full time	D
E4/2	Part time or	D
E4/1	Senior	D
E4/2	Junior, etc.	D
E5	Invigilators - appointment of and claims	D
E6	Question papers and examinations materials	D
E7	Results	D
E7/1	Results and enquiries about results	D
E7/2	Certificates and subject success	D
E7/3	Statistical returns	D
E7/4	Exemption from subject	D
E8	Irregularities	D
E9	Internal examinations As required per grade, standard or course, e.g.:	D
E9/1	Std. 6	D
E9/2	Std. 7 etc.	D
E10	Examinations of other bodies As required per examination, e.g.:	D
E10/1	Health inspector	D
E10/2	Royal School of Music	D
E10/3	Etc.	D
F	AUDIO-VISUAL AIDS	
F1	Films and cartoons	D
F2	Pamphlets/newsletters on audio-visual education	D

SUBJECT		DISPOSAL
G	BUILDINGS AND GROUNDS	
G1	Applications for accommodation and grounds (including lease)	D
G2	Major works	D
G3	Minor works	D
G4	Building team services	D
G5	Allocation of official residences and quarters	D
G6	Maintenance services (water, lights, fire-fighting equipment, fencing, rubbish removal, etc.)	D
G7	Irrigation services	D
G8	Sports grounds and swimming pools: construction of and maintenance	D
G9	Leasing of	D
G10	Inauguration/construction and naming of buildings and grounds	D
G11	Administrative and audit inspections in respect of buildings and grounds	D
H	HERALDRY	
H1	Application for registration of school colours, coats of arms and blazers	D
J	EDUCATION, HOSTEL AND SUBJECT INSPECTIONS	
J1	Academic	D
J2	Trades	D
J3	Hostels	D
J4	Physical education	D
J5	Psychological services	D

SUBJECT	DISPOSAL
J6 Etc. as required	D
L LIBRARY	
L1 Library administration	D
N NATIONAL EDUCATION AND SOCIAL RESEARCH	
N1 Statistical returns	D
N2 Requests for standardised tests	D
R FINANCES	
R1 Budget	D
R1/1 Income	D
R1/2 Expenditure	D
R2 Bank arrangements	D
R3 Appointment of: Reception clerk and people to open post and sign slips	D
R4 Salaries and wages (payslips)	D
R4/1 Full-time staff	D
R4/2 Part-time staff	D
R4/3 Non-white labourers	D
R5 Expenditure (claims)	D
R5/1 Expenditure accounts	D
R5/2 Petty cash account	D
R5/3 Accounts and claims from other government departments	D
R5/3/1 Paymaster-General	D
R5/3/2 P.W.D.	D
R5/3/3 Health	D
R5/3/4 S.A. Railways	D
R5/3/4/1 Railway delivery vouchers	D
R5/3/5 Government Printer	D
R5/3/6 Government Garage	D
R5/3/7 Telephones and telegrams (Posts and Telegraphs)	D
R5/3/8 Justice	D
R5/3/9 Forestry	D
R5/3/10 Etc.	D

SUBJECT		DISPOSAL
R6	Returns	D
R6/1	Weekly	D
R6/2	Monthly	D
R6/2/1	Rent and housekeeping services	D
R6/2/2	Cash receipts and receipt returns	D
R6/2/3	Motor vehicle transport	D
R6/2/4	Losses of livestock – poultry	D
R6/2/5	Writing up of stock registers	D
R6/3	Quarterly	D
R6/3/1	Outstanding income (debts)	D
R6/3/2	Livestock (purchases of sales)	D
R6/4	Biannually	D
R6/4/1	Inter-institutional services	D
R6/4/2	Losses of livestock (271)	D
R6/5	Annual	D
R6/5/1	Stocktaking	D
R6/5/2	Stock investigation	D
R6/5/3	Stock transactions	D
R6/5/4	Unit costs	D
R6/5/5	Property loaned/let	D
R6/5/6	Use of government transport for private purposes	D
R6/5/7	Gifts to/from the State	D
R6/5/8	Empty containers	D
R6/5/9	Livestock	D
R6/5/10	Motor vehicle accidents	D
R6/5/11	Farm and garden	D
R6/5/12	Compensation for arrest of runaways	D
R6/5/13	Loss of state property (theft, fire, etc.)	D
R6/6	Indefinite dates	D
R6/6/1	Transfer certificates	D
R6/6/2	Loss of livestock	D
R7	Provisioning	D
R8	Administrative and audit inspections in respect of financial matters	D
S	STAFF	
S1	Personal file, e.g. Adams, A.	D
S2	Establishment	D
S3	Application for posts and Appointments	D
S3/1	Full-time posts	D
S3/1/1	Education staff	D

SUBJECT	DISPOSAL	
S3/1/2	Administrative, clerical and provisioning staff	D
S3/1/3	Matrons	D
S3/1/4	General staff (handymen, managers, caretakers, etc.)	D
S3/2	Part-time posts	D
S4	Vacancies	D
S4/1	Reporting to Department	D
S4/2	Advertised posts	D
S5	Hostel supervision service	D
S6	Leave credits (Holiday arrangements, e.g. keeping hostels open, schools, etc.)	D
S7	Duty and procedure statements and monthly reports	D
S8	Training and holiday courses	D
S9	Conditions of service	D
S10	Principal's Instructions to staff	D
S11	Staff meetings	D
S12	Non-white labourers	D
S12/1	Permanent labourers	D
S12/2	Casual and prison labour	D
S12/3	Partially handicapped labour	D
S13	Administrative and audit inspections in respect of staff matters	D

2.9 Administration: House of Assembly: Department of Education and Culture

2.9.1 Four authorities were granted for school records, namely:

2.9.1.1 Limited authority 37/2 - B2T, which was granted for the destruction of the terminated pupil files of the Excelsior School for Special Education.

2.9.1.2 Limited authority 37/2 - B3T, which was granted for the destruction of the terminated pupil files of the HS v.d. Walt High School.

2.9.1.3 Limited authority 37/2 - B4T, which was granted for the records of the Vlakte School as set out below:

FILE NR.	DESCRIPTION	DISPOSAL
	Doctor's visits, Huis Alberts	D
	Administering of medicine, Huis Alberts	D
	Visits to clinic	D
	Visits to optometrists	D
	Visits to eye specialist	D
	Dentist	D
	Administering of medicine	D
	Vlakte, Huis Alberts	D
	Prescriptions received	D
	Doctor's visits, Huis Buhrman	D
	HB Doctor	D
	Sick-bay. The Vlakte School	D
	Jotter	D
	Huis Alberts Medicines statement	D
	Huis Alberts Hostel 3/4	D
	Administering of medicine	D
	Huis Buhrman medical statement	D
	Board meetings	A

FILE NR.	DESCRIPTION	DISPOSAL
	H1 register of school colours and coat of arms	A
	House Alberts Kitchen	D
	Issues, reference centre (library)	D
	Issues, Domestic Science class	D
	Issues, school division	D
	Domestic Science class	D
	Electrical household appliances	D
	Alphabetical index of P.W.D. filing system	D
	267 Register	D
	Lock-up register	D
A	General	A
A 1/1	Departmental circular and minutes	A
A1/2	Office manual	A
A 1/3	Financial requisitions	A
A 2	Filing system	A
A 3/1	Annual report of principal	A
A 3/2	Annual report of psychologist	A
C 1	Pupils general, absconding	D
C 1/1	Pupil affairs, annual transfer (pupils who do not yet have a personal file)	D
C 1/2/1	Pupil admissions	D
C 1/3	Discharge Children's Act	D
C ¼	Transfer, pupils	D
C 1/5	Movement of pupils	D

FILE NR.	DESCRIPTION	DISPOSAL
C 1/6	Population Register	D
C 1/9	Longer retention, Children's Act pupils	D
C 1/10	Medical and dental services	D
C 1/12	Ex-pupils	D
C 1/13	Pupils' pocket money	D
C 1/15	Pupils' holiday arrangements	D
C 1/16	Probation of pupils	D
D7	General	D
D 7/1	Purchase of teaching aids	D
D 7/3	Office and store	D
D 7/5	Library – purchases	D
D 7/7	Stationery Vrok. 178	D
D 7/10	Swimming pool; laundry; Lucifer; maintenance of machines	D
D 7/10 B	Plumbers	D
D 8	Holiday camp arrangements	D
D 10/1	Sales, left-over food, etc.	D
D 12	Postal matters	D
D 14	Safes	D
D 15	GBW 739 G	D
D 15	GCW 184 G	D
D 15	GFC 192 G Mazda 323	D
D 15	Transport	D
D 16	Licences, radios, televisions, bicycles, exemption from	D

FILE NR.	DESCRIPTION	DISPOSAL
D 17	Calibration of scales (mass metres)	D
D 18	Visitors, board, residence, etc.	D
D 19	Loaned goods and gifts	D
D 20	School and trust funds	A
D 21	Returns - tuck shop	D
D 22	Administrative – inspection	D
D 22	Administrative - Auditors, inspections of stock and service matters	D
D 717	TED stationery	D
E 1	School – Cirricula	A
E 3	Examinations - timetables and addresses of local secretaries	D
E 4	Examinations: admissions	D
E 6	Question papers and examination material	D
E 713	Statistical returns – examinations	D
F 1	School teaching aids – films	A
F 2	Newsletters and pamphlets - audio-visual teaching	A
G 2	Major works (school plan)	A
G 3	Minor works: Buildings	D
G 5	Official residences – allocations	D
G 7	Irrigation services	D
G 8	Construction and maintenance of grounds and sport facilities (swimming pool)	D
G 9	School halls, classrooms, etc. leased from	D

FILE NR.	DESCRIPTION	DISPOSAL
G 10	Buildings - Opening/inauguration	A
G 11	Administration and audit inspections: buildings and grounds matters	D
J 1	Academic inspection reports	A
J 2	Visitors: General	D
J 5	Inspections - sychological services	A
K 1/3	Maintenance, board members, travel and subsistence costs	D
K 2	Institution – courses	D
K 3	School calendars and timetables etc. School hours/closure of school for school sports	D
K 4	Conferences and congresses	A
K 4/1	S.A.V.T.B.O.	A
K 4/3	Public Servants Association	D
K 5/1	Afrikaanse Kultuur Raad	A
K 5/2	School songs	D
K 5/4	Conserts	D
K 5/8	Functions, camps and expenditures	D
K 5/11	Swimming	D
K 5/13	Exhibitions	D
K 5/13	Fêtes and exhibitions	A
K 5/14	Competitions - Essays, Art, etc.	D
K 5/15	Sports, athletics	D
K 5/16	A.C.S.V. branch founded 1983-03-02	D
K 5/17	Prize-giving	D

FILE NR.	DESCRIPTION	DISPOSAL
K 5/18	Netball	D
K 5/19	Folk dancing	D
K 6	Research and teaching practicals	D
K 10	Yearbook and prospectus	A
K 15	Functions: Functions and exhibitions	D
L 1	Media centre administration	D
N 2	Tests: aptitude and other	D
N 2	Statistical returns	A
R 1/1	Financial income	A
R 1/2	Budget: 1987/88	A
R 1/2	Budget: 1988/89 10	A
R 1/2	Budget: 1989/90 11	A
R 2	Banking arrangements	D
R 3	Appointment - Reception, clothes and person to open post	D
R 4/1	Salary – staff	D
R 4/2	Payrolls: part-time staff	D
R 4/3	General assistant: Salary	D
R 4/3	Black labourers: Salary	D
R 4/3	General assistants: Salary	D
R 5/2	Petty cash	D
R 5/3/4/1	Deliveries – Railways	D
R 6/2/1	Returns: Rental and housekeeping services	D
R 6/2/2	Return of cash revenue	D
R 6/2/3	Motor car transport: Statements	D

FILE NR.	DESCRIPTION	DISPOSAL
R 6/3/1	Outstanding income BOR22 Quarterly returns	D
R 6/5/1	Returns Board	A
R 6/5/2	Returns: Annual (OR40) Council for Stock taking	D
R 6/5/7	Donations to/from state	A
R 6/5/13	Fire damage and losses Loss of state property	D
R 6/6/1	Transfer certificate	D
R 8	Administrative and audit inspection	D
R 8	Audit inspection	D
S 1	Salary and travel and subsistence costs – staff	D
S 2	Posts: Creation and scrapping	A
S 3	Application for posts – general	D
S 3/1	Application for full-time posts	D
S 3/1/1	Staff: Teaching	A
S 3/1/2	Clerical staff	A
S 3/1/3	Matrons	A
S 3/4/1	General staff	A
S 4/1	Vacancies - reporting of	D
S 4/2	Posts - vacant, advertised	D
S 5	Staff: Supervisory service/ vacation service	D
S 7	Staff - quarterly reports	D

FILE NR.	DESCRIPTION	DISPOSAL
S 8	Staff training	D
-	Travel and subsistence details out of pocket expenditure	D
-	Letters of resignation	D
S 9	Staff: general; hours of duty - Conditions of service	D
S 10	Principal's instructions to staff	D
S 11	Staff meetings	D
S 12	Black labourers	D
S 12/2	Labourers, non-white casual and prison	D
S 13	Administration and audit inspection Staff matters	D
S 14	Registration, SA Teachers' Council	D
	Pupil files	D

2.9.1.4 Limited authority 37/2 - B5T, which was issued on the records of the Saamstap School for Special Education as set out below:

FILE NR.	DESCRIPTION	DISPOSAL
	Class register	D
	Senior class register	D
	Attendance register (English)	D
	Admission register	A
C1/2	Admission of pupils	D
C3/2	Discharge: Pupils	D
	Pupil files	D

ANNEXURE A

RECORDS KEPT BY TED SCHOOLS FOR WHICH NO DISPOSAL AUTHORITY EXISTS

Annual statements TED 165 and 202

Used to determine staff summaries, subject summaries and pupil grouping according to fields of study for each school.

A prescribed "approved" filing system

(NB: This filing system was not approved by the National Archivist.)

The approved system is as follows:

1. MEDIA SERVICES

1.1 Rules, regulations, directives and policy

1.2 General correspondence

(Book lists, lists of books for rebinding, arrangements in respect of courses, annual statements, etc.)

1.3 Purchase and rebinding

1.4 Allocations and requisitions

1.5 Rejections, etc.

2. EXAMINATIONS AND PROMOTIONS

2.1 Rules, regulations, directives and policy

2.2 General correspondence

(Examiners, moderators, tests, university admission, internal examinations, examinations of other bodies, exemption from examination fees, etc.)

2.3 Final examinations

(Entries, averages, symbols, oral marks, practical marks, year marks, results, etc.)

2.4 Examination timetables

(Invigilators, question papers, etc.)

2.5 Certified statements and certificates (Demand, forwarding, etc.)

2.6 Promotion statements

3. FINANCIAL

3.1 Rules, regulations, directives and policy

3.2 General correspondence

Bursaries for further education, budget, licences, etc.)

3.3 Insurance

3.4 Investments

3.5 Bursaries

(Board, transport, Regulation 9 cases, approvals and claims, etc.)

3.6 Hostel fund

(Provident fund, PAYE, wages, bookkeeping, visitors register, consumable stock, pocket money, sale of goods, etc.)

3.6.1 Boarding fees outstanding

(Reports to Department and provincial inspector, etc.)

3.6.2 Financial statements

(TED 171, unit costs, etc.)

3.6.3 Boarding fees

(Accounts to parents, etc.)

3.6.4 Audit reports

3.7 Municipal accounts

(Water, electricity, sanitation - hostel and school, etc.)

3.8 Provincial fees

(Fees for centres, examination fees, expenditure, etc.)

3.9 School funds

(Collections, exemptions, accounts, payments, bookkeeping, entertainment tax, repayment of telephone account, etc.)

3.9.1 Functions

(Fêtes, operettas, invitations, collection lists, etc.)

3.9.2 Tuck shop

(Stocktakings, orders, payments, profit and loss accounts, etc.)

3.9.3 Audit reports

3.10 Tenders

(Tender Board and private contracts, etc.)

4. BUILDINGS AND GROUNDS

4.1 Rules, regulations, directives, policy

4.2 General correspondence

(Burglaries, prison labour, wood and coal for heating, water supply, use of buildings outside school hours, etc.)

4.3 Hostels

(Additions, improvements, laying out of gardens, purchase of land, construction, laying of cornerstones, etc.)

4.4 Repairs by School Board

(Hostels and schools, including repairs to furniture and equipment, etc.)

4.5 Schools

(Purchase of land, construction, additions, improvements, laying of cornerstones, laying out of gardens, etc.)

4.6 Black labourers

4.6.1 School cleaners

(Employment and discharge of cleaners, identity documents, payments, increases for cleaners, cleaning materials, requisitions, TED 98 cards, etc.)

4.6.2 Hostel

4.6.3 Farm

4.7 Swimming pool

(Construction, purification, chemicals, cleaning, pump installation, etc.)

4.8 Residences and garages

(Construction, additions, improvements, returns, etc.)

5. INSPECTIONS AND REPORTS

5.1 Rules, regulations, directives and policy

5.2 General correspondence

5.3 Inspection reports

(Superintendents of Education, dieticians, administrative auxiliary services, etc.)

5.4 Principal's reports

6. PUPIL ACTIVITIES

6.1 Rules, regulations, directives and policy

6.2 General correspondence

(Yearbook, art competitions, matric farewell, prefects and class captains, school uniform, badges, lost property, etc.)

6.3 Honours and prizes

6.4 Testimonials

6.5 Cultural associations/organisations

(Debating clubs, youth associations, cadets, Voortrekkers, etc.)

6.6 Ex-pupils

6.7 Sport

(All matters that do not concern a specific sport)

6.7.1 Athletics

6.7.2 Tennis

6.7.3 Etc. (a separate file for each kind of sport)

7. MEDICAL SERVICES

7.1 Rules, regulations, directives and policy

7.2 General correspondence

(Safety of pupils, medical examination of pupils, injuries, infectious diseases, dental treatment, etc.)

7.3 First aid

(Requisitions, etc.)

7.4 School and hostel fund purchases

8. FURNITURE AND EQUIPMENT

8.1 Rules, regulations, directives and policy

8.2 General correspondence

(Donations, list of donated stock, care, etc.)

8.3 Hostel

(Requisitions, write-offs, annual returns, articles missing after burglaries, tuning of pianos, etc.)

8.4 Machines

(Tractors, lawnmowers, generators, mechanical equipment, etc.)

8.5 Farm implements

(Ploughs, barrows, rakes, etc.)

8.6 School fund purchases

(Departmental rulings, vouchers, annual returns, etc.)

8.7 School

(Requisitions, write-offs, annual return, receipt acknowledgements, articles missing after burglaries, TED 223, tuning of pianos, etc.)

8.8 Gardening tools

(Requisitions, write-offs, annual returns, etc.)

- 8.9 Office equipment
(Stationery, safes, strongrooms, etc.)

9. TEACHING AIDS

- 9.1 Rules, regulations, directives and policy
- 9.2 General correspondence
(Allocations, requisitions and classification, etc.)
- 9.3 Apparatus
- 9.3.1 Biology and Science)
)
- 9.3.2 Handwork) Requisitions,
) rejections,
- 9.3.3 Etc. (a separate file) annual
section in which) expenditure
apparatus is used)
- 9.4 Textbooks
(Requisitions, orders, write-offs, catalogues, etc.)
- 9.5 Raw materials
(Requisitions, orders, catalogues, etc.)
- 9.6 School material
(Requisitions, orders, catalogues, etc.)
- 9.7 Forms
(Request from school board or Department, etc.)

10. STAFF

- 10.1 Rules, regulations, directives and policy
- 10.2 General correspondence
(Conditions of service concerning administrative, professional and housekeeping staff, etc.)
- 10.3 Administrative
(Regarding administrative staff)

- 10.3.1 Senior typist/clerk
- 10.3.2 Caretaker
- 10.3.3 Farm foreman
- 10.3.4 Etc. (a separate file for each post)

10.4 Housekeeping

(Concerning all housekeeping staff, term returns, etc.)

- 10.4.1 Matron A S ----- Hostel
- 10.4.2 Matron A ----- Hostel
- 10.4.3 Assistant matron A ----- Hostel
- 10.4.4 Etc. (a separate file for each post)

10.5 Professional

(Concerning all professional staff, salaries of teachers, number of posts to which entitled, merit awards, etc.)

- 10.5.1 Head TED 1/10-/1
- 10.5.2 Deputy Head TED 1/10-/2
- 10.5.3 Etc. (a separate file for each post)

(The applications for a particular post are kept in the file for that post)

10.4 Supervisory staff

(Concerning all supervisory staff, etc.)

- 10.6.1 ----- Hostel
- 10.6.2 ----- Hostel
- 10.6.3 Etc. (a separate file for each post)

11. BOARDS AND COMMITTEES

- 11.1 Rules, regulations, directives and policy
- 11.2 General correspondence

(Management committee, financial committee, hostel committee, school fund committee, etc.)

11.3 School board
(Election, vacancies, etc.)

11.4 School board election

12. SCHOOL ORGANISATION

12.1 Rules, regulations, directives and policy

12.2 General

(Calendars, timetables, school hours, parent associations, telephone postal services, etc.)

12.3 Problem pupils

(Placement letters, testing by psychologist, speech therapy, etc.)

12.4 Remedial classes

12.5 IQ/aptitude tests

12.6 Annual statements/statistics

(TED 164, TED 165, etc.)

12.7 Selection for college of education

12.8 Teaching associations

(TE, Association of Principals, etc.)

12.9 Educational tours

(All arrangements regarding tours, etc.)

12.10 Practical education of students

12.11 Special class pupils

12.12 Language ordinance

13. SCHOOL ATTENDANCE

13.1 Rules, regulations, directives, policy

13.2 General correspondence

(Admissions and transfers, statistics, expulsions, school leavers, boundaries, Department of Labour, Department of Health and Welfare, etc.)

13.3 Term statements

(TED 16, etc.)

13.4 Irregular school attendance

(TED 181, exemptions, prosecutions, etc.)

14. SUBJECTS

14.1 Rules, regulations, directives, policy

14.2 General correspondence

(Work schemes, syllabuses concerning all subjects, sphere of action of Superintendent of Education (Academic), prescribed works, etc.)

- | | | |
|------|--|--|
| 14.3 | Afrikaans |) |
| 14.4 | English |) Work schemes,
) syllabuses of a particular
) subject, reports of |
| 14.5 | Etc. (a separate
file for each sub-
ject |) Superintendent of Education
) (Academic), etc.
) |

15. TRANSPORT

15.1 Rules, regulations, directives, policy

15.2 General correspondence

(Municipal and private transport, school bus from the school, truck, train transport, Place reservations, etc.)

15.3 Departmental transport schemes

(Times of arrival and departure of buses, safety measures, etc.)

15.3.1 Witpoort-Klein Sonder Hout

15.3.2 Etc. (a separate file for each scheme)

16. HOSTEL ORGANISATION

16.1 Rules, regulations, directives, policy

16.2 General correspondence

(Admission of pupils, laundry, maximum accommodation, private boarders, etc.)

16.3 Discipline in hostels

16.4 Term statements

16.5 Catering for pupils

(Menus, diet scales, etc.)

17. FARMING ACTIVITIES

17.1 Rules, regulations, directives, policy

17.2 General correspondence

(Planning, fuel, oil, etc.)

17.3 Orchards

17.4 Dairy

17.5 Etc. (a separate file for each section)

ANNEXURE B

RECORDS OTHER THAN CORRESPONDENCE FILES KEPT BY SCHOOLS THAT FELL UNDER THE DEPARTMENT OF EDUCATION AND TRAINING

Schools that fell under this department kept the following records:

Circulars (received, kept in ring binders)

Departmental brochures, pamphlets and information documents (kept in ring binders)

Government notices and regulation (kept in ring binders)

Admission register (OO/ET 64)

Attendance register (OO/ET 43)

Summaries of school attendance (OO/ET 71)³¹

Quarterly attendance returns (OO/ET 40)

Stock register (OO/ET VA 12)

Accession register Z 224: Library books

Punishment register

Staff leave register

Payment register

Visitors' book

School principal's logbook (School diary).

31. According to paragraph 5.9.1 of the Manual for School Principals of the former Department of Education and Training, this register may not be destroyed.

ANNEXURE C

RECORDS KEPT BY THE JOINT MATRICULATION BOARD

The JMB kept the following records:

Mark registers 1902-1992

Card index containing examination results 1945-1992

Mark sheets 1992-1997

(SKOLE REKORDS)