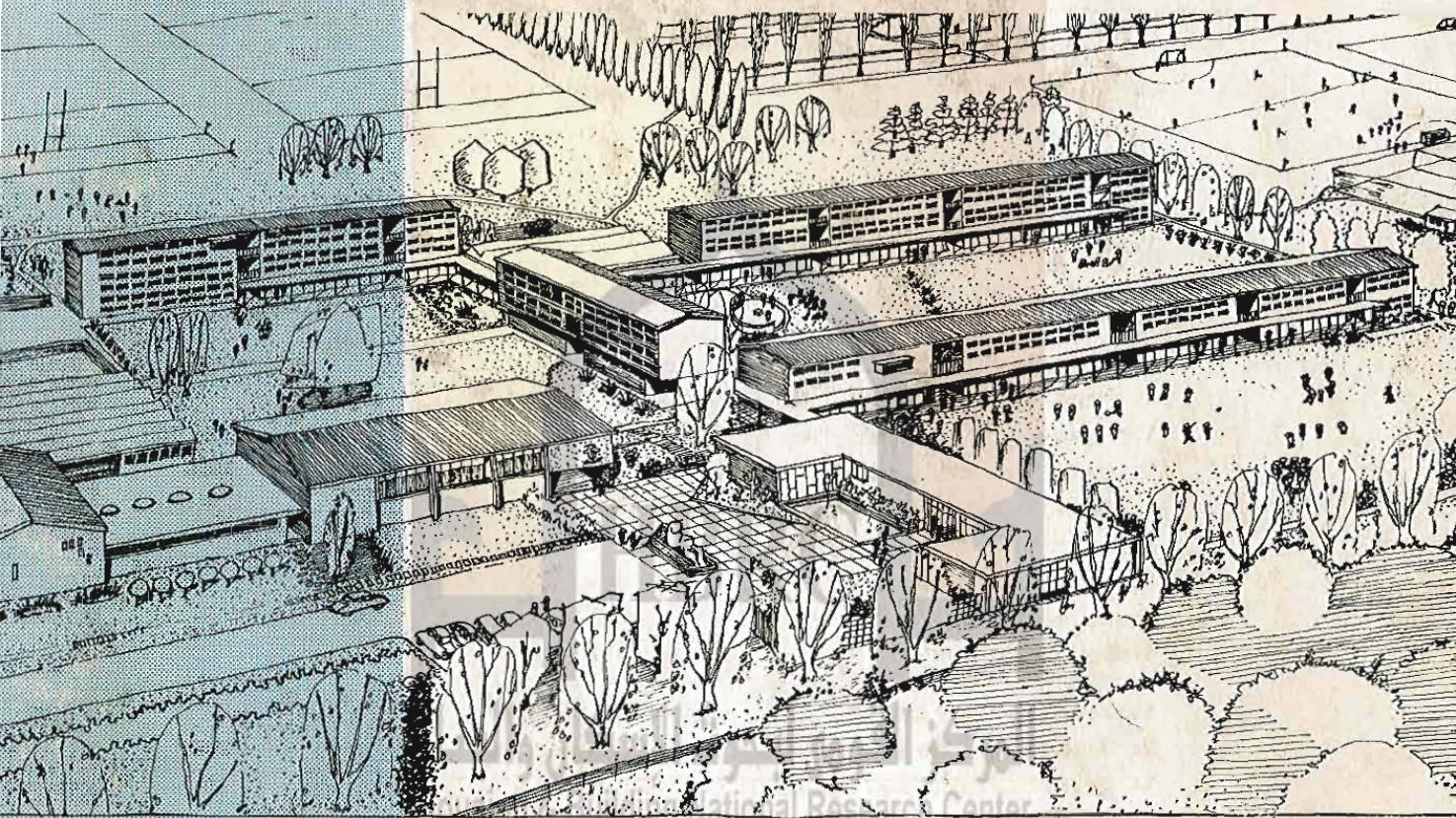


KOMPREHENSIEWE HOËRSKOOL VIR 1200 LEERLINGE

مدرسة شاملة
لـ ١٢٠٠ تلميذا

1200-PUPIL COMPREHENSIVE HIGH SCHOOL

١٩٦٤ ١٤ ١٠٣٧٧



Since 1954

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AANBEVELINGS VAN DIE
SKOOLGEBOUKOMITEE
RECOMMENDATIONS OF THE
SCHOOL BUILDINGS COMMITTEE

W.N.N.R.—NAVORSINGSVERSLAG No. 193.
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VERSLAG 14
REPORT

KOMPREHENSIEWE HOËRSKOOI VIR 1,200 LEERLINGE

Aanbevelings van die Skoolbou Komitee.



١٤ سبتمبر ١٩٧٧

1,200-PUPIL COMPREHENSIVE HIGH SCHOOL

المركز القومي لبحوث الإسكان والبناء
Housing & Building National Research Center
Recommendations of the School Buildings Committee

Since 1957

VOORWOORD

IN hierdie verslag word die onderwys in die hoërskool uit 'n heeltemal nuwe standpunt benader. Gedifferensieerde middelbare onderwys is in die Transvaalse skole ingevoer en gedurende die afgelope vyf jaar is heelwat proefnemings gedoen en aanpassings gemaak. Dit is vanselfsprekend dat 'n onderwysstelsel wat die grootste voordeel vir Suid-Afrika sal inhou, moet aanpas by ons land se lewenswyse. Ons onderwysstelsel moet vir die ouers van die leerling aanneemlik wees en dit moet die gemeenskap dien deur die jong burger so te ontwikkel dat hy sy plek in daardie gemeenskap kan volstaan. Komprehensiewe onderwys is in Groot-Brittanje by die eksperimentele stadium verby en in die V.S.A. is die beginsels daarvan reeds jare lank op die proef gestel. Nadat die Transvaal gesien het wat in ander lande gedoen word, het hy sy eie stelsel ontwikkel, want die onderwys word beïnvloed deur die sosiale en ekonomiese toestande wat van land tot land verskil. Die ervaring help egter om die probleem van die organisasie van die skool op te los en om die geskikste onderwysstelsel vas te stel. Grondliggend is nog steeds die wyse woorde van Rousseau in „Emile“:—

„Daar is net een man wat sy sin kry—dit is die man wat dit sonder hulp kan kry: daarom is vryheid, en nie mag nie, die hoogste ideaal. Daardie man wat graag wil wat hy kan en doen wat hy wil, is werklik vry. Dit is my grondreël. Pas hierdie reël op die kind toe en daaruit ontspring al die beginsels van die onderwys.”

DR. T. LE ROUX,
Voorsitter,
Skoolgebouekomitee.

FOREWORD

THIS report embodies a completely new outlook in respect of high school education. Differentiated secondary education has been introduced into Transvaal schools and over the last five years a great deal of experimentation has been undertaken and many adjustments have been made. It is obvious that, in order to obtain a system of education which will be of the greatest value to South Africa, it must be organized in accordance with our way of life. Our educational system has to be acceptable to the parents of the pupil and will have to serve society by developing the young citizen in such a way as to enable him to take his place in that society. Comprehensive education is leaving the experimental stage in Great Britain and its principles have been tested for many years in the U.S.A. and, after seeing it at work in other countries, the Transvaal has developed its own system, since all such educational systems must be based upon social and economic conditions and these vary from country to country. Experience, too, does much towards solving the problems of school organization and the establishment of the most suitable system. Of fundamental importance are Rousseau's wise words in “Emile”:

“There is only one man who gets his own way—he who can get it single-handed; therefore freedom, not power, is the greatest good. That man is truly free who desires what he is able to perform, and does what he desires. This is my fundamental maxim. Apply it to childhood, and all the rules of education spring from it.”

DR. T. LE ROUX,
Chairman,
School Buildings Committee.

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