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Management Committees: what they are all about

Management committees, councils, community advisory and consultative bodies have been rejected by the people in our communities since this legislation was passed in 1961 (Urban Bantu Councils Act later amended to the Community Councils Act of 1977) and in 1962 when the government provided for the creation of local governing bodies in "Coloured" and "Indian" areas.

Recently, thousands of people at community meetings took a strong stand against what was referred to as the "puppet bodies" of the government.

What are management committees, why was it started and what are the reasons for the strong stand against it.

Until 1924 in the case of "Indians" in Natal and 1956, "Coloureds" in the Cape, were allowed to vote and have a say in how their communities should be run through municipalities."Africans" never had this right. When these limited rights were removed, the present government passed laws to create local bodies where "Indians" and "Coloureds" would be able to exercise some influence in their communities.

BABY

The government had a three phase plan:

· Firstly, consultative committees would be started in the communities. These committees would then advise local government departments about the needs and problems of the peo-

In the second phase,

management committees would be formed and the members would have certain responsibilities. However, they would be supervised and under the control of the local authorities such as, City Council or

Divisional Council. Some members are chosen by the government while others are elected. Management committee members are responsible for

housing, community facilities such as, recreation, street lights, health and other services in the townships. In the final stage,

local authorities

would be formed. This means that these bodies would be independent and would manage their own finances in the same way as the municipality of Cape Town has control over a

JUNIOR

certain area.

By January 1977. there was not one mancommittee which was fully elected by the people. In most cases members were chosen by the government while some were elected. Many people felt that through management committees they would be able to change the conditions in the townships. Others who had joined these committees resigned over the years because they rejected "self-rule" for a particular "racial group", or they have come to realize that they could not serve the community in this way.

Management committees and community councils have been rejected by the people because it is believed that these bodies have been created by the government to suit the aims of Apartheid.

They claim that Apartheid is a means of separating people into different groups where "racial group" will manage its own affairs. Management committees and community councils are criticized as an extension the government's

Apartheid policy. These bodies have been formed by the government to negotiate on behalf of the people. Over the years these bodies have made countless representations to the authorities to change conditions in the townships, but nothing has been done. It is clear that they do not have the power to change things

Many people in the townships claim that

they only hear about management committees when it is time for elections. Many promises are made to get votes and thereafter they are not heard of or seen again.

It is as a result of this that there has not only been an outcry against management committees and community councils, but alternative bodies have been formed by the people representing their interests. Civic associations have fulfilled this function. These organizations are considered to be alternative organizations to those created by the government.

But if a civic association does not represent and that they do not the interests of the peorepresent the real inter- pla, if it fails to organize ests of the people. These the communities for selfbodies are not organ- reliance effectively and izations of the people does not build strong and cannot therefore act people's organizations on behalf of the people, and leaders, then it cannot fulfil this alternative function.

Birth of TAC

(From page 3)

We appreciate that cannot happen overnight but we all need to start somewhere, some-

We believe that with the help of people who know and people who care we will be able to assist the teacher to play a new role.

The subject will be the same - nothing dramatic there. What will be dramatic will be the adoption of new methods and a new approach in the schooland the South African situation.

How have we begun? The TAC has elected a central co-ordinating committee of twelve persons.

ACTIVITIES

That committee has divided the Western Cape into eighteen (geographical) regions so as to facilitate the holding of (smaller) room, which are relevant to today's world

meetings and the organisation of workshops; to conveniently place the TAC and its activities within easy reach of the place where the teacher works or lives; to help create opportunities for liaison with local bodies and with which teachers can identify and work.

Each region elects its own "executive committee" to perform rouadministrative duties. co-ordinate activities and to maintain liaison with the TAC central co-ordinating committee.

It has been advocated, too, that there be a further sub-division of the regional committees - into school action groups (or subcommittees).

All regional groups are encouraged to exchange ideas (for workshops for instance) and programmes of activities. These ideas and programmes are forwarded to the central co-ordinating committee which in turn, disseminates the information.

> COMPILED The central co-ordin-

ating committe has already compiled and issued two newsletters. The distribution of newsletters will be a regular feature and will occur at least once per

An introduction to the TAC approach to the classroom situation was published in July under the title of "A new approach" Distributed with this booklet were other publications we believe teachers will find useful and thoughtprovoking.



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