

SOUTH AFRICAN STUDENTS' ORGANISATION

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PORTFOLIO OF EDUCATION

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Education in any society, is one of the few most potent weapons in bringing about a change. It can liberate anybody or any society from slavery - both physical and psychological.

However just like any weapon, it can be dangerous and destructive when it is in the wrong hands. In this case instead of bringing about a social change it will entrench the oppressive system. However, this will not be blatant but rather in a very subtle manner. Where it will be required to bring about love of self it will promote self-hatred and self-denial. Instead of bringing about awareness it will create a delusion of satisfaction, harmony and progress.

Education for the Blacks here started in a manner which made it superficially attractive. It became attractive because it became the passport for being accepted as a 'civilised person'. Then, being educated meant enjoying certain privileges such as being exempted from Poll tax and restricted-liquor laws which then existed. Thus as far as the educated were concerned they were better than their parents and their people and close to the white world.

They were content in being in so-called open universities in spite of the fact that they were never regarded as full members when it came to social activities and student government on the campuses. Then of course, there was no legislation preventing full interaction between black and white on university campuses. Yet even today we find these same people supporting protests on academic Freedom, something which they never even enjoyed while they were students at these liberal universities.

When the National Party came into power in 1948, it saw a method of controlling education for the Black people to implement their policy of separate development. This went through two successive stages.

The first step was to separate the black from white in the educational field. This meant that we as Blacks could not register in white universities except by special Ministerial consent.

The second step was to establish new colleges to cater for us according to our ethnic groups. The promise then, was that we would become external students of the University of South Africa. Thus the fear that standard of education for Blacks would determine was temporarily toned down.

These colleges with the exception of Fort Hare, had only existed for a decade when they were already considered mature for university status. The standards used are not clear but the parliamentary legislation decided to make them "autonomous-universities". The whole process is like squeezing a peach to hasten its ripening.

The term autonomous is of course, nothing but a big bluff. Firstly, according to the act, the Minister not only

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appoints the University Council but also every member of the academic staff. Even the financial transactions, e.g. loan by this Government-appointed Council, are subject to Ministerial control. In addition, the Minister decides which black students should attend at Fort Hare, Turfloop, Zululand, Western Cape or Westville. Thus students in spite of the fact that they come from lower economic groups have to travel thousand miles leaving a university in their areas. Surely if black people had a say in the education this would not have been the case. Thus tribalism and not autonomy is the operative word.

Another feature is that there are two councils at each university - a Black one and a White one; and two senates - a Black one and a White one. At the moment White councils and Senates are in the saddle. The Black ones are purely advisory. Presumably the idea is that as time goes on the position will be reversed where Black Councils and Senates will be in control and their white counterparts being advisory. Again nobody knows when this will be and what will be the criteria used to determine the change over. Even if this should be the case, I doubt whether the power which the Black Councils and Senates will be wielding will come anywhere near what the White Councils and Senates are presently having.

And what is the attitude towards the students at these institutions? Are they regarded as mature people who are to be treated with respect? NO. The students are persistently being reminded that they are inferior and that their presence is merely tolerated. Anything good done to them is always regarded as a favour which they have to be thankful at all times. Obviously any beneficial thing is tokenism and as most of us know tokenism always benefit a few and not the majority.

Yet in spite of all odds against students, a hundred or two graduates are produced annually. It is only a superior race which can achieve this especially when conditions are not so conducive for learning. Yet we are regarded as inferior - what utter nonsense.

At a glance, the whole problem of education among Blacks seems to be insurmountable. This is however, not the case. The onus lies with us Black students to stand together united in our common Black problems. We should not lose track of what is expected of us by the Black world.

UNIVERSITY EDUCATION

FINANCING OF UNIVERSITIES: (subsidy per student)

University of:	R	c	University of:	R	c
Cape Town	581,00		Stellenbosch .	609,00	
Natal	659,00		South Africa .	152,00	
Orange Free State	583,00		Witwatersrand	613,00	
Port Elizabeth .	1669,00		Fort Hare	1867,00	
Potchefstroom ..	597,00		the North.....	1072,00	
Pretoria	530,00		Western Cape..	928,00	
Rand Afrikaans .	1895,00		Zululand	1433,00	
Rhodes	789,00				

N.B. The amounts for Port Elizabeth and Rand Afrikaans Universities were higher because they were still receiving foundation subsidies.

The costs at the Black Universities were initially very high but have been decreasing with a rise in student enrolment.

No information was furnished in respect of University of Durban - Westville.

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ENROLMENT AT UNIVERSITIES:

(Beginning of Second semester of 1970). Full-time and part-time students are included.

University of:	Whites	Coloureds	Asians	Africans	TOTAL
Cape Town.....	7528	291	148	2	7969
Durban-Westville	-	-	1654	-	1654
Fort Hare.....	-	-	-	610	610
Natal	5706	43	331	163	6243
O.F.S.	4222	-	-	-	4222
Port Elizabeth .	1144	-	-	-	1144
Potchefstroom...	4212	-	-	-	4212
Pretoria	12500	-	-	-	12500
Rand Afrikaans..	1322	-	-	-	1322
Rhodes	1803	-	40	-	1843
Stellenbosch...	7827	-	-	-	7827
* South Africa....	17899	584	1006	2397	21886
the North.....	-	-	-	810	810
Western Cape....	-	936	-	-	936
Witwatersrand...	9041	29	293	5	9368
Zululand.....	-	-	-	591	591
	73204	1883	3472	4378	83137

Included with the Asian students (mainly Indians) were 163 Chinese at Wits, 39 at Rhodes, 30 at Cape Town, 7 at Natal, and unknown number at the University of South Africa.

* Correspondence classes only. Of the students, 1470 (including 283 Africans) were from other countries.

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/DEGREES.....

DEGREES AND DIPLOMA AWARDED:

(End of 1969 or early in 1970)

	<u>Whites</u>	<u>Coloured</u>	<u>Asians</u>	<u>Africans</u>
Post-Graduate Degrees .	2143	15	38	49
Bachelor's Degrees	6461	79	259	196
Post-Graduate Diplomas	1007	24	40	41
Non-Graduate Diplomas .	1132	3	13	29

Among the post-graduate degrees awarded were at least two to African political prisoners in Robben Island.

The black teaching staff employed at these universities at the end of 1969 or early 1970 was:

	<u>Western Cape</u>	<u>Durban-Westville</u>	<u>African Universities</u>
Professors	-	1	5
Senior Lecturers ..	-	5	7
Lecturers	2	19	29
Junior Lecturers ..	-	11	8

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BURSARY FUNDS:

State Bursaries Available to Africans:

Bursaries granted by Department of Bantu Education in 1969:

	<u>Non-repayable Grants</u>	<u>Loan Bursaries</u>
School Pupils	184	-
Students at Teacher-training institutions	287	9
Students at Universities...	20	586
Total Amounts	<u>R48300</u>	<u>R61200</u>

Among the school pupils receiving grants were those taking special pre-Form IV courses in Science and Mathematics, and students taking various vocational or technical courses.

The Transkeian Government offers 25 new bursaries a year, of amounts ranging from R120,00 to R200,00 annually, to students taking senior teaching courses at University of Fort Hare. Like those offered in the Republic, the bursaries need not be repaid if the recipients subsequently teach in the Department's service for a period equal to that during which they received assistance. (Transkei Annual for 1970 page 45.)

Further study grants are made available by the Xhosa Development Corporation to Xhosa-Speaking students who take degrees in Science or commerce that include specified major subjects.

Department of Bantu Administration and Development pays salaries of engineering technicians in training, who must enter its service afterwards. It grants bursaries to university students taking specified subjects who agree thereafter to work for the Department, or a Territorial Authority, or continues paying the salaries of serving officials who want to improve their qualifications by