

Education GENERAL.

1975

AT'S NEW YEAR HOT

SPECIAL INTEGRATION of church schools is likely to be the political hot potato of the New Year for the Government.

The Catholic Church, in defiance of apartheid policy, is ready to accommodate blacks at some of its schools and is pushing forward with integration.

Now the Methodist and Anglican Churches are to reach the Government for permission to open their education facilities to all races.

Segregation in schools is one of the cornerstones of apartheid policy and the Group Areas Act makes the admission of premises by "disqualified persons" illegal. One leading churchman pointed out this week, to the extent the Government is over a barrel on this for a number of reasons:

The Government needs to place the children of

By **CAROLINE CLARK**

black diplomats serving in South Africa in church schools.

• If the Government refuses permission for desegregation of schools the Anglicans and the Methodists, like the Catholics, may decide to defy the ruling.

• The Government would be in a hopelessly embarrassing situation at home and abroad if it took legal action against the churches on this issue.

As one Anglican priest put it: "If the Government allows private church schools to take black diplomats' children, other black children should be allowed in too."

"The Government wouldn't like it if the churches refused to take diplomats' children and they were forced to go to ordinary black schools with Bantu education."

One Catholic priest involved with church schools



...pe for the future — but this school is in Britain.



...and this one is in Washington. Will it happen here?

Sun Trib
12/12/76

Govt over a barrel as church schools move to mix it

POTATO

told me: "If there's room for some blacks, why not a few more?"

The Catholic, Anglican and Methodist Churches, which run some of the most exclusive private schools in South Africa, all took firm decisions to integrate this year.

Earlier this year the Catholic bishops conference decided to go ahead with integration. In October the Methodist conference in Pietermaritzburg voted to open its schools to all races. And last week at the Anglican synod in Grahamstown it was agreed unanimously that the Government should be approached to allow integration.

It is agreed in church circles that if the Government refuses permission to the Anglicans and Methodists, the two are likely to follow the Catholics and open their schools anyway.

Eight centres open for black teachers

THE DEPARTMENT of Bantu Education has established eight new adult education centres aimed at improving the education standards of black teachers and thus the quality of the system.

Mr G. J. Rousseau, Secretary for Bantu Education, said in an interview this week: "We prove the quality of black education until we have better teachers. We intend to try to improve the quality of teachers, especially on the academic side."

"The aim of these centres is to improve the general standard of the teachers and help them with their studies. They will be able to achieve higher academic qualifications."

Mr Rousseau said the centres would start work early in the New Year, and that more would follow.

"This is just the start. We will continue to investigate and register more new centres."

The centres established so far are in Soweto, Cape Town, Port Elizabeth, Daveyton, Bloemfontein, Mbali near Pietermaritzburg and Lamontville, Durban.

Non-teachers will also be able to attend.

Efforts to improve black education standards were promised at a meeting of school board members, school principals and officials of the Department of Bantu Education at the end of November.

Most church leaders are reluctant to speak publicly on the issue, especially about which schools are integrating and when.

The Rev Charles Stephenson, president of the Methodist Church, told me: "We have taken the decision and we will be approaching the Government."

"We are a multi-racial church and we have worked for this for years. But we realise it is contrary to present policy and that the set-up is very delicate. We are not completely independent in this regard, and we do not expect the implementation of our decision overnight."

The Government is unlikely to take the integration of private schools lying down.

One leading churchman said: "Our main stumbling block is the Group Areas Act, which prevents disqualified persons occupying some premises. Schools and classrooms are not named in this category, but even if we won a court decision the Government could just come out with a new regulation."

Subsidies are another factor. Some private Schools and classrooms are the provinces and the Government could demand that they be withdrawn.

A senior spokesman for the Transvaal Education Department said this week: "As far as I am concerned white schools can cater only for white children. Any other decision would have to be taken at a high level — Cabinet level."

The Minister of National Education, Dr Piet Koornhof, was not available for comment but Mr M. C. Botha, Minister of Bantu Education, said earlier this year after hearing the Catholic Church's announcement:

"It is not the intention of the Government to change its education policy or application thereof in respect of different population groups or to consider a change."

Whites pay schooling (50) for Soweto children

RJA 25/1/67

STAFF REPORTER

SEVERAL Johannesburg people yesterday "adopted" African schoolchildren by offering R20 a year bursaries to cover their books and school fees.

They did so in response to a Press report that, because of lack of funds, the Rand Bursary Fund has had to refuse help to nearly 150 schoolchildren.

The fund was started last year by African schoolteachers and provides bursaries of R20 to enable bright but poor children to continue their high school training.

At a meeting on Saturday, the fund considered more than 200 applications — and could grant only 57 bursaries.

"Some cases were very pathetic," the fund's chairman, Mr. W. T. Kambule, principal of Orlando High School, said.

"Some children broke down and cried during the interviews because they are so keen to continue their schooling."

There was hope yesterday, for more aid for the children.

South African Associated Newspapers, Ltd., owners of the "Rand Daily Mail," gave R200 — enough for ten bursaries. The same amount was given by the company last year.

PERSONAL

And several Johannesburg people telephoned Mr. Kambule to offer to "adopt" children by paying bursaries and then taking a personal interest in their progress.

"A friend and I are each putting in R10," one man told Mr. Kambule.

"This amount means little to us but we know what it will be worth to one of the children."

The man added that he had suggested to his friends that they also sponsor individual children, and he hoped that this would have a ripple effect.

The R20 pays for a half to one third of a child's school fees and books. Last year, 107 bursaries were given by the fund, and many of these have been renewed.

Mr. J. Maree, another of the Whites who has "adopted" a destitute child in Soweto is appealing to all people who can afford to support the scholarship scheme to do so "because of hardships suffered by Africans."

SHOCKED

He said that he was shocked when the children told of the plight of their families in their attempts to pay for education.

"I wish that more Europeans could have attended the interviews and heard for themselves what extreme sufferings the African population undergo." Mr. Maree, a research officer employed by a computer company said yesterday.

Mr. Maree said that he would educate one of the children up to matric. He added that he would pay for a child to go to university if he could afford to do so.

Eleven children were "adopted" at the interview and will be given high school education by their "foster parents." The address of the fund is c/o P.O. Box 44, Orlando, Johannesburg.

African call for free, (50) compulsory education 1267

The Star's African Reporter

An editorial in the latest issue of "Tuata," official organ of the Transvaal United African Teachers' Association, makes calls for the introduction of free, compulsory education for Africans.

The teachers' association, says the editorial, wanted compulsory education because it knew that it is the best investment for the survival of the African community.

It would free the community of delinquency, crime, poverty, disease, ignorance and fear.

Arguments that there was not enough money and that it would be impracticable to introduce free compulsory education were assailed as intended to delude and lead away from the subject matter.

"South Africa has the skill, man-power and money to meet the challenge," says the article.

"The request for compulsory free education, belated as it may be, is not irrational or put with reckless abandon by a set of rabble-rousers.

"Our association is not unmindful of the efforts exerted by the Department of Education and the Government, and more so during this period of massive school population explosion, but nobody can really feel happy with an education which falls short of being free and compulsory," it adds.

Star 24.6.67

50

Poor results in African Matric

Although there was a record number of Africans who wrote Matric last year the number of passes is the lowest in years.

Of the 1,520 who wrote only 326 gained university entrance qualifications — with 33 obtaining first classes.

In 1965 827 of the 1,339 African students who wrote Matric passed the examination.

African educationists blame poor grounding in the lower levels of education for the bad results.

Mary waits—and so do 1,000 others

By a Staff Reporter

EARLY this morning, while her friends were still at home, 14-year-old Mary Matabata was waiting outside the office of the principal of the Orlando High School, Johannesburg. She has been waiting every morning since the school opened on Tuesday and she will probably be back again next week.

But the day will come when Mary will no longer be waiting. It will mean she has given up hope of going to school.

She is not alone. There are, perhaps, 1,000 other high school

children in Soweto who have been turned away from schools because there is no room for them.

At Orlando High alone 180 could not be admitted and the principal had to tell them to try elsewhere.

But elsewhere things were just as bad. At the Sekano Ntoang High School, for example, 243 children are on the "waiting list"—meaning they will be notified if, by some miracle, an extra couple of classrooms are added and desks are made available.

Many of those rejected—and it is estimated there are several thousands at the primary school level—refuse to leave it at that. Like Mary Matabata they come to school in their uniforms and with their registration fees in their pockets, and they hang around watching and waiting and hoping.

But each day the groups are growing smaller. Realizing the futility of waiting, these children are drifting away into the purposeless future.

By normal standards the Soweto schools would have been

full to capacity with about half their present numbers.

Take Orlando High. There are 1,065 pupils on the roll and to meet their needs there are 26 teachers, 21 classrooms and 345 desks. This means that in some classrooms there are more than 80 children, most of them sitting three to a desk.

Orlando High has had no new equipment from the Department of Bantu Education. Additional amenities for the eight new classrooms were either given to the school or bought from its meagre funds. There is no hall

and the principal's office is being used as a classroom.

The games equipment consists of a pathetic little pile of broken cricket bats, tennis rackets and a couple of balls.

Next door to the school, a big modern building—formerly the Orlando Old Age Home—is standing empty.

At the Leratong Primary School there are 700 children in 11 dilapidated classrooms, one of which is actually a storeroom. The windows are broken, the roof leaks. There are about a

dozen lavatories, half of which are not working.

At Sekano High the principal sits at a blackened, charred desk, the work of vandals who broke into his office during the holidays. His chances of getting a new one are practically nil.

Incredibly many African children not only manage to acquire some learning in these circumstances, they even distinguish themselves. Leratong's Standard 6 class last year had the best results in the area with 27 firsts, 56 seconds, 14 thirds and only two failures.

50

HANSARD 1 Q. Column 21-22.

7 February 1975

X Refusal of registration in Soweto schools/
Shortage of accommodation in Bantu
schools

① 48

② ~~323~~

*5. Mrs. H. SUZMAN asked the Minister of Bantu Education:

(1) Whether any children were refused registration in schools in Soweto in January 1975 because of failure to produce cards certifying that they were legally resident in the area; if so, how many;

(2) whether there was any shortage of school accommodation in schools falling under his Department at the beginning of the 1975 school year; if so, what shortage;

(3) whether any children were refused enrolment because of the shortage; if so, (a) how many and (b) in what area.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

(1) Only children who are legally resident in a specific area qualify for admission to schools in that area. No record is kept of the number of children who do not qualify for admission.

(2) Yes; mainly schools in urban Bantu residential areas. School buildings in these areas are erected by the various Bantu Affairs Administration Boards. Because of the rapid increase of the school population, these bodies find it difficult to meet the demand.

(3) Yes. (a) and (b) It is difficult to obtain reliable statistics about this as some children apply for admission at more than one school. It would in any case be a time-consuming task to contact the more than 5 000 schools in White areas so as to obtain the required information.

Question.....
Write on both sides of the paper

Do not write
in this
margin

Do not write
in this
margin

HANSARD 1 Q Column 22-23
7 February 1975

**Free, compulsory education for Bantu X
children**

*6. Mrs. H. SUZMAN asked the Minister
of Bantu Education:

Whether it is the aim of his Department to provide free and compulsory education for all Bantu children; if not, why not; if so, (a) when is it expected that this aim will be accomplished, (b) between what ages will school attendance be compulsory, (c) how many children will be affected and (d) what is the estimated cost per annum.

The DEPUTY MINISTER OF BANTU
ADMINISTRATION AND EDUCATION:

There are certain immediate priorities to which attention should be given before

the ultimate aim of compulsory education can be accomplished. Amongst these are e.g. free school books, the elimination of double sessions, the training of an adequate number of qualified teachers and a realistic pupil/teacher ratio. Continuous attention is given to these aspects.

The hon. member will therefore realize that it is a long term programme involving so many facets that more specific details as requested cannot be furnished at this stage.

48

Question.....
Write on both sides of the paper

Do not write
in this
margin

Do not write
in this
margin

13 February 1975.

48

Expenditure on Education

80. Mr. L. F. WOOD asked the Minister of Statistics:

- (1) What was the total expenditure on (a) revenue and (b) loan account in respect of education, for the financial year 1973-'74;
- (2) what amount was spent on (a) revenue and (b) loan account by (i) the Department of National Education, (ii) the Department of Coloured Relations and Rehoboth Affairs, (iii) the Department of Indian Affairs, (iv) the Department of Bantu Education, (v) other State Departments and (vi) each of the four provinces.

The MINISTER OF STATISTICS:

R million			
(1) (a)	711,9		
(b)	77,1		
(2)		(a)	(b)
(i)		123,1	4,4
(ii)		73,4	—
(iii)		32,5	—
(iv)		42,2	—
(v)		15,8	16,0
(vi) Cape		105,1	19,4
Transvaal		186,8	20,0
Orange Free State		33,3	4,2
Natal		45,9	13,1
Bantu Homeland Governments		53,8	—

25 February 1975.

48

× Schools in Unit 11, Chatsworth

*38. Dr. E. L. FISHER (for Mr. P. A. Pyper) asked the Minister of Indian Affairs:

- (1) Whether there are any schools in Unit 11, Chatsworth; if so, how many; if not, where is the nearest school situated;
- (2) whether his Department received requests for the establishment of a school in Unit 11, Chatsworth; if so, (a) from whom and (b) when;
- (3) whether a new school is to be established there; if so, when; if not, why not.

The MINISTER OF ECONOMIC AFFAIRS (for the Minister of Indian Affairs):

(1) No. Chatsworth Unit 9.

(2) Yes.

(a)

- (i) The Executive Committee of the S.A. Indian Council
- (ii) Southern Durban Local Affairs Committee
- (iii) Mrs. F. Naidoo on behalf of the residents of Unit 11
- (iv) Crossmoor Civic Association
- (v) Durban Civic Federation

(b)

August 1974 and
January 1975
August 1974
July 1974
May and September 1974
August 1974

(3) Yes. High School—Tender date May 1975. Primary School—Tender date August 1975.

26 February 1975.

Indian pupils/students granted non-repayable/loan bursaries

48

92. Mr. L. F. WOOD asked the Minister of Indian Affairs:

- (1) How many (a) Indian pupils, (b) Indian students at teacher training institutions, (c) Indian students at universities and (d) other Indian students were granted (i) non-repayable and (ii) loan bursaries by his Department in 1974;
- (2) what were the total sums awarded in (a) non-repayable and (b) loan bursaries in 1974;
- (3) what was the number of teaching posts (a) filled and (b) not filled at the latest date for which figures are available.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) (i) 2 412.
(ii) Nil.
(b) (i) 569.
(ii) Nil.
(c) (i) 229.
(ii) Nil.
(d) (i) Nil.
(ii) Nil.
- (2) (a) R303 279.
(b) Nil.
- (3) (a) 6 717 as at 31 December 1974.
(b) Nil.

The figures under (1) (a) refer to travelling and boarding grants granted to deserving pupils.

COMMERCE

Feb. 1975

p. 30.

VW Blacks

In an effort to overcome communication problems caused by illiteracy among Blacks, Volkswagen of South Africa has launched an extensive instruction programme.

A recent survey showed that more than 200 of the Black labour force at the VW plant at Uitenhage were completely illiterate. The assistance of two South African pioneers in the field of language instruction, Lionel Arnold and Alice Varty of Natal University, was enlisted.

These educationists, who have achieved fame with their "English-through-activity" technique, visited

the VW plant early last year and trained 10 African employees (most of them former teachers) as language instructors.

The result: Groups of Black VW employees are now getting their first taste of "school" in lecture rooms at the VW plant.

The course comprises 200 45-minute lessons and lasts approximately eight months. Although it is impossible to transform an illiterate person into a fluent English speaker in such a short time, it is at least possible to impart a speaking vocabulary of 1 200 words, a reading vocabulary of close to 500 words, and the ability to read and write figures up to 1 000.



Teaching illiterate Black workers the rudiments of the English language at Volkswagen's Uitenhage plant

① 48
② 112

HANDBOOK 3 Q. column 151

17 February 1975.

Coloured children refused enrolment in schools

48

67. Mr. C. W. EGLIN asked the Minister of Coloured, Rehoboth and Nama Relations:

Whether any Coloured children were refused enrolment in schools at the beginning of the 1975 school year; if so, (a) for what reason, (b) how many children and (c) in what areas.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

To the knowledge of the Administration of Coloured Affairs no Coloured pupil of school-going age was refused enrolment in schools under its control at the beginning of the 1975 school year.

7 March 1975 .

48

Medium of instruction in Bantu schools X

*3. Mrs. H. SUZMAN asked the Minister of Bantu Education:

Whether a new directive on the medium of instruction in Bantu schools outside the homelands has been issued; if so, (a) when was it issued, (b) what are its terms and (c) what is the reason for the change.

The MINISTER OF BANTU EDUCATION:

Yes.

(a) 6 and 7 February 1975.

(b) and (c) The existing policy, viz. that the vernacular should be the medium of instruction for primary education and the official languages as far as possible on a 50-50 basis for secondary education, was reaffirmed. The change-over to the twelve year structure has entailed that the present Standard 6 class falls away as from the end of 1975, and that Standard 5 will forthwith form part of the junior secondary syllabus. Standard 5 remains, however, for practical considerations at the primary school and it was therefore necessary to issue an explanatory directive on the medium of instruction in this Standard. It was further brought to the attention of principals that should they encounter difficulties at their schools to meet the 50-50 requirement at secondary level they may apply to the Department for permission to deviate.

HANSARD S. Q. column 343-4.
L MARCH 1975.

48

Expenditure on Bantu pupils ✓

*6. Mr. R. M. CADMAN asked the Minister of Bantu Education:

(a) What was the estimated *per capita* expenditure, excluding expenditure of a capital nature, in 1973-'74 on Bantu pupils in (i) primary and (ii) secondary classes and (b) what was the general average.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

(a) (i) R23-94.

(ii) R100-29.

Approximately. Expenditure is not recorded according to school categories.

(b) R28-56.

This figure applies only to pupils in White areas in the Republic.

5 March 1975.

**Conditions regarding compulsory schooling
for Coloured pupils in South West
Africa/Republic**

86. Mr. L. F. WOOD asked the Minister of Coloured, Rehoboth and Nama Relations:

Whether the conditions regarding compulsory schooling for every Coloured, Nama or Baster pupil in South West Africa as from 20 January 1975 will also be applicable to every Coloured pupil in the Republic; if so, when will these conditions become applicable in the Republic; if not, why not.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

No—for the following reasons:

The provisions of the Coloured Persons in South West Africa Education Act, the Nama in South West Africa Education Act and the Basters of Rehoboth Education Act (respectively Acts 63, 86 and 85 of 1972) do not apply to Coloured persons in the Republic.

Compulsory school attendance already exists for Coloured pupils in the Republic as follows:

- (a) In Natal, as from 1 April 1964, for pupils between the ages of 7 and 16 years or until they have passed standard 8.
- (b) As from 1 January 1964 at the Alice Primary School, Victoria East, and the Douglas Ross Primary School, Keiskammahoeck, for pupils between the ages of 7 and 14 years who reside within 5 kilometres of the schools concerned.
- (c) In the Province of the Cape of Good Hope, the Orange Free State and the Transvaal for pupils who reside within 5 kilometres of a suitable school and who reached the ages of 7 years and 8 years on 1 January 1974 and 1 January 1975, respectively.

Since 1 January 1968 every Coloured pupil in the Provinces of the Cape of Good Hope, the Transvaal and the Orange Free State who, at the beginning of any school year, is enrolled in a school irrespective of standard or age, is compelled to attend school regularly to the end of that particular school year should they reside within 5 kilometres of the school concerned.

HANWARD 5

26 March 1975

Q. column 386-7

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Bursaries for Coloured pupils/students

107. Mr. T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many (a) Coloured pupils, (b) Coloured students at teacher training institutions, (c) Coloured students at universities and (d) other Coloured students were granted (i) non-repayable and (ii) loan bursaries by his Department in 1974;
- (2) what were the total sums awarded in (a) non-repayable and (b) loan bursaries in that year;
- (3) what was the number of teaching posts (a) filled and (b) not filled at the latest date for which figures are available.

- (1) (a) (i) None.
(ii) None.
- (b) (i) 2 323.
(ii) None.
- (c) (i) 289.
(ii) None.
- (d) (i) None.
(ii) None.

- (2) (a) R794 745.
(b) None.
- (3) (a) 19 341.

(b) 1 654 (On the date of the survey, viz. 31 January 1975 the vast majority of these posts had already been filled but formal approval of the appointments had either not yet been issued or the appointment documents had not yet been received by the Head Office of the Administration of Coloured Affairs).

48

HANSARD 5

Q. column 403-404
7 March 1975.

Greater interest in education

*28. Mr. P. A. PYPER asked the Minister of National Education: †

- (1) Whether the Executive Committee of the National Education Council submitted any proposals to him in 1973 and 1974 to bring about greater interest in education; if so, what were the proposals;
- (2) whether any proposals were implemented; if so, what proposals.

†The MINISTER OF NATIONAL EDUCATION:

(1) No, but on 27 November 1972 the Chairman of the National Education Council informed me that the Council recommended that a special division be created in the Department of National Education, in accordance with policy to be determined, after consultation with the Administrators, which could serve as instrument to—

- (a) collect facts and information worth knowing about our education and make it available in an organized and continuous way to the right media of communication, i.e. newspapers, periodicals, the radio, and television when it comes;

48

- (b) compile radio programmes and also television programmes when it becomes possible, in connection with selected aspects of education and to broadcast/show them at regular times—

more or less in the same way the Department of Agricultural Technical Services manages its agricultural radio programmes.

- (2) No; the Department of National Education appointed a committee to investigate the matter and the committee's recommendations are receiving consideration.

10 March 1975.

48

X Expenditure in respect of Indian pupils

150. Mr. W. M. SUTTON asked the Minister of Indian Affairs:

(a) What was the estimated *per capita* expenditure (excluding expenditure of a

capital nature) during the 1973-'74 financial year in respect of Indian pupils (i) primary classes and (ii) secondary and high school classes and (b) what was the average *per capita* expenditure for all pupils.

The MINISTER OF INDIAN AFFAIRS:

(a) (i) R123-83.

(ii) R185-80.

(b) R141-13.

11 March 1975.

National Education Council

*25. Mr. P. A. PYPER asked the Minister of National Education:

Whether he has appointed the members of the National Education Council; if so, (a) when and (b) what are their names; if not, why not.

†The MINISTER OF NATIONAL EDUCATION:

Yes.

(a) With effect from 1 March 1975.

(b) The Council

Chairman: Prof. H. J. J. Bingle.
Two Principals: Prof. E. M. Hamman, Prof. G. R. Bozzoli.

Four Lecturers: Prof. D. Vermaak, Prof. G. J. Stander, Prof. I. E. J. Hart, Prof. J. Mc. G. Niven.

H.S.R.C.-Officer: Dr. P. M. Robbertse.

Asst. of Afr. Teachers: Prof. A. J. C. Jooste.

Asst. of Eng. Teachers: Mr. G. A. H. Dale.

Technical and Vocational Education: Mr. W. H. Sceales.

Colleges for A. T. E.: Mr. A. Pittendrigh.

Additional members: Mr. M. H. de Lisle, Miss D. E. Tredoux, Dr. N. S. Botes.

Heads of Education: Mr. P. R. T. Nel, Dr. A. L. Kozte, Mr. W. J. Coetzee, Mr. P. S. Meyer, Mr. S. C. M. Naude.

The post of director in S.W.A. is at present vacant.

Executive Committee

Chairman: Prof. H. J. J. Bingle.

Members: Mr. P. R. T. Nel,

Prof. A. J. C. Jooste, Mr. W.

H. Sceales, Dr. N. S. Botes.

Mr. P. A. PYPER: Mr. Speaker, arising out of the hon. the Minister's reply, can he explain why he did not wait with the announcement of the names until such time as the House could give consideration to Order of the Day No. 9—the Second Reading of the *National Education Policy Amendment Bill*?

†The MINISTER: I moved the Second Reading of the Bill concerned in the Senate on 27 February this year and made the relevant announcement then.

Mr. L. G. MURRAY: Mr. Speaker, further arising out of the reply of the hon. the Minister, am I to understand that the appointments were made in terms of an Act which at that stage had not been passed by Parliament?

The MINISTER: No.

48

HANDBOOK 6

Q. column 471-2

14 March 1975.

X Teachers of Bantu languages

*11. Mr. R. J. LORIMER asked the Minister of National Education:

Whether Bantu teachers may be employed as teachers of Bantu languages in White schools falling under his Department; if not, why not.

The MINISTER OF PUBLIC WORKS
(for the Minister of National Education):

No; since Bantu languages are not being taught at schools falling under my Department.

Mr. R. J. LORIMER: Mr. Speaker, arising out of the hon. the Minister's reply, can he tell me whether Black teachers of languages may be employed at any White schools in the Republic?

48

HANSARD. 4. Columns. 508 9.
14 March 1975.

Schools in Bantu homelands

172. Mr. G. W. MILLS asked the Minister of Bantu Education:

How many (a) primary and (b) secondary schools are there in each Bantu homeland.

The MINISTER OF BANTU EDUCATION:

	(a)	(b)
Ciskei	573	56
Bophuthatswana	682	82
Qwaqwa	29	12
Lebowa	796	76
Gazankulu	244	25
Venda	282	23
kwaZulu	1 448	108
Transkei	1 754	85
	<hr/> 5 808	<hr/> 567

Statistics as on the first Tuesday of March 1974.

As Bantu Education in these areas is controlled by the different homeland governments, the information was obtained from them.

~~1 101~~
2 48

Question
Write on both sides of the paper

Do not write
in this
margin

Hansard

Q Column 564-565
21 March 75

Do not write
in this
margin

Indian school children/college students
in Cape Province

*27. Mr. R. J. LORIMER asked the
Minister of Indian Affairs:

- (1) What is the estimated number of Indian children of school-going age in the Cape Province;
- (2) (a) how many schools for Indian children are there in that province, (b) where are they situated and (c) how many children are enrolled in each school;
- (3) whether Indian children are being permitted to enrol in Coloured schools; if so, how many are enrolled in such schools at present; if not, when was such enrolment stopped;
- (4) whether there are any teacher training colleges for Indians in the Cape Province; if so, (a) how many, (b) where are they situated and (c) how many students can be trained in each college; if not, at what teacher training institutions in the province are Indians permitted to study.

The MINISTER OF INDIAN AFFAIRS:

(1) 5 000.

(2) (a) One.

(b) Port Elizabeth.

(c) 914.

(3) Yes. 3 801 pupils were enrolled during 1974. Statistics for 1975 are not yet available.

(4) No. (a), (b) and (c) fall away.
There are no teacher training institutions in the Cape Province where Indians are permitted to study.

48

Question.....
Write on both sides of the paper

Do not write
in this
margin

Hansard 8

Q Columns 597-98

25 March 1975

Do not write
in this
margin

Indian pupils at Coloured schools ✓

*15. Mr. R. J. LORIMER asked the Minister of Coloured, Rehoboth and Nama Relations:

Whether principals of Coloured schools have been instructed to furnish particulars of Indian pupils enrolled in their schools; if so, (a) when was this instruction issued and (b) what is its purpose.

†The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Yes.

(a) 3 March 1975.

(b) To comply with the request of the Department of Indian Affairs with a view to the planning of school accommodation for Indian pupils by that Department.

48

Question.....
Write on both sides of the paper

Do not write
in this
margin

Do not write
in this
margin

to deviate from the fifty-fifty basis in re-
spect of the use of the official languages
in secondary education; if so, (a) how
many and (b) what are the main areas
from which the applications were re-
ceived.

The MINISTER OF BANTU EDUCA-
TION:

Yes.

(a) 19.

(b) Witwatersrand: 15 applications.
Port Elizabeth: 3 applications.
Atteridgeville: 1 application.

478

Official languages in Bantu Schools
198. Mrs. H. SUZMAN asked the
Minister of Bantu Education:
Whether any school principals have
applied to his Department for permission

17405420
9
9 April 1975.
662-3

BLACK WAGES

F.M. 27/3/75
48

Polaroid's progress

It is just four years since Polaroid, the large American camera and sunglass manufacturer — acting under intense pressure from its Black employees in the US — announced what came to be called the "Polaroid Experiment".

In a blaze of expensive publicity the company unveiled what it termed a meaningful alternative to withdrawing from the South African market. Polaroid, which abhors apartheid, would "counteract it from within the system".

No longer would the US company, through its SA distributor, Frank & Hirsch, supply film or photo-identity equipment to the SA government (such equipment had been used to make pass books). Beyond that, Polaroid would move "to improve dramatically the salaries and other benefits" of its distributor's Black workers.

Frank & Hirsch "as a condition of maintaining its relationship with Polaroid, would be required to initiate a well-defined programme to train non-White employees for important jobs within the company". And a portion of company profits would be ploughed back into education programmes for Blacks in SA.

What is the scorecard four years later?

Direct Polaroid sales to government by Frank & Hirsch have ceased. However, various government departments and agencies continue to receive Polaroid products through intermediary sources. On the wages side, Frank &

Hirsch says it has increased its lowest wage paid to Black employees by 130%, to R130 per month (R56 in October, 1970). F&H's 171 Black employees (181 in 1970) now average R186 per month (R84 in 1970).

Since 1971 Polaroid has contributed over \$300 000 to various educational schemes for Blacks. Most ambitious of these is the American South Africa Study & Education Trust (Asset) which has received \$250 000. Through Asset an average of 500 African students per year have been granted bursaries for study, ranging from primary schooling to university.

Helmut Hirsch, MD of the SA distributor, calls the Polaroid Experiment a turning point. He boasts that Polaroid was the pace-setter in what has become a movement towards social consciousness among foreign and SA firms.

That may be, but it could hardly be gainsaid that Adam Raphael's articles in *The Guardian* two years ago, the subsequent House of Commons inquiry, and, most important of all, the Durban strikes, have also been key factors in Black wage increases.

When Polaroid set up Asset and got Gatsha Buthelezi and Helen Suzman to be members of the board, it was envisaged that other American firms would rush to join the project.

That has not happened. Pepsi-Cola was in for \$100 000 over two years but that ended when the local operations were taken over by Cadbury-Schweppes. American Express joined belatedly for \$10 000, but even its commitment is less than complete and the company has not yet decided whether to continue next year.

That leaves more than 200 American

Financial Mail March 27 1975

subsidiaries on the outside, and while some have set up their own educational trusts and others contributed to Black housing schemes, for most of them business continues as usual — minus programmes for ploughing back profits.

Even within Polaroid there is dissatisfaction. The company's Boston-based community relations manager, Robert Palmer, told the *FM* that while Frank & Hirsch had been very co-operative in boosting salaries, increasing benefits and upgrading Black jobs, "more can and will be done".

Indeed, it is the point of training Black workers for "important jobs" which is the weakest link of the experiment four years later. All F&H executives are White. Senior Blacks supervise only other Blacks. And the most important job for a Black carries a monthly salary of R460.

But, the experiment continues and

Polaroid will continue to make a \$50 000-per-year contribution to Asset.

The only casualty four years later is to be Asseca, the Association for Educational & Cultural Advancement. This Black association, based in Soweto but which claims to have branches in 42 townships throughout the country, has been receiving \$15 000 per year from Polaroid. Dissatisfied with the Association's progress and laxity in submitting financial reports, Polaroid from 1976 on is to donate to Asseca only \$1 for every \$10 received from other sources.

Undaunted — and appreciative of Polaroid's past support — Asseca President M T Moerane says the organisation will continue to exist even without Polaroid support. He adds: "The Polaroid money was intended to be seed money for the organisation; that notwithstanding we had hoped their assistance would have continued."

HANSARD 1)

Q. column 776-8.

22 April 1975.

X National Education Council

*21. Mr. R. M. DE VILLIERS asked the Minister of National Education:

(1) (a) What are the (i) names and (ii) qualifications of the members of the National Education Council and (b) on what date was each member appointed;

(2) whether the council made any recommendations to him in terms of section 4(3)(a) of the National Education Policy Act during 1974; if so, (a) what was the nature of the recom-

mendations and (b) what action was taken on each recommendation.

†The MINISTER OF COMMUNITY DEVELOPMENT (for the Minister of National Education) (Reply laid upon Table with leave of House):

(1) (a) (i)	(ii)
Bingle, H. J. J.	B.A., M.Ed., D.Phil.
Botes, N. S.	B.A., M.Ed., D.Ed.
Jooste, A. J. C.	B.A., B.Com., B.Ed.
Nel, P. R. T.	B.A., U.E.D.
Sceales, W. H.	B.A. Hons., F.I.A.C., A.S.I.A.M.
Bozzoli, G. R.	D.Sc. (Eng.), Pr.Eng., F.S.A.I.E.E.
Coetzee, W. J.	B.A. Hons., U.E.D.
Dale, G. A. H.	B.A., B.Ed.
De Lisle, M. H.	M.A., M.A.(oxon.), U.E.D.
Hamman, E. M.	B.A., L.L.B., Jur., Drs. LL.D.
Hart, Miss I. E. J.	M.A., M.Ed., Ph.D.
Kotzé, A. L.	M.Sc., Ph.D.
Meyer, P. S.	B.A., M.Ed.
Naude, S. C. M.	B.A., H.E.D.
Niven, J. Mc G.	M.A., M.Ed., Ph.D.
Pittendrigh, A.	B.Ed., B.Sc., B.Com., A.M.(S.A.)I.E.E.
Stander, G. J.	B.A. Hons., M.Ed., D.Ed.
Tredoux, Miss D. E.	N.T.C. (Pre-primary Education)
Vermaak, D.	M.Sc., M.Ed., D.Ed.
Haasbroek, J. B.	B.Sc., M.Ed.
Malan, P. S.	M.A., M.Ed., D.Ed.

(b) 1 March 1975.

(2) No; (a) and (b) fall away.

48

HANSARD II

Q. 785

23 April 1975

48

Average expenditure per White pupil

204. Mr. P. A. PYPER asked the Minister of Statistics:

- (1) What was (a) the average expenditure by the public authorities per pupil in (i) primary and (ii) secondary White schools and (b) the general average expenditure per White pupil during the latest year for which figures are available;
- (2) in respect of what year are these figures given.

The MINISTER OF STATISTICS:

- (1) (a) and (i) and (ii) Not available because the Provincial Administrations, which are the most important source for the calculation of educational expenditure, do not distinguish between primary and secondary education in their accounts.

(b) R457.

- (2) Calendar year 1973.

HANJARD 11

Q 786-7

23 April 1975

Bantu in senior educational positions

211. Mr. H. G. H. BELL asked the Minister of Bantu Education:

How many Bantu persons are serving (a) as inspectors of schools, (b) as assistant or subject inspectors, (c) as professors, (d) as lecturers, (e) as school principals and (f) in other senior educational capacities in the Republic, including the Transkei.

The MINISTER OF BANTU EDUCATION:

(a) 99.

(b) 332.

(c) 6.

(d) 84.

(e) 11 819.

258

48

(f) 296 (vice-principals and senior assistants at post primary schools).

Statistics as on the first Tuesday of March 1974.

Particulars in respect of personnel in the Bantu homelands are included in the abovementioned statistics. As Bantu education in these areas are controlled by the different homeland governments, the information was obtained from them.

HANSARD 11

Q. 789

23 April 1975

**Double session classes for Bantu in
Republic/Transkei**

214. Mr. N. J. J. OLIVIER asked the
Minister of Bantu Education:

(a) How many teachers in (i) Sub-
standard classes, (ii) Standards I and II
classes, and (iii) Standards III and IV
classes were employed in double session
classes in the Republic, including the
Transkei, at the latest date for which
figures are available, (b) how many pupils
were involved in each case and (c) in
respect of what date are these figures
given.

The MINISTER OF BANTU EDUCA-
TION:

- (a) (i) 10 353.
(ii) 1 320*.
(iii) None.
- (b) (i) 960 368.
(ii) 72 592*.
(iii) None.

* Refers to the platoon system
according to which a class-
room is used by two teachers
at different times to accom-
modate different class groups.

(c) First Tuesday in March 1974.

48

Particulars in respect of the Bantu
homelands are included in the above-
mentioned statistics. As education in these
areas falls under the control of the differ-
ent homeland governments, the informa-
tion was obtained from them.

HANUSARD 12

Q. 829-831

28 April 1975

① 48

② ~~Soc. Sec. - Childcare~~

**Nursery schools for Africans: Teachers/
subsidies**

261. Mr. H. E. J. VAN RENSBURG
asked the Minister of Bantu Education:

(1) (a) How many nursery schools for African children are there in the Republic, (b) where are they situated, (c) how many pupils are registered at each of these schools and (d) how many (i) trained and (ii) untrained nursery school teachers are there at each of these schools;

(2) (a) at which centres in the Republic are nursery school teachers trained and (b) how many nursery school teachers have qualified at each of these centres since 1970;

(3) whether the Government pays a subsidy in respect of privately administered African nursery schools; if not, why not; if so, (a) on what basis and (b) what amount per child is paid per annum.

The MINISTER OF BANTU EDUCATION:

(1) Nursery schools are controlled by the Bantu Affairs Administration Boards and the information required is not available.

(2) (a) and (b)
No nursery school teachers are at present trained. Training is, however, offered for assistants in pre-school institutions. The centres where this training is conducted and the number of candidates that have qualified in this course at each centre since 1970 is as follows:

	1970	1971	1972	1973	1974
Jabulani	19	16	16	20	20
Umlazi	22	20	20	19	20
Bafokeng	9	10	7	15	20
Mdantsane	—	—	—	—	16

(3) No. My Department of Bantu Education is not responsible for pre-school education. Bantu Affairs Administration Boards subsidized certain places of care for pre-school children.

29 April 1975

Bantu schooling in homelands/White areas

*4. Mr. L. F. WOOD asked the Minister of Bantu Education:

- (1) How many (a) Government, community and farm schools, respectively, and (b) night schools and continuation classes in (i) Bantu homelands and (ii) White areas have been provided by (aa) his Department and (bb) Homeland governments in the year ended 31 December 1974;
- (2) (a) how many (i) pre-primary, (ii) primary and (iii) secondary schools were provided by organizations financed by the public during the same year, (b) at what total cost and (c) how many pupils can be accommodated at these schools.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION (Reply laid upon Table with leave of House):

(1) (a)

Government Schools		
Homeland Government Schools		
Community Schools		
Farm Schools		

(i) (bb) Registered by homeland governments		(ii) (aa) Registered by Department of Bantu Education
	—	2
	292	—
	none	68
	none	287

(b)		
Night Schools		
Continuation Classes		

	5	11
	5	9

My Department is not responsible for the erection of school buildings in White areas. Government schools are erected by the Department of Public Works. The erection of school buildings in urban Bantu residential areas is the responsibility of the Bantu Affairs Administration Boards. Farm schools are erected by farm owners.

(2) (a), (b) and (c) My Department does not keep statistics of schools erected by organizations financed by the public, and does not control pre-school education.

Particulars in respect of the Bantu homelands were obtained from the different homeland governments.

LS

BIC gives more bursaries

STAR 30/4/75

Pretoria Bureau

The Bantu Investment Corporation has made 120 study bursaries, worth R43 000, available for Black students this year.

The scheme was introduced in 1971 for Blacks who want to study commerce. This year bursaries are also available for students interested in agriculture.

5 000 graduates in 50 years

*Days
Dis
5/5/75*

48

PRETORIA — The general secretary of the Bantu Education Advisory Board, Mr P. Gugushe, said university education for blacks was at a cross-road and it was in dire need of some systematic boosting to give it viability.

Speaking at the Unisa graduation ceremony he said up to the end of 1973, there had been 5 000 black graduates and 250 black medical doctors in South Africa.

"This means 5 000 black graduates in more than 50 years since the first black graduate succeeded at Fort Hare in 1921, and 250 doctors in more than 25 years since the first black doctors graduated at the University of the Witwatersrand in 1945."

He said it was easy to see why the above had taken place. "How else can it be when latest statistics show that only 17 out of every 10 000 black children reach matriculation level, and how else can it be when in 1973, out of 5 170 students who wrote the matric examinations, only 1 700 obtained matric exemption pass with barely 100 in the

It was virtually a national tragedy that in 1973, out of a total of 57 480 teachers in all black schools in South Africa, only 972 were graduates, and 5 789 were matriculants. During that period it meant there had been an allocation of 1,8 graduates a school.

"I firmly believe top-gear acceleration of our black universities can only foreseeably be feasible when and until a substantial reservoir of black academic personnel, covering a wide spectrum of disciplines and fields of specialisation, has been built."

All South African universities, in the spirit of academic detente, should contribute their quota towards building and reinforcing the pool of black academics.

"This has become urgent, pressing and so necessary. Concessions for black students to enter all other universities in the country are currently minimal and periheral. But, with the escalation of the present spirit of change, hopefully these concessions could become fundamental before the

Natal Mercury 3/5/76

Chief attacks teacher ban

48

African Affairs Reporter

NONGOMA—Chief Gatsha Buthelezi told the Legislative Assembly yesterday that many young White volunteers who wanted to teach in KwaZulu schools had been refused permission by the Republican Government.

The volunteers had offered to be paid the same salaries as Black teachers. The problem was that the KwaZulu Government had no right to grant permission to White teachers to serve in KwaZulu schools.

The KwaZulu Cabinet

felt frustrated because there was a terrific shortage of English, Science and Mathematics teachers.

White Teachers could stay in White areas Mondli, Eshowe, and Nongoma while serving in African schools.

The Assembly passed a resolution that the Commissioner General should ask the Republican Government to allow White volunteers to teach in KwaZulu.

Affecting SA's manpower potential

STAR 6/5/75

48

A disturbing exposure of South Africa's White school dropout rate with its weakening effect on the country's manpower is due for release by the Human Sciences Research Council this month.

"Project Talent Survey," conducted by the council between 1965 and 1969, shows South Africa rapidly losing White manpower potential because pupils do not complete their school careers successfully.

Some early school-leavers could have matriculated if they had stayed at school.

The council has also revealed that many pupils who reach standard 10 have not, in their opinion, mastered basic education skills such as spelling and arithmetic.

In the test period 43 248 pupils failed, or left school or the country, between standards six and 10.

"Of the 69 908 standard six pupils originally tested in 1965, 26 660 or 31,1 percent progressed in the minimum period from standard six to standard 10."

Almost two thirds of the pupils under survey failed to complete their school careers successfully.

The survey began at standard six level in 1965 "with the principal aim of determining the country's White manpower potential" and ended at school level in 1969 with a comprehensive test programme in which all the standard 10 pupils of that year in ordinary schools took part.

A preview of the council's findings explains that "loss of manpower potential" implies that some of the pupils who failed "entered the labour force a year or more later."

A comparison of 1965 and 1969 data has revealed that variables such as occupation of the father, sex, home language, size of family, are related to the loss of potential among pupils between standards six and 10.

Also affecting this loss of potential is the type of school attended — for example single-sex or co-educational school; the age of the pupil on entering school; and attendance at nursery schools.

These variables cannot be isolated in their effect on loss of potential.

Pupils were asked personally which groups of problems were detrimental to their school work.

Among standard 10 pupils, 20 percent indicated study problems, 17,6 percent personal problems, 8,3 percent domestic problems, and 6,8 percent school problems.

From these figures the council has deduced that more than half the standard 10 pupils experience problems which are of such a nature that they could be detrimental to their school work.

"The extent of personal and study problems in particular, is a matter of which school personnel and parents should take cognisance."

The council recommends a survey of the number of pupils who reach standard 10 without having mastered basic skills in, for instance, language, reading and arithmetic.

"It appears that the knowledge of spelling, grammar and punctuation and smaller arithmetic and/or mathematical computations of 32,9 percent and 39,6 percent of standard 10 pupils respectively is such that it has a detrimental effect on their school work.

"If one considers that the data mentioned here were obtained during the third term of 1969, that is at the end of the school careers of this group of standard 10 pupils, it is obvious that a comparatively large number of pupils leave school without having mastered certain basic skills," says the council.

"The question may well be asked to what extent this inadequate knowledge may influence their further study and occupational careers."

HANSARD. 13. Q. columns. 907
7 May 1975.

**School buses for transport of Indian
school-children**

287. Mr. L. F. WOOD asked the Minister
of Indian Affairs:

(a) How many (i) school buses were
in operation for the transport of Indian
school-children and (ii) pupils were trans-
ported daily, (b) what distance was
covered and (c) at what total cost, in
1972-73 and 1973-74, respectively.

The MINISTER OF INDIAN AF-
FAIRS:

- (a) (i) 13.
(ii) 1 005.
(b) No record is kept.
(c) 1972-73 -- R41 659-66.
1973-74 R58 391-37.

48

HANSARD, 13. C. column. 922-23-24.
9 May 1975.

48

Bursaries for Bantu

256. Mr. W. H. D. DEACON asked the Minister of Bantu Education:

- (1) How many bursaries were awarded by his Department to Bantu (a) school pupils, (b) students at teacher-training institutions, (c) university students, (d) students taking technical or vocational courses and (e) other students, in the Republic in the latest year for which figures are available;
- (2) what (a) is the year in respect of which these figures are given and (b) was the total sum awarded by his Department in (i) non-repayable and (ii) loan bursaries;
- (3) how many (a) non-repayable and (b) loan bursaries were awarded by homeland governments;
- (4) what was the total sum awarded by homeland governments in (a) non-repayable and (b) loan bursaries.

The MINISTER OF BANTU EDUCATION:

- (1) (a) 437.
(b) 761.

(c) 550.

(d) 45.

(e) 11 Existing bursaries taken over from the Department of National Education. Bursaries for medical training are awarded by the Department of Bantu Administration and Development.

(2) (a) 1974.

(b) (i) approximately R116 000.

(ii) approximately R105 000.

(3)	(a)*	(b)*
Gazankulu	320	none
KwaZulu	279	none
Transkei	315	none
Ovaqwa	275	none
Ciskei	26	none

No information could be obtained for 1974.

Venda
Lebowa
Bophuthatswana

*Information in respect of 1974.

(4)	(a)*	(b)*
Gazankulu	R20 800	none
KwaZulu	R28 287	none
Transkei	R80 780	none
Ovaqwa	R17 770	none
Ciskei	R 7 230	none

No information could be obtained for 1974.

Venda
Lebowa
Bophuthatswana

*Information in respect of 1974.

Particulars with regard to the Bantu homelands were obtained from the different homeland governments.

HANSARD 14

Q 930-1.

1.48
~~2.289~~

12 May 1975

Coloured persons in educational posts

225. Mr. C. J. S. WAINWRIGHT asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many Coloured persons are serving in his Department (a) as inspectors of education, (b) as subject inspectors and (c) on the administrative staff of the Education Section of the Administration of Coloured Affairs;
- (2) (a) how many Coloured persons in his Department are serving in other senior educational capacities and (b) what positions do they hold;
- (3) how many of the Coloured teachers who resigned from the service of his Department in 1974 resigned for reasons other than superannuation or marriage.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

On the assumption that all the particulars asked for are required in respect of the establishment of the Administration of Coloured Affairs, the reply to the questions is as follows:

- (1) (a) 22.
(b) 13.
(c) 4.

(2) (a) 5.

(b) Organizers of Adult Education.

(3) 316.

12 May 1975

Bursaries for Coloured pupils/students

238. Mr. N. J. J. OLIVIER asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many bursaries were awarded by the Administration of Coloured Affairs to Coloured (i) school pupils, (ii) students at teacher-training institutions, (iii) university students, (iv) students taking technical or vocational courses and (v) other students in the Republic in the latest year for which figures are available;
- (2) (a) what is the year in respect of which these figures are given and (b) what was the total sum awarded in (i) non-repayable and (ii) loan bursaries.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (i) None.
(ii) 2 323.
(iii) 289.
(iv) None.
(v) None.
- (2) (a) 1974.
(b) (i) R794 745.
(ii) None.

48

13 May 1975.

48

Expenditure per White pupil in State provincial schools

279. Dr. F. VAN Z. SLABBERT asked the Minister of Statistics:

- (1) What was the expenditure per White pupil in State schools by each province in (a) 1953-'54, (b) 1963-'64 and (c) 1973-'74;
- (2) what was the average expenditure per White pupil in provincial schools for the Republic as a whole in each of these years.

The MINISTER OF STATISTICS:

- (1) Particulars of expenditure on State schools are not recorded by the Department of Statistics.
- (2) Year

1953-'54	R120,3
1963-'64	163,5
1972-'73	365,7

The reports of the provincial auditors from which the relevant expenditure is extracted, have not as yet been published for 1973-'74.

48

HANSARD 14

Q. 953-4

13 May 1975.

Increase in number of Coloured school-
children over next five years X

284. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) What is the estimated increase in the number of Coloured children who will attend school in each of the next five years;
- (2) what is the (a) average number of pupils accommodated in a primary school and (b) estimated cost of erecting such a school;
- (3) what is the (a) ratio of high schools to primary schools which his Department seeks to maintain and (b) average cost of erecting a high school;
- (4) (a) how many double shift classes are in operation in respect of Stds. V to X at present and (b) what is the average number of pupils attending each such class.

The MINISTER OF COLOURED,
REHOBOTH AND NAMA RELATIONS:

(1) It was estimated as follows for 1974:

1975	33 712
1976	33 356
1977	33 663
1978	33 469
1979	33 351

- (2) (a) 1 000 pupils.
(b) R350 000 as estimated in 1974 for a full size primary school for 1 000 pupils.
- (3) (a) One high school for 1 000 pupils to every three primary schools for 1 000 pupils each.
(b) R450 000 as estimated in 1974 for a full size high school for 1 000 pupils.
- (4) (a) 2 158 of which 9 in Standards V and VI. No double shift classes for high school pupils.
(b) 35 pupils per class.

16 May 1975

48

Disturbances at Bantu schools X

*13. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

Whether any disturbances resulting in the suspension or expulsion of pupils occurred in any schools under his Department during 1974; if so, (a) at what schools, (b) what was the nature of the disturbances and (c) how many pupils were (i) suspended or (ii) expelled from each school.

The DEPUTY MINISTER OF BANTU AFFAIRS:

Yes.

- (a) Ndaleni Teachers' Training School.
- (b) Reaction against personnel of a church-controlled hostel. Members of the hostel staff were assaulted and property damaged.
- (c) (i) None.
- (ii) 14.



Mr Manasseh Moerane, President of Asseca.

Asseca is the main African self-help organisation in South Africa. It is seen by many eyes as a test of African organisational ability. It has been heavily criticised and is now faced with the prospect of a drastic reduction in the highly-publicised "Polaroid Grant", which has been its principal source of income. DENISE BECKETT reports on the criticisms and their validity.



Mr Llewellyn Mehlomakulu, general secretary of Asseca.

Asseca answers its many critics

48
RDM
13/5/75

ASSECA is more than just another welfare outfit with a resounding title and an inadequate accounting system. It is a national test case.

It was born seven years ago — the Association for the Educational and Cultural Advancement of the African People of South Africa. It was all-African; of, by and for.

It came at a time when African organisational structures were at a particularly low ebb. It would unite the Republic's Africans to pull themselves upwards by their own bootstraps. It was the Great Black Hope.

The birth was heralded by metaphorical tantaras. The ensuing seven years have been an increasing crescendo of raspberries.

The flak came first from the left — the angry blacks of the SASO mould condemned it as a clique of Uncle Toms on the nakq. Internal strife and suspicion as to the effectiveness of the use of its funds — notably the highly publicised R10 000 a year Polaroid grant — added weight to the chorus of criticism.

Now, adding injury to insult, the Polaroid Corporation has let Asseca know bluntly that it is "not impressed with progress so far", and has hedged in future grants with a welter of circumscriptions.

More than just the rands and cents is involved in Asseca's fall from grace. Asseca is the biggest and by far the best known all-African body working for African advancement. It is also virtually the only major one whose concept of Black Consciousness does not involve any form of anti-Whiteism.

Its success would promote African education.

Conspicuous success would boost African confidence and force the respect of White sceptics of the "give them another thousand years" school of thought.

Conversely, failure would add grist to the mills of White reactionaries. According to Asseca's top men, it has not failed at all. The problem is one of short-sightedness by its critics.

"Some outsiders think we should be a bursary scheme", says Asseca's president, Manasseh Moerane.

"They judge us by how much we have raised, and how much we have given out in bursaries. But that is not our aim. We do not want to just hand out bursaries. We want to mobilise the people to do things for themselves. The standard of measurement should not be how much we raise, but how the concept of self-help succeeds."

Tangible evidence of the success of the concept of self-help is a little hard to come by. Moerane claims that "thousands of children are getting education now because of our efforts."

He also points to Asseca's 42 branches, spread through the country. The main purpose of the central organisation in the past has been to set up these branches, he says.

The branches are run by volunteers. The central body's contribution is R100 each a year, "where there are sufficient funds after administration expenses", with which they allocate five bursaries of R20 each.

From March to December last year Asseca's expenditure on bursaries was R1 100. The branches themselves raised additional funds for granting their

own bursaries, Moerane says.

How much, and how many bursaries, is not known. There is no auditing of branch finances.

It would be difficult to arrange such audits, says Asseca's general secretary, Llewellyn Mehlomakulu. The branches do not have accounting personnel. However, in view of the criticism this flexibility has led to, Asseca will try to arrange for branch auditing in the future.

Asseca's formal organisation consists of a full-time employee — an organiser, a secretary and a driver. In the absence of a permanent director, day-to-day running is supervised by Mehlomakulu and Moerane.

Mehlomakulu, a bank manager, draws a part-time salary of R200 from Asseca. Moerane, former editor of World, is now an advertising consultant and newspaper columnist. His salary from Asseca is R100.

These payments feature prominently in the attacks which have been laded on Asseca's plate. So do the expenses incurred by the eight executive committee members — they are paid R20 for committee meetings and are re-imbursed for transport expenses. The 1975 estimates of expenditure allow R1 200 as allowances, and R2 000 for travelling.

Mehlomakulu defends these sums: "The executive committee members are all over the country. Obviously we must pay their transport to meetings; and the R20 allowance barely compensates them for expenses. Meetings usually last for two days."

The R300 a month paid

to himself and Moerane is less than the organisation would have to pay for a full-time director, he says, and no more than the amount of work justifies.

"And for years we did the work without any payment at all. These amounts are new, they were voted to us by the executive — we didn't ask for them."

By business standards the sums are very modest, but to recipients of R20 a year bursaries they must look astronomical. The salary of Asseca's full-time organiser, by comparison, is R180.

Polaroid has offered R5 000 as an additional grant if a qualified full-time director is taken on, and has held out the possibility of a training period in America for such an official.

For the last five years Polaroid has been Asseca's mainstay. It's annual R10 000 has formed almost all of Asseca's income. Membership fees, at 50c a head (split equally between the branch and the head office) last year earned R617 for head office.

The "One Million Fund", by which Asseca hoped to raise R1-million through a 10c donation from each African in the country, brought R52.

Polaroid has now said that future grants will be on a basis of R1 for each R10 raised from other sources. Asseca has consequently changed its emphasis from organising branches to raising funds — it recently fired the two existing organisers to take on a new one, specifically suited for fund raising.

Polaroid is also insisting on regular progress and financial reports, and that Asseca finally register

itself as a non-profit organisation — to date it has not been registered in any way at all.

Mehlomakulu feels that many of Asseca's troubles are due to derogatory rumours spread by rival organisations — four or five of which have appeared in the last few years, but none got off the ground.

He also claims that rumours have greatly exaggerated the real extent of Asseca's foreign grants and that there has been a certain amount of reputation sabotaging from a few now prominent "pseudo-liberals" who did not want Africans to become independent of White handouts and White magnanimity.

It is tempting to dismiss Asseca as a lost cause and an erring one. On the bald facts it is difficult not to.

But Asseca is something entirely novel — a Black set-up working for Black awakening through the rules of White finance.

How much of the criticism is of universal validity; how much is a mere reflection of the sectional thinking of White institutions?

Is the lack of branch accounting an objective ill, or an indication of community faith? Does the failure to register indicate mere laziness, or legitimate disregard for White legalisms?

Some of Asseca's faults are faults by any standard. Others may be the outcome of the confusion its path-breaking role has imposed on it.

If it does finally succeed, it could prove a harbinger of a future of Black and organisational relations. If it fails, the whole could be a

16 May 1975.

Disturbances at Bantu schools

*14. Dr. A. L. BORAINÉ asked the Minister of Police:

- (1) Whether the police were called to any disturbances at Bantu schools during 1974; if so, (a) on how many occasions and (b) to which schools;
- (2) whether any pupils were arrested at any of these schools; if so, (a) how many at each school and (b) on what charges;
- (3) whether any of the pupils charged were convicted; if so, (a) how many and (b) of what offences.

- (b) Machaneng, Hammanskraal, Tembala, Zwelitsha, Wilberforce, Evaton, Mount Frere, Phehellang, Parys, Mount Hargreaves, Matatiele, Sibis, Matatiele, Osborn Missionary School, Mount Frere, Clarkebury, Engcobo, Ndamase, Ngqeleni, Technical School, Umtata, Heald Town, Fort Beaufort, Plharo Tlhaping, Mothibistat, Moroka, Thaba Nchu (twice), Mombou, Witsieshoek, St. Francis College, Marianhill (twice), Herman Thebe, Swartbruggens.

(2) Yes.

- (a) 32 at Machaneng, 3 at Clarkebury, 34 at Ndamase.

- (b) Assault and malicious damage to property, Arson, Arson and malicious damage to property.

(3) Yes.

(a) 2.

- (b) Both of assault and malicious damage to property.

†The MINISTER OF POLICE (Reply laid upon Table with leave of House):

(1) Yes.

(a) 19.

Black brainpower

F.M. 16/5/75

48

**African education urgently needs higher priority. Neglect
can have serious consequences for the economy**

There are two ways to look at African education. Optimists can point to Deputy Minister of Bantu Education Janson's affirmation in Parliament last week, that "absolutely free and compulsory education remains our ultimate aim".

That is still a long way off. This year an estimated R150m will be spent on African education in "White" SA and the Homelands. The bad old days when each expenditure was pegged to African needs plus a fixed R13m a year are,

happily, over.

Janson has also given end-1977 as the date by when his Department will provide free text-books for all African schoolchildren.

Pessimists point to the fact that *per capita* expenditure on the education of African children remains at R40 pa while the White figure surpasses R400. Inevitably, African education is second-rate, and the implications for the country's future manpower needs could be serious.

If the EDP's projection of a 6,4% growth rate is fulfilled, by 1979 "120 000 additional Bantu will be employed, of whom at least 30 000 will have to perform work previously done by Whites, because the latter are not available in sufficient numbers". This assumes an annual net inflow of 30 000 White immigrants (*FM*, February 28) which, if it does not materialise, means even more skilled Blacks will be needed. This would obviously necessitate a considerable expansion of industrial train-



Fifty to a class, and the same again in the afternoon

ing for all sectors of the economy.

Industrial training is, of course, most effective for pupils who have had a meaningful education at the secondary level. But too few Africans reach higher standards (see table).

In 1973 (latest available figures) the following African candidates (a) wrote and (b) passed these examinations:

	(a)	(b)
Matriculation	5 412	3 176
Junior Certificate.....	34 878	27 394
Standard 6.....	161 779	134 377

The number of pupils who continue after Standard 6 falls away rapidly. But this is only part of the picture. Secretary for Bantu Education Gideon Rousseau says of the 3,6m Africans at school this year, only 6% are in secondary schools. Most drop out at primary level.

Franz Auerbach, regional chairman of the Institute of Race Relations and a prominent educationist, says the African school population is growing by 200 000 a year. This puts an enormous burden on the primary schools.

"In 1973," Auerbach says, "66% of African schoolchildren were in their first four years. That compares with about 38% for Whites."

"Until about 1966 the Bantu education system concentrated on lower primary education. Given our socio-economic set-up this was the correct priority, since there were few jobs at the top for Blacks."

Now, according to Rousseau, more attention is being given to post-primary education than any other sector. And gains are slowly being made.

The latest annual report of the Bantu Education Department notes: "The abnormal increase in the need for education is evident from the increase in the enrolment . . . On the whole this amounts to an increase of 5,5% at the primary school level. Of particular interest is the fact that the increase is much higher at the secondary level, ie 15,7% . . . with the junior secondary increase at 14,9%, and the Forms IV and V increase at 23,8%. This trend is ample proof of the shift from primary to secondary education."

Given its crimped finances in comparison with the big-spending government departments, Bantu Education is doing its best in difficult circumstances. But it is hardly coping with the swelling school population and the high drop-out rate.

These are some of the major problem areas:

● **The grave shortages of school buildings.** This is particularly acute in urban areas, where years of neglect, and the necessity of replacing schools in White areas because of the Group Areas Act, have led to thousands of children being turned away for lack of room. Widespread concern at the children's plight led to the creation of private sector educational funds like Teach, Learn, Help, and Teacher.

Bantu Education welcomes these building funds, which now stand at more than R2m.

Teach, the largest, has so far built 32 schools (22 primary, 10 junior secondary) in the West Rand. It is notable that while Teach can build a 600-pupil primary school for Africans for R35 000, a White primary school costs the provincial administration a minimum of R600 000.

"It seems a pity the private sector should have to come in to do something as basic as building schools," says Auerbach. "A 5% cutback in the cost of building new White schools could do wonders if the saving was transferred to the building of African schools."

ENROLMENT — %				
Class	1970	1971	1972	1973
Sub A.....	23,6	23,2	22,3	22,2
Sub B.....	17,8	17,5	17,4	16,8
Std 1.....	15,7	15,5	15,5	15,3
Std 2.....	11,8	11,8	11,7	11,7
Std 3.....	9,5	9,7	9,8	9,8
Std 4.....	6,8	7,0	7,2	7,4
Std 5.....	5,4	5,5	5,7	5,9
Std 6.....	4,9	5,1	5,2	5,5
Form 1.....	1,8	1,8	2,1	2,2
Form 2.....	1,4	1,5	1,5	1,7
Form 3.....	1,0	1,0	1,0	1,1
Form 4.....	0,2	0,3	0,3	0,4
Form 5.....	0,1	0,1	0,2	0,2

Source: Hansard.

● **The double session system.** This was introduced at the lower primary level in 1955 to make up for the shortage of teachers and is still widespread.

A teacher takes two classes in succession, so African pupils get fewer hours of education than other schoolchildren. Their educational base is accordingly weakened.

● **The pupil-teacher ratio.** This averages about 50:1. However, Auerbach says there are very few grade classes with an enrolment under 50; he has seen a Grade 1 class of 64 in a teacher's first session, and another of 67 in the second.

Rousseau says the ratio can only be brought down if more classrooms are built. But that means more teachers and, as it is, 17% of the 61 000-odd African teachers are professionally unqualified, drawn into teaching by the crying need of the schools.

Last year 12 793 prospective teachers received training, and Rousseau admits that ideally the figure should be double that: "We should be able to graduate 12 000 a year." Fortunately, six new training schools will be opened up in the Homelands this year. But even if much more money is spent on training teachers, this should still not alleviate the shortage for a number of years.

● **Textbooks.** Not only do they have to be paid for; they are frequently unavailable. Changes of syllabus last year meant new textbooks, which have simply not reached some centres.

● **Language.** Most of the Homelands have opted for English, but Bantu Education's policy is that Afrikaans and English be equally used in secondary schools in White areas.

Rousseau says the choice of language is "not prescribed from head office. It is left to the inspectors, the regional director and the school principals concerned". But the issue has led to friction and allegations by African teachers that they are being coerced to opt for Afrikaans, which they are frequently ill-equipped to use.

Bantu Education's growing budget reflects government's awareness of the urgency of educating more Africans adequately. But is it growing fast enough?

Clive Nettleton, secretary of a Johannesburg correspondence college heavily involved in African education, feels "there can never be an adequate education for Blacks while apartheid lasts. Ideally what is needed is an equalisation of educational expenditure to ensure everyone has the same opportunities. Too much is spent on Whites, too little on Blacks."

Until African education is made the national priority it deserves to be, the Dickensian conditions in African schools will continue to the detriment of South Africa and all its people.

HANSARD 15

Q. 1026-7

23 May 1975

48

Educational buildings for Bantu

*13. Mr. H. E. J. VAN RENSBURG asked the Minister of Bantu Education:

- (1) What was the total expenditure on the erection of educational buildings for Bantu during 1973-'74 and 1974-'75;
- (2) how many classrooms for (a) primary and (b) high school education were erected during each of these financial years in the (i) homelands, (ii) urban areas and (iii) rural areas of South Africa;
- (3) what was the total expenditure during each of these financial years on (a) technical education and (b) university education for Bantu.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

(1) and (2) The information is not readily available. My Department is not responsible for the erection of school buildings. In the Bantu homelands school buildings are provided by the different homeland governments. The erection of school buildings in urban Bantu residential areas is the responsibility of the Bantu

Affairs Administration Boards. Farm, mine and factory schools are erected by the owners. My Department does not keep statistics of the expenditure regarding the erection of educational buildings or the number of classrooms provided by these instances.

(3) (a) The information is not available as the expenditure in respect of technical education is not recorded separately.

(b)	1973-'74	1974-'75*
Running cost	R7 058 495	R8 858 000
Capital works	R1 446 279	R2 323 269
Total	R8 504 774	R11 161 269

* Preliminary figures.

Fighting off socialism

Oza Correspondent

DURBAN — South Africa cannot escape the world-wide trend of creeping socialism, but could fight it by a redistribution of wealth and the creation of a stronger middle class.

This was the warning given by Mr Len Abrahamse, joint deputy chairman of Nedbank and Syfers DAL Holdings, when he addressed the change orientation and planning seminar of the Stellenbosch Graduate School of Business in Durban. "Stop talking about educating the Blacks, just do it," he said.

As a matter of priority, he said, "forget about colour" and rather think in terms of training all unskilled labour.

He said that in the past many businessmen had sheltered behind the policies of the Government when they could have been training unskilled labour.

But Mr Abrahamse added that, while industry had its part to play, "the problem is so enormous that industry cannot do it alone."

"We need new thinking on our whole educational infrastructure and we haven't a great deal of time," he warned.

He said that world-wide the trend to the "destruction of the middle class — the root of capitalism" was taking place and warned that the world's free enterprise system was under attack.

Mr Abrahamse was the third speaker at the seminar to warn that South Africa could expect "another price spiral" next year.

Two bankers have warned that a "fashion boom into which the world is being psychologically cornered" will probably cause an inflation rate in South Africa next year of about 17 percent.

Mr Abrahamse said that the "reflationary processes will be artificial and in mid-1976 inflation will be very destructive."

In reply to a question, Mr Abrahamse also warned that property was no longer a hedge against inflation in the sense in which it had traditionally been held.

He said that in South Africa, as had happened the world over, short term money had gone into property and the bubble was in danger of bursting."

~~2-77~~
~~2-78~~
~~2-79~~
4) 48
⑤ 246

Bozzoli pleads for Black education

By LINDA VERGNANI

FIVE DAYS' defence spending would pay for schoolbooks for every Black child, Professor G. R. Bozzoli, principal of Wits University, said yesterday.

Professor Bozzoli, Vice Chancellor of the university, was speaking to Pietermaritzburg Rotarians yesterday.

At first sight the cost of introducing widespread education for Blacks in a short time appeared staggering, but it was clear from his calculations that "such a programme is not out of reach provided the will and determination is there."

In 1972 an extra 1,25 million pupils needed schooling which would mean an additional 40 000 teachers.

Professor Bozzoli said reasonable schools could have been built for about R250 million. Spread over seven years the annual cost would have been R35 million — "certainly a reasonable sum."

"The 40 000 teachers would presumably cost in salaries about R100 million annually and this would be the major cost by far."

Professor Bozzoli said South Africa had "plenty" of universities "for the

foreseeable future", but suggested that they be open to all races.

Professor Bozzoli said Britain had one university for every 1,1 million people. South Africa had one for every 380 000 Whites.

If all South African universities were open to all races there would be one university for every one and a half million. This would surely be "a more reasonable situation".

Primitive

Professor Bozzoli said the whole field of education had become "hedged in with limits, reservations and exclusions" some of which merited "a good hard look." One of these reservations was that "a primitive society cannot take education and require to be fed some watered-down apology for education, suitable for their intellectual digestive system."

"This is, of course, a nonsense and stems from the experience that it is extremely difficult to graft successfully an education at high level on to pupils whose preliminary education has not been good enough. What is important is to start at an early age and not to attempt to do any grafting until the basic education is complete."



Professor Bozzoli

Northway 19/6/75

Report by African Institute

Flaws in survey on

Black worker

SOUTH Africa's most crucial labour problem lies with the "enormous growth rate" of the Black population, says a study on the Black Worker of South Africa released by the African Institute recently.

The publication that carries this statement professes to be objective and free of political bias, and many of its conclusions are both lucid and valid.

It is also, however, curiously uncritical of Government policy and legislation and of the White attitudes that shaped labour laws and practices. This flaw has significantly diminished the objectivity of this study by Dr. G. M. E. Leistner and Dr. W. J. Breytenbach.

Explaining the "distances" between Africans and the rest of the country's peoples, the authors find a dualism "typical" of the rest of Africa without pointing out that the "distances" in African countries tend to be related to natural abilities and opportunities rather than race differences.

DUALISM

The dualism in South Africa has been artificially perpetuated by law and law-sanctified social attitudes.

Dualism, it has been said, exists because of a deliberate policy of non-incorporation of the Black population.

Discussing the evolution of the labour pattern, the authors contend that the operation of market forces "came, in some measure, to be replaced by the convention that a White man's wage was usually five to ten times the wage of a Black man."

The study then states: South Africa's labour

history is largely a struggle to replace this convention by a pattern of remuneration and employment that reflects actual achievement while at the same time preserving industrial peace."

However, several noted academics, both here and abroad, have found South Africa's labour legislation to be among the most repressive in the world.

In fact, in terms of the Industrial Conciliation

could have been done in the field of education and training to expedite occupational change is a moot point."

Quite apart from the fact that the authors seems to contradict this conclusion later, they make no mention of the philosophy behind Bantu Education as enunciated by Dr. Verwoerd in the '50s.

Then Minister of Native Affairs, Dr. Verwoerd said Africans

By TIM MUIL
African Affairs Correspondent

Act, the African has no standing as an "employee" and therefore has none of the protection which is normally afforded an employee.

The Department of Labour which one could expect, not unreasonably, to protect the unrepresented worker, is primarily concerned with acting as an employment agency for industry.

Industrial peace is a euphemism for the priority given to White workers which has created a White working aristocracy, and for a situation maintained by law, custom and force.

The slim book notes that the Black population has had too short a time to develop the "occupational pattern typical of technologically more mature nations."

The authors then claim: "Whether more

highly responsive to them. White unions have helped to shape the Government's stance and hence legislation.

Turning to wages, the authors contend that the wage disparities stem from a skills disparity. While justifiably adding that nobody should be paid more than he is worth in terms of productivity, their argument implies no political or racial element in the current wages gap.

Other academics believe that the disparity in earnings does have a racial factor, and it was pointed out recently that in Europe and the United States the unskilled to skilled wage ratio was about 1 1/2 to 1. This book quotes figures of 3.18 to 1 for Whites and Blacks who are both unskilled.

In effect this study is saying that because the average White earns 5 1/2 times more than an African, he is 5 1/2 times more skilled. There are hosts of reasons for not having skills, and the authors themselves concede that most Whites are overpaid.

EDUCATION

A noted sociologist argued recently that to use productivity in the wages debate is ill-advised.

He noted that in a survey in Durban among 100 large firms it was shown that where Blacks replaced Whites, 55 per cent of the firms had increases in productivity and efficiency compared with a mere ten per cent that had decreases.

In their chapter on Black education, the authors show what is being done — and there is much—but provide no comparisons between African and White education.

They do not, for instance, show that the average amount spent educating Whites is about R480 a year while

that for each African about R27. While they enumerate the trade and technical schools available for Africans they do not show that the four times smaller White population has about eight times more technical and trade schools and colleges.

Finally, the African Institute's review on the book's dustjacket depicts the "simplistic view of the situation taken by journalists, but the study has no fewer than 31 Press references and quotations.

Education for all is urged

ARGUS 25/6/75

48

THE Mayor of Cape Town, Mr David Bloomberg, has appealed to members of the South African Teachers' Association to use their influence to promote the cause of free, compulsory education for all races.

Mr Bloomberg was addressing teachers at a reception at Rondebosch Boys' High School to mark the 88th annual conference of the association.

'Education is never a luxury,' he said. 'The poorer the community, the more under-privileged, the greater the need for the education of its children.'

'There is a real need to uplift the standards of education among our Black and Coloured children, and it is wrong that it should be left to voluntary organisations.'

Referring to the conference theme, 'Educating for individual differences,' Mr Bloomberg said children should not be labelled failures because of their inability in specialised subjects.

Mr J. L. Stonier, president of SATS, said teachers should be careful not to propagate obsolete and anachronistic ideas, while

retaining the valuable elements of educational tradition.

Referring to the new system of 'differentiated education' being introduced in the Cape — in which a wider range of subjects at differing levels of study is offered to pupils — Mr Stonier appealed for the concept to be applied not only in academic subjects.

'The school was surely developed to assist with the integration of all individuals into society, not only those who have special talents associated with achievement in schools.'

'We are in danger of assuming that those individuals who are not bright are inferior creatures.'

It was not surprising that individuals dropped out when the prospect of being labelled a failure was continually presented to them.

ARGUS 25/6/75

15 schools to move under proclamation

48

ALL the White and Indian families will have to move out of the part of Walmer Estate which was recently declared Coloured.

In addition, 15 of the 21 Coloured schools in the Walmer Estate-District Six complex fall in the White area or the business area and will have to move once they become redundant. Included in the total of affected schools are two of the top Coloured schools in the country, Harold Cressy High and Trafalgar High.

Property owners in Marsden Road, who sold their properties to the Department of Community Development before the declaration of the area as Coloured may apply to the department to reacquire their properties — but the prices for reacquisition will be decided later.

ANSWERS

These were some of the answers concerning the proclamation of part of District Six as Coloured received yesterday by Mr David Curry, the CRC executive member in charge of local government, from the Administration of Coloured Affairs' Director of Local Government, Mr J. A. Grobbelaar.

The affected White and Indian families will

be required to move out a year after the date of the proclamation (from June 1976) and when alternative housing becomes available.

SCHOOLS 'SAVED'

The schools that have been 'saved' are: Walmer Ad Hoc School, Walmer Estate Preparatory School, Zonnebloem Training College, Zonnebloem Secondary School, Zonnebloem Boys Practising School and Zonnebloem Girls Practising School.

The affected schools are: Harold Cressy High, Trafalgar High, Upper Ashley Street Preparatory School, George Golding Primary School, Trafalgar Junior School, Muir Street Primary School, St Marks Primary School, Zinezendorf (Moravian) Primary School, Holy Cross (Searle Street) Primary School, Lydia E. C. Primary School, Zinzendorf Street Primary School (Rachmania), Chapel Street Primary, Searle Street (Lutheran Berlyn) Primary, St Philip's EC Primary and Sydney Street Primary.

THE ARITHMETIC OF ZULU EDUCATION IS FAR FROM SIMPLE

48

Natal Mercury
26/6/75

USING conventional building and teaching methods, KwaZulu will have to spend considerably more than R1 000 million over the next five years just to keep up with its school population explosion.

These sobering statistics were presented to Zulu Cabinet members and educationists this week by Mr. Johan Buys, the noted educationist and industrial training expert.

But he is not simply a prophet of doom. He suggested a solution that could well be applied to all race groups.

During an interview with the Natal Mercury yesterday, Mr. Buys outlined the problems confronting African education and explained the ideas of Miss Helen Parkhurst which he felt would go a long way toward overcoming the obstacles.

RATIOS

A member of Chief Gatsha Buthelezi's plan-

TIM MUIL, African Affairs Correspondent discusses a problem that could well take R1 000 million to solve.

1974 student enrollment in Zulu schools was more than 570 000, and quoting Mr. M. C. Botha, Minister of Bantu Administration, he pointed out that the school-going age group would be about 30 per cent of the total African population by 1980.

Concentrating on Zululand, Mr. Buys said there were now about 4 800 000 and there would be, by 1980, more than five million. This meant that in five years time would be about 1 500 000 Zululand school-going age.

"Now, what does this mean? The Department of Indian Affairs has estimated that to build a school for 1 000 pupils costs about a R1 million, and this does not include equipment.

"So, if we have a million pupils and we place 1 000 to a school we will have to build one school every one and three

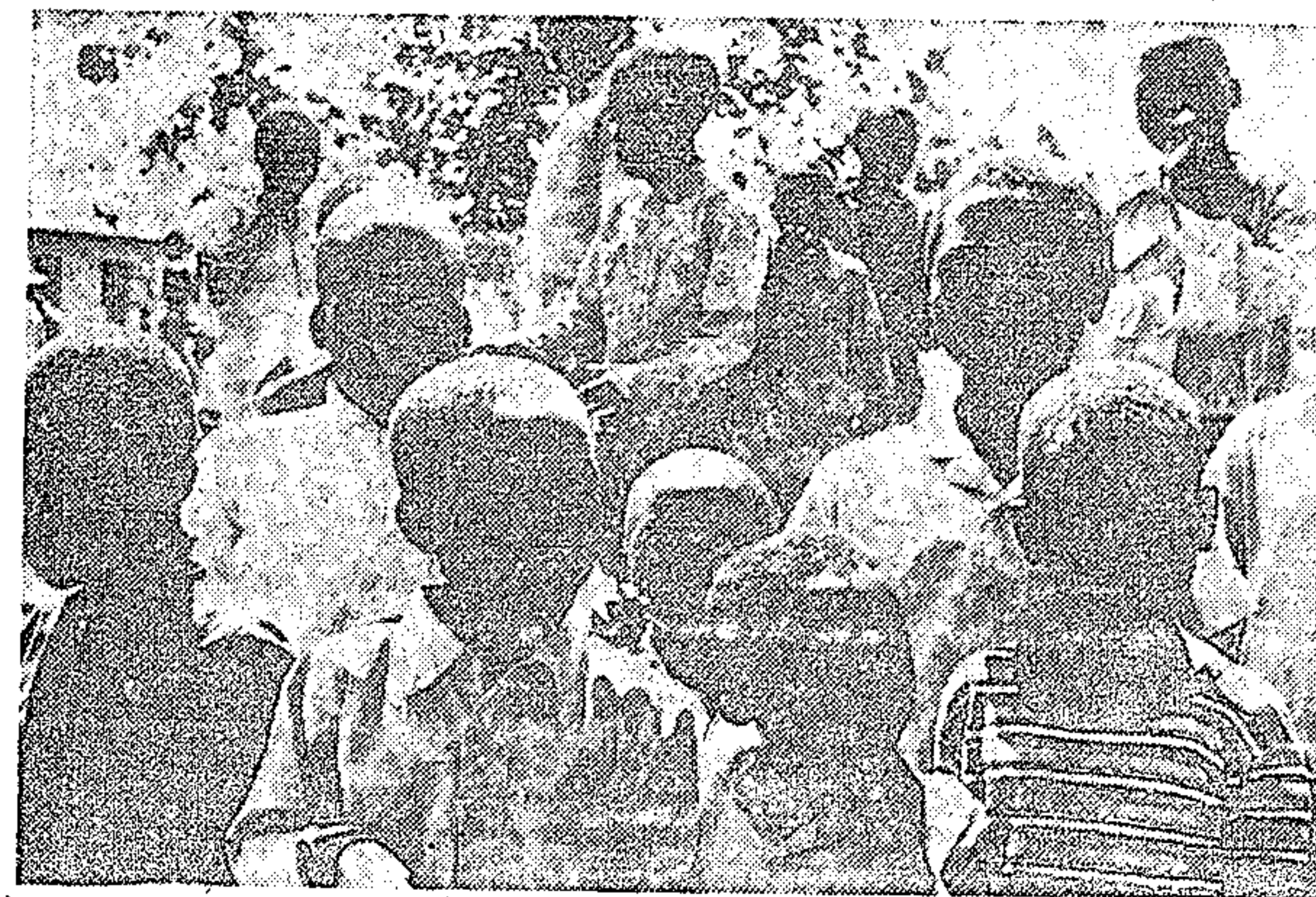
highly unsatisfactory double-session system through the country then at least 500 schools will have to be built by 1980 and 1 000 teachers trained."

Faced with this immense task KwaZulu would have to turn away from conventional means to make maximum use of its educational resources.

The Dalton plan, devised by the American teacher, Helen Parkhurst, was founded on the premise that no two individuals were alike, and Mr. Buys submitted its basic principles.

Under the plan the school timetable is partly or wholly scrapped to permit pupils to progress at their own rate.

Instead of classrooms, academic laboratories are established for each subject thus pupils operate in halls with scattered desks and



By 1980 there will be 1 500 000 Zululand school-going age. Under conventional planning they will need 1 000 new schools and 20 000 teachers. A plan reduces building costs, books and teachers and equal opportunities advancement by both bright and dull pupils.

job" and the individual is held responsible for the contract.

The pupils are responsible for their laboratory time. It belongs to them to use for their needs and they divide it accordingly. Thus an individual

far back as 1928, each subject master was responsible for the work of 250 boys. Thus one teacher does the work of five.

The plan reduces building costs by having one large hall or laboratory

bought, but the books represent only pieces of literature. English labor instead of 500 books could buy only 20 different books and the pupils to read them."

RDM 5/7/75

48

Adendorff claim 'a big surprise'

By PATRICK LAURENCE

EDUCATIONISTS yesterday expressed astonishment at a claim by Dr Johannes Adendorff, of the Bantu Investment Corporation, that four out of every five Africans in South Africa are literate.

Dr Adendorff told an investment seminar in London: "The level of education among the Bantu people of South Africa is the highest in the whole continent of Africa and approximately 80 per cent of the population can read and write."

Mr Raymond Tunmer, senior lecturer in education at the University of the Witwatersrand, said: "It is quite obvious that Dr Adendorff knows very little about education statistics."

Many adult Africans continued to reflect the years of educational neglect which characterised earlier decades, as evidenced by:

● The finding of the 1970 census that more than 48 per cent of Africans over the age of 15

were illiterate in terms of the United Nations definition of literacy.

● The statement to Parliament last year by the Minister of Statistics that of the nearly 7.7-million Africans over the age of 18, more than 4.6-million — or well over half — had not passed standard 2.

Standard 2 is an important watershed because of the finding by United Nations literacy researchers that at least four years of schooling are necessary for a person to be "functionally" literate.

The Eiselen Commission — which drew up the blueprint for African education — seemed to accept that finding because it reported: "The Bantu child who does not complete at least Standard 2 has fulfilled so little that the money spent on his education is virtually lost."

Mr Tunmer conceded that a rising number of Africans of school-going age were now entering sub A or grade 1 — and that, expressed in percentages, it might be close

to Dr Adendorff's figure of 80 per cent.

But, he said, many dropped out before the end of standard 2.

The Secretary for Bantu Education, Mr G. J. Rousseau, said: "Dr Adendorff's figure is probably a bit high, although it all depends on how you interpret literacy."

Department figures show that of the nearly 543 370 Africans who entered sub A in 1970, only 343 300 went on to standard 3.

Mrs Shirley Frew, of the Bureau of Literacy, said of the official census figure on African illiteracy: "We regard it as a very low estimate. Officially there are about 4-million illiterate adults, but it is probably nearer 6-million. A lot of people simply say they have passed standard 2."

Mr Franz Auerbach, an educationist studying dropouts in African schools, has calculated there are nearly 4 470 000 adult Africans without any schooling.

Some of apartheid's costs can be measured, others cannot. But there is little doubt that they far outweigh the alleged benefits.

17/7/75

48

Costs and benefits

Last week's anti-inflation manifesto committed government to the use of cost-benefit analyses by all departments. Right on. Here are some departments and policies that are crying out for the fine toothcomb treatment.

● For a start, group areas and residential segregation. Some Whites may believe that "White by night" cities and suburbs enable them to sleep soundly. Maybe that's a benefit — for them. But the cost is borne by Blacks who have to live miles out of town. And it looks as if the economy will start feeling the ripple effects: is the Newcastle bus boycott a foretaste of what is to come as rising costs hit transport companies and Blacks become more resentful of having to pay fares which are that much higher because of the long commuting distances resulting from residential segregation?

● Communication. Newcastle raises a second point. Why is it only *after* a boycott has begun that the bus company starts suggesting discussions with the passengers? So how about a cost-benefit analysis of government's whole approach to communication with city Blacks? Do Urban Bantu Councils play an effective role?

Why not also look at the obvious alternative: accord Blacks full citizenship rights so that they can elect spokesmen to city councils and deal with problems there?

Then, of course, there's the question of Black trade unions versus works and liaison committees. How about a full cost-benefit analysis of both systems?

Colour bar

● Jobs. White workers may benefit from the industrial colour bar. And some Coloured and Indian workers whose jobs are protected may also benefit. But the costs to the country — though unquantifiable — are enormous: an artificial skills shortage, leading to the high cost (and often rapid turnover) of White labour; failure to develop fully the capabilities of Black workers because, for example, they are barred from serving apprenticeships. So we get one alarming projection after another of what SA's skills shortfall will be in a mere five years' time: one estimate puts it at a staggering 2m.

What implications does this have for productivity? For the economy's ability to produce enough to meet domestic demand, let alone compete in world

markets?

● Education. The skills shortage is of course also related to the policy of Bantu Education. When the system was imposed in the early Fifties, the then Native Affairs Minister, Dr Hendrik Verwoerd, decreed that there was no place for Africans in so-called White SA above the level of certain forms of labour and that their education should stand with both feet in the Bantustans. Even today, there's little evidence of a real change of policy.

True enough, government is now encouraging industrialists to train Africans for "semi-skilled" jobs in the common area, but there's still a ceiling on how far up the jobs ladder they can go. The anti-inflation manifesto itself persisted with airy-fairy ideas about Border Areas, when it should have accepted the necessity to train Blacks for the fullest participation in industry in the metropolitan areas.

● Migratory labour. And what about a cost-benefit analysis of the migratory labour system? Employers have benefited in one sense: migrants' wages are low, and it is cheaper to build compounds for "single" men than homes for families. But what of the costs? One need only look at the violence in mine compounds over the past two years, resulting in about 140 deaths, production losses, and the exodus of thousands of workers.

It is known that the police are under orders to handle mine violence with kid-gloves because government — and the industry — fear another Sharpeville, which is about the last thing SA can afford.

● Defence vs housing. The defence vote has increased more than 20-fold since 1960. Yet only a few weeks ago Defence Minister Piet ("Wapen") Botha himself said that the military formed only 25% of SA's peace efforts: the other 75% was a battle for the hearts and minds of the people.

Coming from a minister hardly known for dove-ish views, that's quite an admission. And it's a theme which is becoming commonplace in military speeches these days. The Chief of Army Staff (Logistics), Major-General Gert Boshoff, also warned recently that the battle against terrorism is 20% military and 80% socio-economic.

But one wonders if the message from the military has got through to the Cabinet. In the current fiscal year the

Government is still spending (R250m) is a total of R150m (R150m).

An important part of the socio-economic battle is going to be the defusion of the housing time-bomb. In Johannesburg's African townships, for example, it has been estimated (FIM March 7) that 14 000 families are in need of houses. For the cost of a single Mirage (R2m), government could build 1 666 standard-size houses in Soweto (R1 200 each, according to the West Rand Bantu Affairs Administration Board). So for less than the cost of nine Mirages, Johannesburg's African housing backlog could be eliminated.

Low productivity

So how about cost-benefit analyses of buying Mirages and building houses? And of providing schools for Africans? For the cost of one Mirage, government could build between 40 and 50 schools. Not only would this go a long way towards winning hearts and minds, it would lay the foundations for a better African labour force. A major cause of low productivity in SA is the failure over the years to provide proper education for the bulk of our workers. The drop-out rate for African school-children is still appallingly high: only a tenth of those starting school reach the secondary standards. A rand "saved" by penny-pinching the African education budget 10 years ago is probably R10 in lost productivity now.

The costs of schools and houses are easy to measure. The benefits — which include non-quantifiable factors like happiness, opportunity, family stability, less crime — are much more difficult. But it's our bet that if government made a really concerted attempt to tackle the Black housing and education backlogs *now*, it would be able to call a halt to the massive increases in military spending.

● Prisons and pass laws. It's also worth taking a look at prisons. The 1975-76 Budget vote on Revenue Account is R66m, with an expected daily prison population of 99 000, costing taxpayers 183c per prisoner per day. On Loan Account R12m has been voted for the extension and improvement of existing and the construction of new prisons, with a staggering amount of R149m "to be provided later".

Expenditure improving prisons is welcome. But why so many people in jail in

the first place? About a third of the people in prison every day this year are going to be pass offenders. And Natal University's Professor Barend van Niekerk calculates that, statistically speaking, *one in every four* adult Africans is arrested *each year* for technical infringements of *laws applicable only to Africans*. Again, some of the costs are quantifiable: police and warders' wages; building more jails; the salaries of a vast army of Bantu Administration *apparatchiks* shunting people around from pillar to post. But what of the other costs? Black resentment of discriminatory laws, family disruption, inconvenience to employers and lost production when workers are whisked off in police vans.

Nor should it be forgotten that Sharpeville, the blackest day in SA's history, began with a peaceful protest against the pass laws. The costs: tough exchange controls; universal opprobrium; escalating defence spending.

● Resettlement. A cost-benefit analysis is long overdue. The costs of physically moving people from so-called Black spots are quantifiable. But what of the enormous human costs, and the seeds of resentment which this policy is sowing? Resettlement is making the Bantustans even more overcrowded. What implications does this have for agricultural viability?

● Decentralisation. The costs of creating jobs in border areas and Bantustans are very high, especially where social and economic infrastructure (telephones, roads, railways, etc) is minimal. And what are the costs to industry of the Physical Planning Act? These should be carefully weighed against the benefits.

In some of their more fantastical flights of fancy, uncompromising ideologues still talk of Black workers being sent to live in dormitory villages (such as Itsoseng) in the Bantustans and then commuting to work by high-speed trans-

port. Can SA really afford such costly nonsense?

In short, it is apartheid itself which needs a cost-benefit analysis. Blacks in SA have seen Frelimo liberate Mozambique; they see the prospect of majority rule coming to Rhodesia and they see the prospect of a settlement over South-West Africa.

None of these events will leave them untouched. Nor are Transkei independence, the desegregation of the Nico Malan Theatre, the opening of a few hotels to favoured Blacks, or even P. W. Botha's promises to the UN going to buy them off — or, as P. W. Botha says, win their hearts and minds.

The battle is really a socio-economic — and therefore a political — one. And all but the most obtuse White South Africans must know in their heart of hearts that this battle can only be won by the abandonment of apartheid in all its forms.

(48)

48

Coloured schools for 10 000 more

ARGUS 18/7/75

OVERCROWDING and double-shift classes in Coloured schools were a problem the Administration of Coloured Affairs was doing its utmost to overcome, Mr Sonny Leon, executive chairman of the Coloured Representative Council, said today.

Mr Leon was speaking at a handing-over ceremony of four new schools in the Wynberg region of the Department of Coloured Affairs.

The new buildings consist of a primary school at Hanover Park and three high schools at Parkwood Estate, Steenberg and

Hanover Park. The schools, which cost R4 389 500, will accommodate 10 000 pupils.

Mr Leon said more money would be allocated to further alleviate the school shortage.

'We are aware that these schools at Parkwood, Steenberg and Hanover Park are merely a replacement for displaced pupils uprooted from areas rezoned under the Group Areas Act,' he said.

AGGRAVATED

The school shortage has been aggravated by Group Area removals and the Administration of Coloured Affairs will have to provide accommodation for the natural increase in the school-going popula-

tion as well as pupils uprooted from other areas.

'Overcrowding and double-shift classes do not apply in White schools and we must ask ourselves why something cannot be done immediately by the Government to solve the problem once and for all in our schools.'

A THIRD FAVOUR PRIVATE SCHOOLS

ARGUS 18/7/75 (48)

IF you could afford it would you send your children to private schools? Thirty five per cent of White South Africans would but 59 per cent would not.

According to The Argus' latest nation-wide opinion poll conducted by Market Research Africa (MRA) English speakers are far keener on private schools than Afrikaners.

Among English speakers 49 percent said that given the opportunity they would send their children to non-government schools while 45 percent said they would not.

Seventy percent of Afrikaners, on the other hand, said they would not make use of private schools while only 26 percent said they would.

NATAL

The province most in favour of private education was Natal (44 percent) followed by the Transvaal (37 percent) the Cape (32 percent) with the Free State bringing up last with 25 percent.

Natal had 50 percent against while the Cape had 64 percent, the Free State had 65 percent and the Transvaal was 57 percent opposed.

The wealthiest income group (made up of those with household incomes of more than R700 a month) was most in favour of private schools. Forty-one percent said they would send their children to such schools while only 29 percent of the lowest in-

come group (household incomes below R300 a month) would do so if they could afford it.

AGE

When considered on an age group basis those aged between 25 and 35 produced the biggest percentage in favour (41 percent) while the groups over 35 produced a 33 percent figure in favour of private education.

Thirty seven percent of people with children under-18 years of age favoured sending them to private schools while 59 percent of such parents said they would not.

Private schools enjoyed more support in the cities and the towns than in the platteland. Thirty-seven percent of city dwellers said they would like to send their children to private schools while 58 percent said they would not.

In the country areas a full 71 percent were not prepared to see their children being educated privately while 21 percent said they would like to see their children in private schools.

Most people had an opinion on the subject and the 'don't know' vote was a minimal six percent.

AFRICANS AND EDUCATION...

'Let our children go'

Sunday Tribune (Tonight) 20/7/75



QUOTE By Chief Gatsha Buthelezi (left):

IT IS SAD to have to say that despite the apparatus for self-government we have not completely discarded the agonies which Bantu education caused the African community, nor have we recovered from some of its ravages.



QUOTE

By Obed Kunene (left), editor of *Ilanga*:

WHEN the Nationalist Government introduced Bantu education it was tantamount to knocking us on the head. They were destroying the Black body by hitting it on the most vital part. When the Government began interfering with our education they really knocked us for a six. It was uncalled for and particularly irksome that when the authorities saw fit to start a special education for us they didn't even consult us. After all these are our children and we resent people prescribing the form of education as much as anyone else would.



QUOTE

By Mr Punt Janson (left), Deputy Minister of Bantu Administration:

ONCE we have trained these people there is one question which remains ... What does one do with a doctor's degree if there is no work for one other than that of a junior teacher at school? There are thousands of people here who have to be trained and whose training we are discussing. But training and education cannot be viewed in isolation. These people have to be provided with work. If a person receives a doctor's degree and he is unable to find work, he becomes an embittered person.

FACT

OUT of 3 486 261 pupils at junior and secondary African schools in South Africa during 1974 only 209 519 were in secondary schools and only 6 732 in matric. According to statistics in the annual report of the Department of Bantu Education there were 6 420 matric and senior certificate candidates during 1974 of whom only 3 441 passed.

FACT

OUT of 62 019 Black teachers in African schools 53 546 have not matriculated. Of these 53 546 teachers, 43 845 have a junior certificate or lower standard of education plus professional qualifications. The rest do not have professional qualifications. More than 650 of the non-matriculated teachers are teaching in secondary schools.

FACT

AN AFRICAN secondary school principal in a school with more than 600 pupils has a basic wage of R5 580 rising to a maximum of R6 660 annually. A White headmaster in the same position has a starting salary of R10 800 rising to a maximum of R11 700 annually.

FACT

A WHITE teacher with a matric plus one year's training earns more than an African teacher with a doctor's degree of six years' training. The White teacher with one year's training earns a maximum of R5 160, the Black teacher with a doctorate earns a maximum of R4 560. (Both figures are for males)

IF ANY proof is needed that the Nationalists' talk of self-government for the Blacks is a fraud it is in the area of education, Chief Gatsha Buthelezi said this week.

The Chief Executive Councillor of KwaZulu told me it was a basic right that people should control their own education. "Yet the people in urban areas like KwaMashu and Soweto are forced to learn through the system formulated by Pretoria."

Chief Buthelezi said the Africans in the urban areas were supposed to participate in the homeland elections and their taxes went into the homeland coffers — "yet we cannot apply our own system of education."

"This is the biggest proof that the Government is deceiving the world about our people having self-government."

He said the effect of the Government's Bantu education policy had been "to retard the learning of our people."

This was largely due to the introduction of the vernacular medium of instruction as a result of which Blacks found themselves unable to express themselves or understand English properly.

Bitter

"We all feel bitter about this," said Chief Buthelezi. "We realise that although we have changed the medium of instruction to English in KwaZulu it will take years to repair the damage."

The teachers who had grown up under the Bantu education system were handicapped by

their own lack of fluency. It would take time to break this vicious circle. What was needed was crash training courses for teachers.

Speaking at the Natal African Teachers Union conference earlier, Chief Buthelezi said although Blacks had come a long way since Bantu education was introduced they had not completely recovered "from some of its ravages."

In interviews with Insight, educationists and Black community leaders emphasised that more than 20 years after the introduction of the Bantu education system Blacks were still not getting a proper say in the education of their children.

It was in 1953 that Dr Hendrik Verwoerd, then Minister of Native Affairs, piloted the controversial Bantu Education Act through Parliament.

The Act centralised control of all African schools and was followed by an ultimatum to South Africa's 5 000 mission schools: Relinquish control to Bantu community organisations or face a progressive reduction in Government subsidy.

Even if the churches wished to retain control of schools on an unsubsidised basis they would have to apply for registration as private schools. And the final decision on whether to register the schools rested with the responsible minister.

The Episcopal Synod of the Church of the Province of South Africa issued a statement deploring the Act: "We have repeatedly af-

firmed our belief that it is morally wrong to follow a policy which has for its object the keeping of a particular racial group in a permanent position of inferiority."

Rather than cooperate in implementing the Act, the Bishop of Johannesburg, the Right Reverend Ambrose Reeves, ordered the shutting of all Anglican mission schools in the southern Transvaal. A total of 23 schools teaching more than 10 000 children were affected by the order.

Arsenal

Most critics did not object to the centralisation of education but questioned the need for a separate form of education for Africans. They saw the Act as yet another ideological weapon in the Government's apartheid arsenal.

Dr Verwoerd said: "Education must train and teach people in accordance with their opportunities in life" and should be "in accordance with Government policy as seen in the broadest sense."

He said: "The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above the level of certain forms of labour."

"Within his own community, however, all doors are open. For that reason it of no avail for him to receive a training which has as its aim absorption in the European community while he cannot and will not be absorbed there."

"Up to now he has been subjected to a

school system which drew him away from his own community and practically misled him by showing him the green pastures of the European but still did not allow him to graze there."

For a number of years the State's contribution to the new education system was pegged at R13 million annually. Amid much controversy mother-tongue instruction was extended, double-sessions introduced and teachers' salaries deliberately fixed in accordance with the general level in the African community.

What have the effects of Bantu education been? Is it inferior to White education and to what extent were the fears of indoctrination founded?

People interviewed all stressed that it was lack of funds that was crippling Black education.

Blacks were not being given an inferior education through poor syllabuses or because of ideological slanting but through lack of facilities and a desperate shortage of trained teachers.

And the most fundamental mistake in the policy was seen as the switch to mother-tongue education.

Detente

MR OBED KUNENE, editor of the Zulu newspaper Ilanga, said: "If the word detente is to have any real meaning then the Government must heed the grievances of our people and drastically revise the whole Bantu education system."

He said Bantu education had "alienated peo-

ple from the main stream of education.

"When English as the medium of instruction was done away with standards fell terribly. Young Blacks feel grossly inadequate and frustrated because of the inability to express themselves articulately."

"In the old missionary days fluency and articulateness were the mark of the educated Black person. The standard of education we received in those days was similar to that given to other races. We would leave schools with a matriculation certificate and be able to compete on equal terms with Whites, Coloureds and Indians for jobs."

Mr Kunene said Africans who matriculated now were severely handicapped by their inability to express themselves in English. Some were "petrified" when they went to their first job and had to speak English.

"This is not to suggest that English is the yardstick for measuring intelligence, but being an international language the Black student is at a great disadvantage if he cannot express himself in English."

"And that takes me back to the point that infuriates us about the whole system. From Verwoerd to the present day it is a case of the Whites deciding what is best for us."

Mr Kunene said when Mr M. C. Botha, Minister of Bantu Administration and Development, had been asked recently to re-introduce English as the medium of instruction from Standard

3 upwards in the "so-called White areas" he had refused.

"It's the old formula that we see nothing wrong with your education — like it or lump it."

"My belief is that as long as this attitude persists there is no real hope of detente. The thing we desire most is free and compulsory education as is offered to other races. But we have no say in what type of education is given."

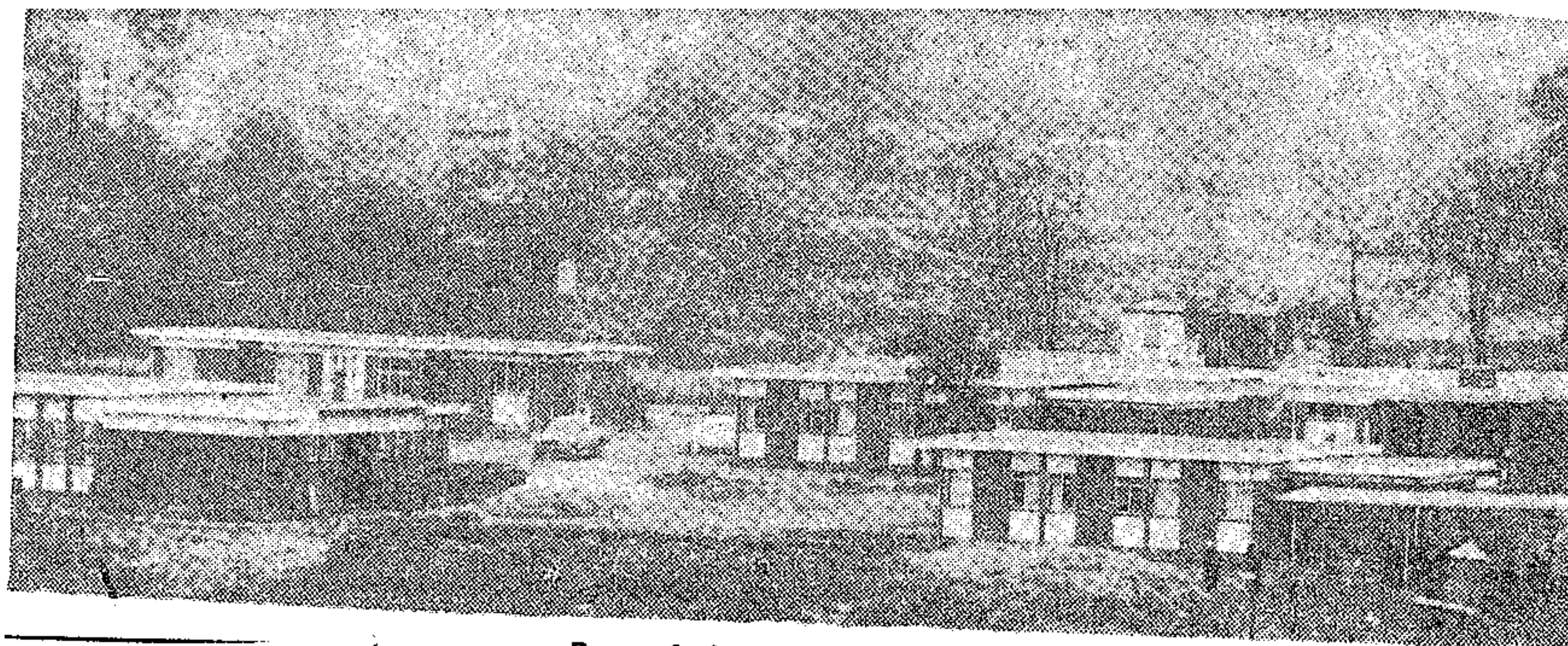
Docile

"Verwoerd may have thought that through this type of education he would produce a whole lot of subservient, docile Bantus but I don't think he has succeeded."

Despite the "inhibitory system of education" many young Blacks were rising above all obstacles. They were graduating from tribal universities and filling vital needs in Black society. Many were "snapped up by commerce and industry".

MR M. T. MOERANE, president of the Association for the Educational and Cultural Advancement of the African People (Asseca) and former editor of The World, said the Government should accept the same responsibility for Black children as it did for Whites.

"Until the Government accepts the principle of free and compulsory education for all Black children the discrepancy between Black and White education will remain. It is the conditions under which African schools have to operate that make the system inferior."



Part of the centre with the new sleeping quarters.

Encouraging initiative at Edendale

Mercury Reporter 24/7/75

AN IDEA of the Reverend Enos Sikakane in 1961 has now become a R500 000 reality in the Edendale Lay Ecumenical Centre — the only centre initiated and developed by Blacks in South Africa.

The centre, lying about 15km from Pietermaritzburg, provides various courses from Arts and Crafts to agriculture to encourage self-sufficiency and leadership among African men and women.

"It is a place where a sense of community and self-reliance can be built up," the Rev. Sika-

kane, the director of the Centre, said.

One of the objectives of the centre is to develop initiative.

"We have many highly educated people but sometimes they become merely intelligent followers," the Rev. Sikakane said.

When the latest and final additions to the centre are completed in a few months' time there will be accommodation for at least 70 people and guest rooms for visiting lecturers.

The centre consists of a R200 000 hall, ten classrooms, an administration block, five sleeping blocks and a dining hall in addition to the directors' living quarters.

"Now we can invite White people to programmes we initiate instead of always being invited ourselves," he said.

The agricultural section is run by Mr. Robert Mazibuko who has introduced such novel ideas as anti-pollution pits to convert rubbish from the centre into beds for fruit trees.

The idea of an agricultural section was first put forward some years ago as an opportunity for young Edendale boys



Rev. Enos Sikakane

University of Ecumenical Studies.

"I was one of the few men who had no idea what to do on our return home" he said.

"This lack acted as an incentive and while I was travelling in Holland saw what could be done with a centre."

On his return to South Africa he suggested a scheme to his church — the Methodist Church — and he was released from his pastoral duties to start the centre. He now has a staff of fourteen including his wife.

He was born in Ladysmith in 1915 and after high school took a two-year teachers' training course at Mariannhill but after being promoted to principal of a school he decided to enter the Ministry.

He was ordained in 1950 he went on to complete his degree, majoring in systematic theology and biblical studies.

He has eight children seven of whom are at school or full time university while the eighth is a qualified nurse.

Indians will open schools to all races

STARTS 17/75

Own Correspondent
The South African Indian Council today unanimously agreed that all Indian schools should be open to all race groups without restriction.

This follows last month's decision by the Coloured Representative Council executive committee to open all Coloured educational institutions to Indian children.

The Indian Council told their executive committee to carry out their decision as soon as they became responsible for Indian education next month.

Mr G N Naidoo (Kimberley) told the council Indian children in the Cape had at all times enjoyed education at Coloured schools.

GRATITUDE

He said the Indian community should now show its gratitude by reciprocating.

"As far as education is concerned there should be no barriers," Mr Naidoo declared.

"We must show the Government that we don't want to take part in apartheid."

Mr F Abram-Mayat (Benoni) said Indian schools such as the M L Sultan Technical College in Durban should not hide behind Government policy and bar other race groups.

Earlier, the executive chairman of the Coloured Representative Council, Mr Sonny Leon, had urged that Indian technical training schools should open doors to Coloured students in Natal.

He singled out the M L Sultan Technical College.

And he called on the Indian council to begin a concerted effort to help remove the racial discrimination in Indian institutes.

PORT ELIZABETH—It would cost South Africa at least R245-million to provide compulsory education for all African children between the ages of seven and 15, Mr. G. J. M. Coetzee, of the Department of Bantu Education in Pretoria, said yesterday.

Speaking at the Midland Chamber of Industries "Train for Gain" seminar at the Port Elizabeth College for Advanced Technical Education yesterday morning, Mr. Coetzee said the cost would be at least R400 million to bring such education facilities to a teacher-pupil ratio of one to 30, the present ratio for Coloureds.

He appealed to businessmen to realise that training, particularly in-service training and the upgrading of workers was not the sole responsibility of the Government.

"As an education department we have to be concerned with the whole man, not just the

economic man. With preparing children for life not just earning a living.

"To emphasise training of adult workers at the expense of the spiritual and social needs of the children placed in our care would be short-term and short-sighted."

Referring to the "aim and ideal" of compulsory education for Africans, Mr. Coetzee said quality of education would remain the first priority.

"Last year there were 3,6 million African children between the ages of seven and 15 being taught by 63 000 teachers at 11 800 schools.

It cost R131 million to provide this education.

"This represented 75 percent of the children in the age group.

"Should all the children between those ages attend school, it would mean that 84 000 teachers would have to instruct 4,8 million pupils at 15 800 schools. The cost would be R245 million a year."

EXTRA MILLIONS

To bring the teacher-pupil ratio to 1 to 30 would require 57 200 more teachers and it would also mean an extra R74 million in annual salaries at an average of R1 300 a teacher. Additional classrooms would cost about R194 million.

"The first annual budget would be at least R400 million," Mr. Coetzee said.

"Industry and commerce should not only accept responsibility for training their own workers, but also expand the assistance the sectors had begun to give to general education in South Africa," Mr. Coetzee said.

"I would suggest that the first line of action would be to help their own employees cope with their children's educational needs before extending assistance outside the company.

"A universal application of this principle could revolutionise the education situation."

The department of Bantu Education was also trying to increase the number of pupils doing post-primary education.

1 112
~~311~~

'Growing needs' in Black education

ARGUS 4/8/75

EVERYTHING possible is being done to realise the ideal of compulsory education for Africans, but there are problems which cannot be disregarded, according to a senior official of the Department of Bantu Education.

Mr G. J. M. Coetzee, director of planning responsible for technical, trade and industrial training in the department, addressed the national convention of the Institute of Personnel Management in Cape Town today.

He said compulsory education for Africans was an important aim and ideal but the Department of Bantu Education would not consider substituting quantity for quality and compulsory education would require more classrooms, more teachers, more equipment and more money.

One of the main reasons the present education system had not progressed further toward the aim of universal education was the rapid population growth among Africans.

TEACHERS

One of the greatest tasks facing the department was that of training enough secondary schoolteachers.

The Department of Bantu Education was completing the second year of a four-year programme to provide all pupils from Standard 1 to Senior Certificate with basic textbooks in all subjects, he said.

A total of R1,6-million was spent on the programme in 1974-75.

Progressively more money would be required in future, said Mr Coetzee, 'but in a rapidly developing country such as ours, can one ever spend too much on education?'

He described the growth in trade and technical education for Africans in

recent years and added that the Government had made substantial tax concessions to industrialists who established their own in-service training centres. State-operated trade schools had been established in all the homelands and state-aided private industrial training centres were being established in White areas. The one in Bloemfontein was already operating.

In addition, six secondary technical schools were operating in White urban areas to provide technical senior certificate education to African pupils. This would provide the basis for advanced technical education at a later stage.

Delegates to the convention submitted a number of questions to the department after Mr Coetzee's address. These had to be in writing and replies would be forthcoming in about two weeks.

The convention lasts until Wednesday.

TEACH TOTAL UP BY R3 255

48

THE following is a list of latest contributions to TEACH fund: *ARGUS 7/8/75*

	R	c
Cyril and Eve Hardy and family	5,00	
C. Errington	25,00	
Dr B. J. Prior	25,00	
Mrs S. Tyfield	5,00	
J. and M. Kemsley	5,00	
V. D. Cooper	5,00	
Mrs Anne Wilson	200,00	
Margot and Willy Schwab	20,00	
Catherine, Nicole and Andrew Shub	3,00	
Anonymous	2,00	
P. S. Allen	10,00	
Mrs Adele Searll	100,00	
C. Wasserfall	2,50	
In memory of John Worsdale	5,00	
Moslem Societies For Gangi	100,00	
A. A. A. von Arnim	15,00	
Cake sale held by matric class of St Cyprian's	14,20	
Miss W. Israel	5,00	
Vuyani H. P. School — Standard 5A	7,00	
G. H. Curwen	20,00	
Jerome	1,00	
H. B. Giliomese	50,00	
Anonymous	100,00	
In memory of Professor Christina van Heyningen	10,00	
Marsden (Pty) Ltd	10,00	
Diana Stevens-Guille	10,00	
Rondebosch Boys' High School	381,60	
Mrs L. C. Foote	20,00	
P. Honig	100,00	
E.B.	5,00	
Mrs A. W. Koopman	2,00	
Mr W. van Steenderen	3,43	
Trio Furnishers (Pty) Ltd	100,00	
D. I. Goodman	1,00	
Anonymous	42,10	
Dr B. Margolis	10,00	
Anonymous	100,00	
A. Hulsam (Pty) Ltd	10,00	
M. D. Essop	100,00	
Mr R. R. Howard	1,00	
L. F. Petersen	10,00	
Carol, Neil and Jean Brown and Kathy	15,98	
J. M. Beck	1,00	
Helen Thompson	100,00	
Mr Jacobs	1,00	
Mrs N. Baker	1,00	
A. J. Beck	5,00	
A widow	1,00	
Holiday Inn	5,00	
Mobil Oil (Pty) Ltd	100,00	
Mr K. M. Russell	10,00	
Advertising and Publicity Club	300,00	
Mr K. Wiegel	5,00	
Mr Snowden	5,00	
Anonymous	5,00	
Tanya and Michaela	250,00	

Martin Szapiro	
Mr C. V. Seddon	10,00
A. and I. N. Burgers	15,00
Miss N. B. and Mrs J. Rooke	5,10
The Bain Family	10,00
Mary and Peter Thomson	10,00
J. Giljam Schryver	7,50
R. R. Stewart	5,60
Kenneth and Mary Williamson and Clive	20,00
Gasvoïn family	12,00
Stevens family	3,00
Miss E. Oudschans Dentz	5,00
Mr and Mrs P. A. Myburgh and family	10,10
Ninham Shand and Partners	50,00
Ian Goldin and Family	10,00
Steven Bain	8,00
Jimmy and Eileen Jamieson	5,00
R. D. Heald	10,00
Mr and Mrs Wilson	10,00
TOTAL	R3 255

Overall TEACH total: R259 163.

Mr and Mrs Woolfe Traub	50,50
D.R.M.	12,00
Mr and Mrs Armstrong	20,00
In memory of Mrs Febe Visser	4,00
G. L. Constant	2,50
J. A. Robert and J. E. Penfold	10,00
H. D. Levenbach	5,00
Saadia Adams	20,00
Mr J. Kowen	25,00
Staff of Ninham Shand	17,00
Mr L. S. Dixon	10,00
CNA, Cape Town	3,00
Mr Kelly Jonsson and Kelly Carpets	5,00
J. Beryl Jennings	5,00
Anonymous	10,00
Clarendon Bowling Club	12,75
From a fete held by Paula, Belinda, Julie, Patty and others	93,00
H.W.M. — third contribution	100,00
Milnerton School — Sub B class	10,00
Mark Cohen	20,20
Sale of Morné du Plessis posters	21,32
Mr and Mrs M. H. Goldschmidt	50,00
Mr C. J. Thompson	10,00
Children's concert	3,30
Helfet Tyre Service	50,00
Mrs Fanny Gross	5,00
J. Shifrin	5,00
In memory of Mrs McFarlane	5,00
Sheba	2,00
Joan—for her birthday	3,00
M. Rose	5,10
C. A. Zaacks	1,00
G. R. T. Jackson	5,00
Anonymous	5,00
Anonymous	3,00
In lieu of flowers for	

New deal for teachers, and Sex lessons in Cape schools

Cape Times
9/8/75

IN A major policy statement yesterday, Mr G J Lubbe, MEC in charge of education, announced the start of sex education in Cape schools and a new deal for married women teachers.

The announcements, made during the Education Vote of the Budget debate in the Provincial Council, were greeted with "hear hears" from the Opposition benches.

Mr Lubbe said the Cape would be taking the lead in sex education. The education departments of the other provinces would take a keen interest.

A committee was drawing up a draft programme on sex education. When this has been completed — hopefully by the end of the year — sex education would be introduced in a few schools as an experiment.

A year ago discussions had been held with Cape Town gynaecologists who told of suffering they came across among teenagers because of their ignorance about sex matters.

Literature

A committee of medical experts, nurses, psychologists, marriage guidance experts, principals and education officials was formed to decide whether sex should be taught in schools.

The committee rejected as unsuitable overseas literature on the subject, but decided in favour of a sex education programme.

Mr Lubbe said sex education in Cape schools would include hygiene, relationships between the sexes, between father and son, mother and daughter and the relationship between the sexes as regards the Creator.

The programme

Cape Times 9/8/75

Sex tuition in school welcomed

THE ANNOUNCEMENT that sex education is to be introduced in Cape schools was welcomed by parent-teacher associations and the president of the South African Teachers Association, Mr N M Paterson.

The announcement was made in the Provincial Council yesterday by the MEC in charge of Education, Mr G J Lubbe.

Mr Paterson said: "We recognize the need for this and we hope that it will be introduced in such a way that it satisfies everybody concerned."

The chairman of the Jan van Riebeeck High School PTA, the Rev P du Toit, said he regarded it as essential that children received balanced sex education from a young age.

"It is essential, however, that the subject is presented by well-qualified and properly prepared personnel."

The chairman of the Plumstead High School PTA, Mr C R Granger felt it was a good thing, 'provided that it is cautiously and properly introduced and presented.'

Said the chairman of the Norman Henshilwood High School PTA, Mr N C Crowther: "This is a sensible move, provided it is done in moderation and applies to the right age groups.

"In many overseas countries sex education at schools goes much too far," he said.

These organizations also welcomed Mr Lubbe's announcement of concessions for married teachers.

The Suid Afrikaanse Onderwys Unie as well as the SATA welcomed the concessions and the general secretary of the SAOU, Mr A Botha said the announcement was in line with a recommendation of his organization's head committee during its congress earlier this year.

Industry rallies to aid African schools

RDM 9/1/75

Staff Reporter

SINCE April last year industrialists in the Kempton Park area have contributed more than R100 000 in cash and pledges for African schooling in Tembisa Township.

The project, African Education Foundation, was started by members of the Elandsfontein, Isando and Spartan Industrial Association to provide basic education for children in Tembisa, from where the companies draw their labour.

The latest donation was made yesterday by Mr John Loubser, managing director of the Illings Group.

BENEFIT

Mr Loubser said his company regarded the donation as a long-term investment which would ultimately benefit it.

Industrialists in the area were faced with a tremendous shortage of educated and skilled workers, he said, and it was hoped that schemes similar to this one would help alleviate the shortage.

Formed after the annual general meeting in October 1973, the foundation actively began its work in April last year.

TAPE

Since then it has spent about R30 000 on education for primary and secondary school African children.

This includes desks, tape recorders and other learning aids, bursaries and subsidising teachers' salaries when they work overtime.

The association has also given bursaries amounting to R500 to African universities.

1) 105
2) 28
3) 179
48

12-year structure to be adopted in Ciskei schools says Ncamashe

PORT ELIZABETH — The granting of partial independence to the Ciskei in August, 1972, had brought about radical changes in the Ciskei's education system. The Ciskei Minister of Education, Mr S. Burns Ncamashe said at the University of Port Elizabeth, here yesterday.

The university's academic staff on Past, Present and Future Education in the Ciskei.

After tracing the development of education in the Cape from the 19th century and the advent of Bantu Education up to the appearance of homeland governments, Mr Ncamashe sketched what was being done by his department to improve education in the Ciskei.

"The responsibility of controlling the education of our youth has been gladly accepted but we are aware of the magnitude of the task ahead of us," he said.

He gave the total number of pupils and students in primary, secondary, training, trade, vocational and industrial schools as 206 442.

Of these 204 325 were in primary and secondary schools.

Problems faced by his department in improving education were reducing the teacher/pupil ratio in schools, providing more accommodation in secondary, high and training schools, insufficient funds (notwithstanding the substantial contribution made by the Central Government for which the Ciskei was grateful), the rapid growth in school population estimated at seven per cent a year, a shortage of well-qualified teachers in secondary and high schools, and making provision for a large number of men and women trained for the economic development of the homeland.

Various measures were embarked upon to solve the problems listed.

In order to cope with the increasing number of teachers required in secondary schools, the adoption of the 12-year structure in schools would be adopted as from next year as against the 13-year structure obtaining at present.

To improve the standard of teachers in secondary schools, the necessary training would be given at the new In-Service Training Centre at Mdantsane later this year.

The shortage of classrooms at post-primary schools was being met with the building of secondary schools and additional classrooms throughout the Ciskei.

Redundant classrooms made available as a result of the new structure would also help meet the ever-increasing number of new enrolments, Mr Ncamashe said.

New projects were a training college at Zwelitara which when ready next year would train teachers in post-matric courses, the expansion of an industrial school at Middledrift to provide courses in home management, dressmaking, weaving, pottery and carpet-making. Also nearing completion was an agricultural school in Alice.

Adult education had not been ignored, Mr Ncamashe said and to this end a state literacy schools were opened in rural and urban areas. — DDR

ALL-RACE EDUCATION BODY PLEA

9/8/75

Weekend Argus Correspondent

DURBAN. — The United Party's chief spokesman on education, Mr Andrew Pyper, MP, has called for the establishment of a multiracial body to co-ordinate the advancement of education for all races.

He warned last night that South Africa was facing a national disaster in education which could be prevented only if the Government stopped dealing with education on a racial basis.

Addressing a U.P. youth symposium in Durban on 'The Urban Black,' Mr Pyper said South Africa courted economic disaster unless the Government embarked immediately on a scheme for the introduction of free, compulsory education for all races.

The finance and manpower for this programme was available, he said.

SHORTAGE

Mr Pyper said a co-ordinating body representing the education departments of all races could determine how best to employ their joint resources and could supplement each other's deficiencies.

Among the measures that could be taken immediately to ease the critical shortage of African

teachers was the employment of White teachers — where there was a surplus in certain subjects — and married women teachers who were prepared to work part-time in Black schools.

White part-time teachers could also be used in White schools to release full-time teachers for Black schools.

Black teacher-training colleges should also be built in the urban areas — instead of only in the homelands as at present — where White lecturers could be seconded to them.

Mr Pyper said the Government must overrule its ideological obsessions which placed special restrictions on the development of African education in urban areas.

He also sounded a warning against the Progressive Reform Party's policy of linking the franchise with the level of compulsory education set individually by each state in its proposed federation.

This could lead to some state setting the level as low as possible to increase political representation.

TEACH—a race against time

STAR 20/8/75

48

TEACH—now well past the R1,2-million mark—is the fastest-growing fund a South African newspaper's readers have ever built up. But the urgency of its purpose is growing by the day.

In The Star today we record the efforts of 14 industries which helped by each donating the value of a school (one donated three). What is remarkable and very significant is that individual readers built another 24 with donations ranging from 50c to thousands. But the task is so enormous that we need at least twice that many more schools in Soweto alone.

We can only exhort our readers to keep it up. TEACH is not merely a fund; it is a bridge between peoples and, in its very least aspect, it amounts to enlightened self-interest.

Unless TEACH succeeds (to Teach Every African Child) this country's prosperity and security is jeopardised because only by educating more Black people will industry obtain the required amount of adaptable trainees—and only education and jobs can defeat the otherwise inevitable growth of listless, frustrated urban mobs. So much depends on TEACH. So much depends on YOU.

Challenge of TEACH...

Two years ago South African businessmen were challenged to fund whole schools in Black areas. Literally thousands of school-age children were roaming the streets without a school to go to at the time.

In June 1973 Mr L E A Slater, executive chairman of the Argus company, announced that The Star would give R25 000 for one school in Soweto.

In challenging other businesses to do the same he said: "Do not look at money for schools in Soweto as a gift. Regard it as an important investment for the future and better race relations." Since then 17 entire schools have been paid for by businesses. One company, Consolidated Gold Fields Ltd, paid for three.

Twins Pharmaceuticals had in fact promised to donate a whole school at the same time as The Star announced its gift. Its R24 000 gift came a day after The Star's challenge — and it triggered an enormous response.



It was time for the businessman to make a concerted effort to help Black education, said Mr L E A Slater, executive chairman of the Argus Company at a TEACH ceremony in Soweto in June 1973.

Mr Slater backed this up by announcing that The Star would give R25 000 for a complete TEACH school "as an investment for the future of human endeavour."



Twins Pharmaceutical Holdings Ltd made it known shortly before The Star gave its donation to TEACH that they would give the Fund R24 000 for a primary school in Soweto.

"Businessmen want improved productivity from their African employees but often forget their lack of sufficient education," said Mr Sol Krok, chairman of Twins, at the presentation.



First company to respond to The Star's challenge to give complete schools to TEACH was Associated British Foods of Great Britain represented in South Africa by Premier Milling Co.

"The Star's campaign is vitally important because I am convinced the future of South Africa depends on the quality of education of its people," said Mr Garry Weston, chairman of ABF.



When Spicers, the paper merchants, celebrated their 75th birthday in South Africa they decided to mark the occasion by assisting an educational project.

"We decided against the expense of lavish celebrations in favour of giving help to TEACH," said Mr Leon Cohen, managing director of Spicers.



The 20th TEACH school and the donation which pushed the Fund over the R500 000 mark came from the South African Breweries in August 1973.

"This is a small gesture in relation to the sacrifice people in Soweto make to educate their children," said Mr Dick Goss, joint managing director of South African Breweries.



The sixth donation in three months of a complete school came from Frank & Hirsch (Pty) Ltd of Johannesburg in September 1973.

"I was very struck when I read a remark in The Star to the effect that if 20 more companies donated R25 000 each TEACH would pass the R1-million mark," said Mr Helmut Hirsch, joint managing director of Frank & Hirsch.

The TEACH Fund is a people's fund. It was launched and has grown on what the average Mr Citizen and his family have given.

There was little Jane Harley of Pretoria who raised R25 after persuading her mother to sponsor her at 50c an hour to be quiet. Finally her mother had to implore her to become her chattering self again to save the family budget!

Proceeds

There have been the

thousands of pupils of all races who together have given TEACH at least R45 000. Like the pupils of Coronationville Coloured High School, who pushed the fund over the R300 000 mark with their R100 raised through class collections and cake sales.

And the young artist, Jacob Nhlabati, who was educated at a TEACH secondary school and out of gratitude donated R45 to

Average people of all races, giving what they could afford, have made the TEACH fund a success.

the fund — the proceeds from the sale of his first picture sold at an art exhibition he held.

Then there was Mrs Rosa Lewsen, a grand old lady who directed that money in lieu of gifts for her 100th birthday be sent to TEACH. This brought

the fund close on R400.

The African families of Phahama Secondary School in Mohlakeng Township, Randfontein, could ill afford the R5 each they levied on themselves to make up the R3 200 they gave TEACH to help build extra classrooms for

their badly overcrowded school.

It was hardly fun — but well worthwhile — for Johannesburg accountant Gerald Parker who skated for 82 hours to bring R50 to TEACH from his sponsors.

But above all it was the continuous stream

of small donations. Like the R2 from Mr Solomon Mokoditso and the 50c from Mrs L M Folokwe given to TEACH out of gratitude for the help they were given by Star Line.

Faithful

And one of TEACH's most worthwhile and faithful sources of

many rands was the donation in lieu of a funeral wreath or a gift or in memory of a loved one.

In the last three months alone such gifts have amounted to to close on R700.

This is what TEACH is about — people of all races doing what they can to help in a situation where others are suffering under the most difficult conditions.

It's little gifts that add up

The Star Wednesday August 20 1975



TEACH is about people
of all races helping
other people as best
they can in difficult
situations.

... met by big money



The South African Permanent Building Society celebrated its 90th anniversary by giving a whole school to TEACH.

Mr E S "Bert" Smith, chairman of the building society, described the gift as a "fitting way to celebrate our anniversary."



A short note with no fanfare accompanied the eighth R25 000 donation to TEACH which came from Barclays National Bank Limited.

"We looked for an organisation that was well run and working for African education. Thus we are pleased to give this money to TEACH," said Mr H. S. Morony, since retired as general manager of Barclays.



Sun Life of Canada, one of the big 10 life assurance companies in South Africa, handed R25 000 to the Fund because "this is our 60th anniversary in South Africa and we want to do something."



Ten up in 10 months! This was the school position in March last year after a donation from Bristol Myers Company.

"My group completely supports the aims of TEACH Fund because we believe the stability and prosperity of South Africa and the world lies in education and in a better understanding of one's fellow man," said Mr J Visser, financial director of the group.



With the R25 000 from the Standard Bank in April last year TEACH surged past the R750 000 mark.

"We trust more institutions will recognise a donation to TEACH is an investment in the future of our country — an investment which will bear valuable fruit by helping alleviate the growing shortage of manpower," said Mr Gordon Oxford, chief general manager.



In June of last year TEACH got one of its most meaningful donations — R25 000 from an anonymous businessman who wanted no publicity.

Although not a big businessman, he said he had made a good living out

of South Africa and wanted to put something back.



Then came the massive injection in August last year which shot TEACH into the millionaire bracket.

Consolidated Gold Fields Ltd, the mining finance house, gave the Fund R186 000 — sufficient for three junior secondary schools (which cost more than R60 000 each).



It was another first when Hubert Davies, the Elandsfontein engineering firm, gave TEACH its next school in March.

The East Rand Bantu Administration Board agreed to accept this school for Tembisa Township outside Johannesburg where most of the Black workers of Hubert Davies live.



TEACH's 17th complete school donation came last week from BP Southern Africa, for a primary school to be built in Soweto.

It is part of a R100 000 annual educational trust which BP have started.

STAR 22/8/75

Black woman's unequal fight

48

Pretoria Bureau

A Black fighter for women's rights had University of Pretoria students applauding

loudly when she spoke on the problem of the urban Black woman.

Addressing the third meeting of "Women's Week" at the university yesterday was Mrs Frances Kutumela, National Secretary of the National Council of African Women.

Her speech included an attack on poor Black-White relations, a bid for equal rights for women — but strictly not women's lib — and information on the traditional roles of the Black woman.

LIKE SCUM

Mrs Kutumela said the Black woman was the most unfortunate victim of petty apartheid, influx control and job reservation. But what she despised most was that she was treated like "scum of the earth by shop attendants, passers-by, and even pre-school White children."

Black women had never

been treated like anything but minors. When she married in community of property, she had no say whatever over the house or property if she got divorced.

"Despite the relaxation of job reservation, Black women are still reserved for the lowest job and the lowest wages."

Mrs Kutumela, a qualified nurse, reflected on the times when she used to pick up her pay cheque at the same time as the White student nurses. She noticed the fat cheques the students took home, compared with her meagre salary.

"From that salary," she said, "we had to buy school uniforms and books for our children."

Pleading for free and compulsory education for Black children, she said it was the children who did not want — or could not afford — to go to school who were responsible for the extent of juvenile crime in their areas.

Black pupils get new deal

JUN EXPRESS 24/8/75

48

BLACK EDUCATION will have the same structure as White education

from next year.

A new system, which a department spokesman describes as a big breakthrough, is to be introduced in African schools.

The system will involve two major changes. Firstly, differentiated education — introduced in White schools in 1973 — will be extended to African schools.

And secondly, the practice of keeping Africans at primary school a year longer than Whites will fall away.

Syllabuses will also be updated and brought more into line with those for Whites.

This was disclosed this week by the department's director of education planning, Mr Ken Hartshorne.

The system will open many new options and opportunities for the 3.7-million school-going Africans in South Africa, particularly in trade and technical fields.

It has been introduced on the recommendation of the African Teachers' Association and the Bantu Education Advisory Council, a body consisting of Blacks, Mr Hartshorne said.

"It is a big breakthrough for African education. Africans will now be brought into line with Whites."

In the past three years there has been a steady growth in urban areas of trade and technical schools for Africans.

There are now 18 of these

By MARTIN CREAMER

in the major centres as well as eight technical high schools and two technical colleges.

Principals, teachers and vocational guidance experts are busy preparing pupils for the introduction of differentiated system which will allow pupils to choose particular avenues of study according to their aptitudes and preferences.

Practical

Courses at trade and technical schools include practical work like plastics, mechanical and electrical work and welding.

With the emphasis on economic growth and the lack of trained manpower, training facilities of this sort have become vital.

From next year pupils who have passed standard six as well as those who have passed standard five will be eligible for form one, the first standard in high schools. Standard six will disappear.

There will therefore be a double influx into high schools and what is being called the "pupil bulge" will persist until these pupils graduate from matric.

JANSON WARNS BLACK PRESENCE

The Argus Political
Correspondent

PRETORIA. — Transvaal Nationalists were given a blunt warning yesterday to face the realities of Blacks being present in White areas for many years to come.

Speaking near the end of the congress during which the opinions of conservative delegates seemed to predominate during discussions on race relations, Mr T. N. H. Janson, Deputy Minister of Bantu Administration, said that the sharing of facilities such as theatres would continue to be strictly regulated by the permit system.

One of the motions on the agenda asked the congress to oppose the possible opening of theatres and similar cultural facilities in the Transvaal and asked that steps to provide separate facilities for other race groups should be hastened.

While giving the assurance that separate development would be maintained, Mr Janson warned that the presence of non-Whites in White areas could not be 'thrown away'.

SIDE BY SIDE

It was a fact that Whites and Blacks were side by side in the cities for many hours each day.

He could not foresee Blacks moving out of these areas completely for the next 50 years.

'We must be realistic. Where else are they going to go to earn their bread? We cannot get away from this and we must not run away from the realities.'

He said some Whites were complaining about the presence of Blacks on Church Square in Pretoria but these people had nowhere else to go.

MEALS

This was why his department had made arrangements for premises near the centre of the city where Blacks could have meals at lunch time. Unfortunately some people, egged on by the Herstigte Nasionale Party, had protested about this, too.

Referring to requests that Blacks should be moved further away from White areas, Mr Janson said the reality of the situation was that Black and White areas in fact were nearer to each other



Mr T. N. H. Janson

These matters would be regulated in terms of Government policy and separate facilities would be created for each race group.

SHOPPING

It was important that proper shopping facilities should be created for urban Blacks in their own areas to ensure that they were not exploited. He mentioned the example of Soweto where milk had been sold at 19c a pint when it cost 9c elsewhere.

The necessity of having

Black labour on the plateau also had to be faced.

There, as in the cities, it was necessary to provide schools and recreational facilities because the Whites regarded themselves as the guardians of the Blacks.

The ambitions of Black parents had to be recognised and many Black parents were prepared to make sacrifices to educate their children.

NOT ENEMIES

'The Africans are not our enemies and they must not be turned into our enemies. In the past there were never better relationships than those between the Afrikaner and the African.'

Mr Janson said the Government would regulate matters in ways to prevent any move towards integration.

Speaking before the Deputy Minister, Mr A. E. Nothnagel, MP for Innesdal, expressed the feelings of conservative Nationalists.

He said he was worried that the ideal of separate development was in some cases far removed from reality. There seemed to be a widening gap between the ideal and

reality and he felt it was necessary to give greater and more dynamic content to the policy.

Mr A. J. Raubenheimer, Deputy Minister of Bantu Development, assured delegates that everything possible was being done to speed up the consolidation of the homelands. Up to now R25 000 000 had been spent to buy land for this purpose and more money was being sought from the Treasury.

One delegate said that it was clear there were differences in Nationalist ranks on questions such as sport and separate facilities.

BIG MOVE

The Minister of Bantu Administration and Development (Mr M. C. Botha) said the Transkei was already preparing for independence.

Other homelands watch this first but he felt the process that should unduly hastened.

There were prerequisites for independence. These development of such a homelands and economic development and provision of an independent and inter-dependent neighbouring countries.

In other parts of the world the construction of countries had become too early had hastened.

The delegate explained the explanation Botha and the Ministers and motions of Administration pressed to the vote.

① 319

② 268

③ 28

④ 101

⑤ 26

'Colour blind' schools call

MERCURY 2/9/75

Coloured Affairs Reporter

IF SOUTH Africa's future White and Brown generation are to live with Blacks in a society free from racial conflict, the Government must immediately set up racially mixed experimental schools.

This is the view of Durban Coloured educationist and high school principal, Mr. Maurice R. Lewis, who recently attended the World Confederation of Teaching Organisations in Berlin as an observer.

"It may be hard to rid the old order of their racial prejudice and fear of Black people, but if Whites and Browns — want to survive in a future Black Africa, it is necessary to start teaching our children now how to adapt to the coming situation," Mr. Lewis said.

"The answer is in racially mixed experimental schools, where the opportunity would present itself for White African, Indian and Coloured children to grow up colour blind, accepting one another on merit."

Mr. Lewis said these experimental schools would also give parents, teachers and psychologists the opportunity to study the reactions, behaviour patterns and effects "this kind of first-step integration" will have.

He added: "Anybody who scoffs at this idea, believing that apartheid between the races here in South Africa is going to last forever, is living under a serious delusion. Mozambique, Angola and South West Africa should become lessons to us."

Mr. Lewis warned racially minded White and Brown parents not to "sow racial discrimination seeds" into their children because the children would be left to "reap the bitter harvest of Black hostility."

48

He said "sensible" parents would begin seeing to it that their children grew up in a prejudice-free, non-racial society in which all South Africans would be able to live in peace without threats to one another's existence.

"This is possible. I recently saw an incredible display of wonderful race relations between 150 mixed pupils in a one-day seminar at the Marian Centre, Pietermaritzburg."

'KAFFIRS' IN BOOKS FOR AFRICANS

2/9/75

Mercury Correspondent

PRETORIA—The Transvaal United African Teachers' Association is to ask that the system of prescribing "undesirable and unacceptable" books, containing words like "Kaffirs," to African schools be reviewed by the Department of Bantu Education.

The resolution was discussed at the association's 69th annual conference at Hammanskraal.

Mr. E. M. Nkondo's motion said that because of the undesirability of certain prescribed books

in the system, "we request the Department to review its system of appointing members of its subject committees as examiners, as this tends to entrench unacceptable books in the schools."

Mr. L. M. Mathabathe, a Soweto high school principal, said the word "Kaffir" appeared in social science books sent to Soweto schools.

"The word is disturbing to the Black people. The Department must be asked to look through the books before they are distributed to our schools," Mr. Mathabathe said.

Delegates complained that though the choice of prescribed books was in the hands of the teachers, many were thrust on African schools and teachers.

There were complaints that African teachers were not represented in the committees which choose books and review syllabuses.

Most of the subject committee members were Whites who were authors of the prescribed books and examiners at the same time.

"We must break this institutionalised evil system where Whites are overlords in certain subjects," one delegate said.

Among other accepted motions was that houses should be allotted to teachers at their place of employment, irrespective of their ethnic groupings.

Motions rejected included that the minimum basic wage of R150 a month be paid to teachers and the closing of the wage gap between White and Black teachers.

153

48

Call to adjust school system

Mercury Reporter

SOUTH Africa's educational system should be adjusted to enable every child of every race group to attain the maximum development of which it is capable, says Prof. C. Ramfol, head of the Department of Psychology at the University of Durban-Westville.

He leaves tomorrow for London to attend a world convention on gifted children.

The five-day convention will be attended by delegates from more than 40 nations.

He said yesterday: "Just as special provisions are rightly made to assist the handicapped to reach their full potential, everything possible should be done to identify, nurture and promote gifted and talented children.

"We should do this not only because it is educationally imperative to do so, but also because the children are the future leaders of the country."

Pointing out that South Africa is doing "too little for the cream of its population, he says that the popular view is that gifted children do not need special attention.

"This is not so, he said: "Too many children of very high potential remain undiscovered in an intensive, unappreciative and unsympathetic environment.

An education lecturer at the University Mr. T. K. Moodley, also leaves tomorrow to take part in an international congress in Sweden, whose aim is to seek an improvement in biology education.

The congress will aim at identifying and analysing recent trends and present problems of biology education at all levels; preparing a four-year co-operative plan of action on biology improvement, and preparing material for a Unesco publication, New Trends in Biology Education.

Shortage of science teachers hits schools

MERCURY 4/19/75

NATAL high schools are experiencing a critical shortage of properly trained science and maths teachers and there seems little prospect that this situation can do anything except worsen.

This shortage at school level is but one aspect of a grave problem which in its implications goes far beyond the question of whether Johnny is getting a fair deal in his preparations for matric.

The vicious circle of which this shortage is a part could, without much measure of imagination, be seen to endanger the whole future of South Africa.

NEED

This may seem far-fetched but bear in mind that all our policy makers have repeatedly emphasised the need for growth and increasing technology. Key professions in this, according to Dr. Merling Naude, scientific adviser to the Prime Minister, include engineering, metallurgy, geology, mineralogy and surveying, with medicine and dentistry as vital social back-ups.

These occupations have one thing in common — they are science-based. This is born out by the fact that 90 percent of students doing first-year pure science courses at universities are not aiming for pure science degrees but are heading for one of Dr. Naude's professions.

Those clever enough to tackle pure or applied science at university and they are far and away the most difficult degrees — are entirely sensible in aiming for the practical professions. The financial rewards

are far greater, in both the private and public sectors. In the latter, the Government has built this into the salary structure, when engineers with four-year degrees start four pay notches above pure scientists with four-year honours degrees.

Fair enough, you may say — the country needs the professions and the bright boys are entering them. What's the worry if pure science is falling behind in the race?

SWING

This is where the vicious circle comes in, for one victim of the swing away from pure science is the teaching profession. To be properly taught, matric maths and science, which include some quite advanced concepts, need university-trained teachers who have studied their subjects for two or three years. If people with less training are used, they cannot put the subjects over properly, they "turn off" their pupils, who then either avoid these subjects at university or if they attempt them have an appalling failure rate.

As long ago as 1971 only half the science teachers in the Republic had adequate qualifications. The position has worsened considerably since.

Some say the swing away from pure science is a sign of disenchantment with technology, a response among younger people showing their concern for the environment. This doesn't hold water. Plenty of people are anxious to get involved in science through technology. Here is where the impact on the environment comes, not in the classrooms or university laboratories.

The effect of the vicious circle is that poor

teaching in schools is drying up the supply of university teachers of pure science, as well as potential school teachers. Lack of the latter causes the poor teaching and we are back where we began.

As one University of Natal physicist put it, we are now living on the fat of the past. But the time is not far off when there won't be anyone to teach future engineers and doctors, let alone school children.

This is why I said earlier that the whole future of this country could be endangered. The very real possibility exists that unless the trend is somehow reversed, our supply of technically trained manpower could dry up.

When I spoke to Dr. G. A. Hosking, Natal's Deputy Director of Education about this, he said quite frankly that the shortage of properly trained maths and science teachers was very serious indeed.

"The problem is how to rectify the situation. We use the granting of loans, as far as possible giving preference to those heading for science degrees. But the failure rate at university is staggering and of those who pass, few ever face classes. They are drawn away by the private sector, for our salaries are just not competitive," he said.

SALARY

"There is nothing the NPA can do about this, since salary structure is a matter for central Government.

"We recognise that the future will be increasingly technological and have planned for this, structuring matric courses accordingly. But implementation of these plans is just not on. We've searched the schools for maths and

science talent and are retraining teachers in this direction through crash courses. But they must have a bent for the work — we can't coerce them," said Dr. Hosking.

All of this certainly seems to spell out a very serious situation and paradoxically, we are already well into the future — according to Dr. van der Merwe Brink, president of CSIR, any dramatic change in the present tendency will have no significant impact before the end of the decade.

And so far, the only dramatic change is that things are getting worse.



DR VISSER

More nurses fail exams at Frere

48

D. Dispalat
5/9/75

EAST LONDON — A far higher percentage of nurses at Frere Hospital failed their exams over the past year than over the previous two years, according to Hospital Board statistics.

After talking to the Medical Superintendent, Dr F.L. S. Visser, a Hospital Board member, Mr J. C. V. Hunt, MPC, said there was no reason for the high failure rate.

"Nurses received the same lectures by the same tutors as the previous years. Perhaps the standard was higher and the marking more strict," Mr Hunt said.

In the past year, 58 per cent who sat for the South African Nursing Council's preliminary exam failed — 20 nurses out of 34. In the final exams, 35 per cent failed. This compares with a failure rate of 31 per cent in the previous year in the preliminary exams and 26 per cent in the final exams.

But in the staff nurse finals and the midwifery exams, there was 100 per cent pass rate over the past year.

Sixty per cent of the black, Coloured and

Indian nurses failed their finals which was the same failure rate as the previous year and 31 per cent failed their preliminary exams which is up on the previous year's 25 per cent and well up on the year before that when all nurses passed.

Laboratory technicians had a hard time with 60 per cent failing their intermediate exam and another 60 per cent their final exam. This compares with 18 per cent failure rate the previous year in the final exam. There was no intermediate exam that year.

In spite of the failure rate, Frere trained a record number of staff and 354 nurses, radiographers and technicians wrote their exams.

The Hospital Board report shows the average daily cost of an in-patient was R22,16 at the end of March and R486 917 was spent over the year on feeding staff and patients.

Frere spent R7,9 million last year of which R4,9 million was paid out in salaries and wages. For the coming year, the hospital expects to spend R9,8 million. — DDR.



MR HUNT

R25m

48

more for Indian education

MERCURY
6/9/75

By NAGOOR BISSETTY

THE GOVERNMENT is to inject a further R25 million into Indian education, bringing the money to be spent on new high and primary schools to be built in the next five years to more than R62 million.

This was announced in Durban yesterday by the South African Indian Council's executive committee after its two-day meeting.

Executive chairman Mr. J. N. Reddy described the Government move as a "commendable effort."

In spite of the many schools already built by the Government, there were still many pressure areas where school accommodation for Indian children was still at a premium.

MONEY

With more money now being made available by the State for high and primary school building projects, the Indian community could soon look forward to an early fading out of the remaining platoon, or afternoon, classes, he said.

Mr. Amichand Rajbansi, the SAIC's chief spokesman on education, said the Minister of Indian Affairs, Mr. Marais Steyn's success in persuading the Cabinet to provide the extra R25 million was an indication that the Indian Council's pressure did not go unheeded.

"We in the Indian Council envisage more gains for education coming our way in due course," he said.

Indian education from the Minister of Indian Affairs to the Indian Council's executive committee, Mr. Reddy said he planned to arrange a meeting between the Minister and Mr. Pat Samuels, president of the

South African Indian Teachers' Association.

"I'm sure this meeting can be held just before transfer passes so that any fear the association might have about our control of education can be allayed," he said.

The executive committee yesterday decided to ask the Indian Council's Natal Committee to "go into the whole question of text books used in Indian schools" with a view to ending the present controversy on a mathematics textbook, Figuring It Out, written by Mr. G. Krog, director of Indian Education, and his deputy, Mr. F. C. W. Hawkins.

Mr. Reddy said that he expected that the Natal Committee would enlist the help of Indians qualified to comment on the textbook to assist in its investigations.

On the question of transfer of control of

Here is the most potent weapon



STAR
8/9/75

Reports by Siegfried Hannig, Labour Reporter

Next to wage and price restraint, productivity is widely regarded as the most potent weapon against inflation.

"The more successful we are in increasing productivity, the less we have to tighten our belts," says Mr Robert Kraft, economist and assistant general secretary of the Trade Union Council of South Africa.

The Star asked Mr Kraft whether South African workers are sufficiently productive.

"No," he replied. "But give us the tools and we'll do the job."

He pointed out that there is more to productivity than hard work:

Action

- Productivity starts with education, training and retraining.

- Maximum utilisation of all talent — regardless of race or colour — is an essential element of productivity.

- Management holds the key to productivity.

"Improved education, training and utilisation of all workers are major elements of the collective



Senator Anna Scheepers — combat Monday absenteeism with an incentive bonus.



Mr Robert Kraft — give us the tools and we'll do the job.

programme of action against inflation adopted by the Government, organised industry and labour," Mr Kraft said.

"But the most immediate increase in productivity can be brought about by management action.

It is management's job to see to the efficient

running of its company, to prevent mechanical breakdowns and bottlenecks and to see that the worker's skill matches the requirements of his job.

"If employers don't know how to increase output they would do well to approach the National Productivity Institute," Mr Kraft said.

Workers and trade unions regarded management action as urgent in view of the waning inflation rate. The labour movement was fully committed to co-operating with employers in this regard, he said.

Senator Anna Scheepers, president of the Garment Workers' Union of South Africa, said:

"My union, for one, is continually urging workers to play their part and to observe their responsibilities."

borne by the workers, she said.

"The college has a waiting list of many hundreds of workers keen to improve their talents in their own time, after a full day's work.

"Yet some employers discourage rather than promote college attendance from which they stand to benefit at least as much as the workers."

Senator Scheepers concluded: "Good management can achieve high productivity with average workers, but bad management will have a low output with the best workers."

Mr Jimmy Zurich, president of the Artisan Staff Association, agrees that the answer to higher productivity lies primarily with the employer.

"South African industry does not need task masters or slave drivers, but leaders," he said in his presidential address at his union's conference earlier this year.

He pointed out that a factor almost never considered in the productivity context is the key role of the supervisor.

It was time for employers to examine promotion procedures to ensure that motivated leaders were put into supervisory posts.

Motivate

Uninspired supervisors could not motivate workers and threw cold water on new ideas for fear of having to implement them.

"Industry cannot afford supervisors and executives who yell their heads off higher production

① 150 A
② 229
③ Management
④ 48

The Middle East peace agreement has left unresolved the root cause of the Middle East...
The city is irrelevant...
Mandy believes the...
right," he said...
able for theatregoers...
would be...
higher production...
contribu...

① 103
② 48

Chief in favour of chiefs

MERCURY 13/9/75

UMTATA — After independence in October, 1976, the Transkei Government would introduce compulsory education, the Chief Minister of the Transkei, Paramount Chief K. D. Matanzima, said yesterday.

Speaking at a ceremony near here, Chief Matanzima said it would be the responsibility of the tribal chiefs to ensure that the move was carried out.

Contrary to beliefs of some people, the Transkei Government was not breaking down the chieftaincy system, he said.

"In the Transkei we will forever retain chieftainship. It must be restored in the Transkei if great things are to come."

The British Government in South Africa had tried since 1875 to destroy the system. "In 1951 the National Party Government gave chieftainship back to the royal houses — we are grateful for that," said Chief Matanzima. "We have observed that the life of any nation centres around the chiefs."

Chief Matanzima said the Whites should realise that the Black man had his own system of democracy, centred on the royal chiefs. These chiefs legislated for the people. Commoners did not make laws for the chiefs. — (Sapa.)

48

Today: A warning t

BLACK PAPER 1975
The Fight for Education

Edited by C. B. Cox and Rhodes Boyson

Contributors include Kingsley Amis
 G. H. Bantock Jacques Barzun
 Max Beloff Robert Conquest
 H. J. Eysenck Iris Murdoch

Nel's
 promise:
 We'll
 crack
 down on
 bother boys



Mr Philip Nel, education chief:
 "Parents may have to re-apply"

WHAT GOES ON IN BRITAIN'S BLACKBOARD JUN

SUNDAY TRIBUNE
 14/9/75

Tribune reports by JEFF HENDERSON

BLACK PAPER 1975 — The Fight for Education — is the title of a highly controversial attack on comprehensive schooling and a call for greater discipline in British schools and universities.

It has been read by Mr Philip Nel, Natal's Director of Education, and senior members of his staff.

The paper's 10 basic points are:

- Children are not naturally good. They need firm, tactful discipline from parents and teachers with clear standards. Too much freedom for children

breeds selfishness, vandalism and personal unhappiness.

- If the non-competitive ethos of progressive education is allowed to dominate our schools, we shall produce a generation unable to maintain our standards of living when opposed by fierce rivalry from overseas competitors.
- It is the quality of teachers which matters, rather than their numbers or their equipment. We have sacrificed quality for numbers and the result has been a lowering of standards. We need high-quality, higher-paid teachers in the classroom, not as counsellors or administrators.
- Schools are for

schooling — not social engineering.

- The best way to help children in deprived areas is to teach them to be literate and numerate, and to develop all their potential abilities.
- Every normal child should be able to read by the age of seven. This can be achieved by the hard work of teachers who use a structured approach.
- Without selection, the clever working-class child in a deprived area stands little chance of a real academic education.
- External examinations are essential for schools, colleges, polytechnics and universities. Without such checks, standards decline. Working-class children

- Some 650 000 play truant every day.
- Teachers flee from city schools because of lesson resistance and insolence by pupils.
- Adolescent violence is increasing.

Included in the report is a statement by a teacher at a British "Open Plan" primary school which complains of persistent truancy, non-existent discipline, frequent bullying, teachers being abused by children, and lack of organisation.

"Twenty percent of the children are obviously going to be delinquents — indeed some already are," it states. There are references to attacks on staff by pupils — one teacher was kicked, bitten

tion a more relaxed and undirected pastime, says New Yorker Richard Peck.

In many urban schools truancy is such an accepted thing that if all the children turned up on a given day there wouldn't be room for them.

A couple of years ago the New York City United Federation of Teachers requested a contract to provide armed security guards at the ratio of one to every 250 students in a crackdown on classroom violence.

The paper quotes from British newspapers on the effects of changes in the British education system. The abolition of school uniforms has resulted in

Natal's teenage troublemakers

NATAL EDUCATION Director Mr Philip Nel this week threatened action against "troublemakers" in the first move in a crackdown on any developing tickboard jungle situation.

He told me in an interview that parents of pupils who challenged the discipline and authority of schools may soon have to re-apply for admission annually after their children turn 16.

"We will not allow discipline in our schools to get to such chaotic and dangerous levels, as happens in some highly developed overseas countries, that teachers have to be protected by armed guards," he said.

"If pupils become quite impossible at school and there is no support from the home, the department is reluctantly compelled to take such steps as the law provides for.

"I am investigating the implications of the law relating to free and compulsory education which applies to pupils up to the end of the year in which they turn 16.

Confrontation

"A rule to make parents of troublemakers re-apply for admission every year would enable us to use the available secondary school teaching power to better advantage for pupils who do wish to study. I am investigating this whole question and will consult school advisory committees. The question of appeal must also be considered at the same time."

Mr Nel said isolated incidents of confrontation, however serious or regrettable, had to be seen against the wholesome, friendly, sympathetic and co-operative atmosphere prevailing in our schools.

"We have about 100 000 pupils being taught by some 7 000 teachers in 340 schools and 76 boarding institutions."

A small percentage of pupils, mainly in secondary schools, came from homes where they apparently received little encouragement, motivation and basic guidance or discipline.

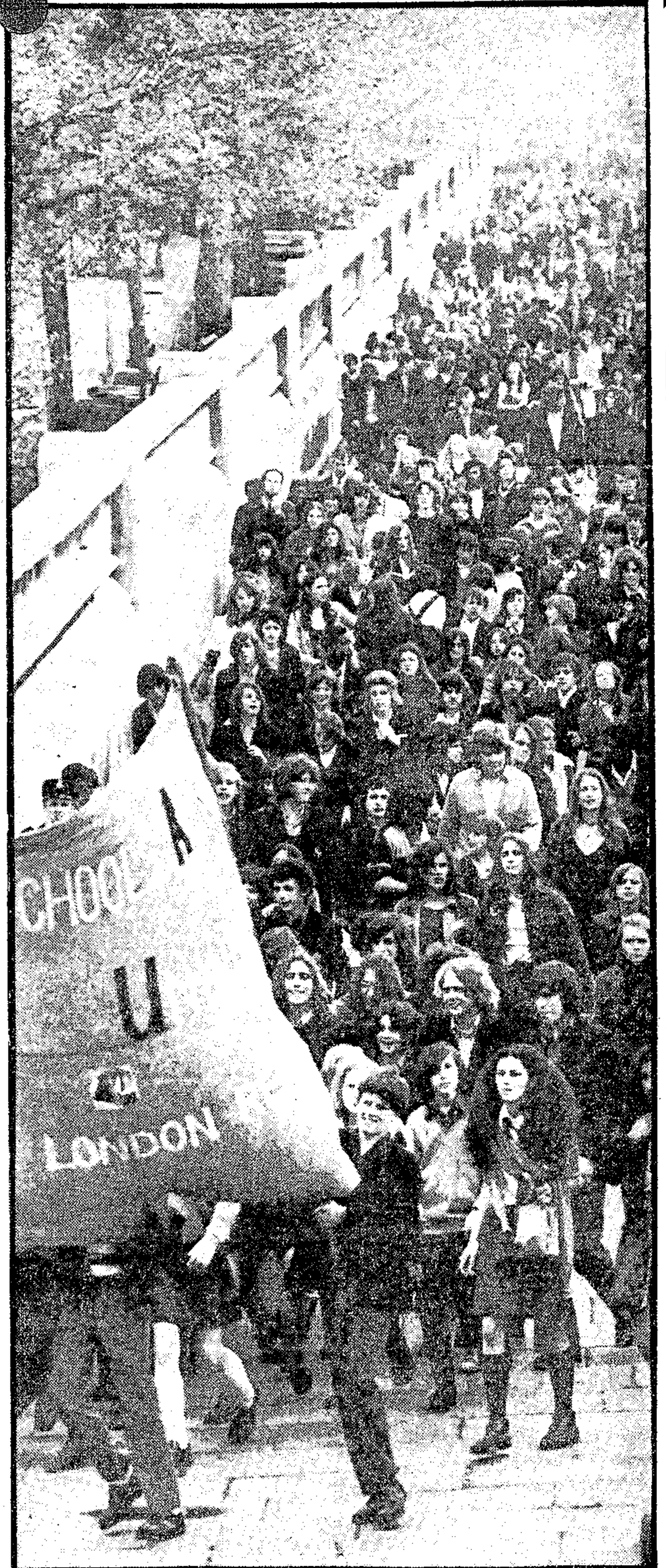
"Understandably, they show little sense of purpose at school. They lack motivation and application and suffer from acute boredom — which is sometimes inherited from an affluent society or parents uneasy in their social rat-race and general affluence, and who mistake failure of parental responsibility and nerve for liberty of rearing."

Mr Nel said boredom and lack of purpose were "two of the most dangerous accompaniments of the loss of respect for authority or of the reasonable rules of society, and frequently result in aggressive attitudes towards all forms of discipline and order."

Fresh interest

The department did its best to help such pupils and often succeeded in giving them a fresh interest in life. All principals and teachers had studied educational psychology; the department-qualified guidance and psychological section, and high schools had teacher-counsellors in whom pupils could confide without fear.

"If as teachers, parents and community leaders we can help our rising generations to develop captaincy over themselves and over situations confronting



British "pupil power" in action when thousands played truant to present demands to the authorities. Can it happen here?

GLE

such pupils re-apply annually for admission after their children have reached 16. The idea is to nip any crisis growth in the bud.

The Natal Education Department welcomes new ideas and is always eager to learn, he said. "But we are not prepared to be messed around by so-called 'prominent' educationists or other free-talking theorists who cry for the moon but stumble over their own doorsteps."

The internal organisation of provincial schools was on the basis of principles and norms emanating from legislation and from "enlightened but decent society."

"Our schools are there for the purpose of offering a sound, expertly devised education programme.

suffer when applying for jobs if they cannot show proof of their worth achieved in authoritative examinations.

• Freedom of speed must be preserved in universities. Institutions which cannot maintain proper standards of open debate should be closed.

• You can have equality or equality of opportunity; you cannot have both. Equality will mean the holding back — or the deprivation — of the brighter child.

The Natal Education Department has made special note of the fact that this latest Black Paper was produced in the light of British surveys that show:

• Reading standards of 11- and 15-year-olds show literacy is declining.

• Half the adult illiterates are below 25.

• Industry complains of increasing innumeracy.

scratched and punched on the jaw by a 10-year-old girl.

Turnover

Staff turnover is rapid, with three teachers at present on tranquillisers.

A young teacher in a London comprehensive school where "there was no syllabus—we teach on our own personality," talks of pupils who could write beautifully expressive poetry but not anything grammatically correct or in fluent English.

On discipline in American schools, the paper states: "Schools have academic and personal discipline to the very arenas of revolt and crime."

At a time when most children cannot read their textbooks, schools continue to attempt expensive innovations to make educa-

children attending schools barefoot or in exotic clothes with obscene slogans on them.

Many teachers have apparently given up trying to control obscene language in the classroom. Vandalism to school property has increased alarmingly — one London comprehensive school spends R1 500 a month on repairing glass alone. And there has been a substantial deterioration in the average level of spelling attainment.

The paper asks parents to demand higher standards of behaviour in schools and oppose dangerous fashions which have corrupted many in the teaching profession.

It is in the light of this alarming report — and the evidence before him — that Mr Nel has disclosed his latest attitude to troublemakers. He is considering making parents of

bearing in mind that certain fundamentals — the three Rs, for example — simply must be taught and learned.

"But education is also formative as well as exploratory and the programmes offered should take cognisance of the aptitude, interest and ability of the pupil when he reaches secondary school."

The Natal Education Department tried to administer the laws and regulations laid out in the ordinance and in directives issued by the Minister of National Education "in wholesome educational context for the benefit of each child," he said.

On the question of authority and discipline in schools, Mr Nel is fond of quoting Burke's dictum: "Men are qualified for civil liberty in exact proportion to their disposition to put moral chains upon their own appetites."

them — that is self-discipline — to develop a tradition of leisure, we shall have taken a big step toward the meaningful and satisfying regeneration of man away from escapism . . . towards satisfying involvement."

When to cane

Mr Nel said he recently had a full and frank discussion with principals covering discipline and corporal punishment. "What was said and the advice given are, of course, confidential but I can say I am happy our principals are interpreting the ordinance on caning in the right spirit."

But teachers were human and therefore

fallible — and when exceptions occurred they received immediate attention. From the evidence before him, and from his own long experience, he was satisfied staff weren't caning as a first resort.

Mr Roger Whiteley, MEC for Natal education, said he agreed wholeheartedly with Mr Nel's views. He saw it as the first step in a concerted move not to allow a blackboard jungle situation to develop.

Keep standards

"We know what is going on and we want people to realise that we are going to maintain discipline and standards in our schools," he said.



Red flags and sex badges . . . British children demonstrate in the last wave of schools protest



The scene: London's Hyde Park. The cane-shy girls were from one of 70 schools that held a one-day strike protest on caning and detention

48

STAR 16/1/75

Coloured scholars without bursaries

East Rand Bureau

A youth who wants to study medicine — and who achieved four distinctions in matric last year — works as a shop assistant in Springs.

A fellow pupil who did nearly as well and who has a love for botany is training as a primary school teacher.

These are only two of the square pegs in round holes who, because they are Coloured, have no bursaries available to them.

Their former headmaster, Mr. J. Wathen, of Reiger Park High School in Boksburg is now worried about several other brilliant pupils who will matriculate this year.

He said: "Frans for example has no parents. He lives with a Germiston family who can hardly support their own children. He is one of the most outstanding pupils I have known and he too wants to study medicine.

"With the results I know he will achieve there would be no problem about getting him into medical school but Frans has battled hard to get as far as matric. He will have to find a job — any job — as soon as he leaves school."

Mr Wathen mentioned other pupils with high potentials but who have not the least chance of being able to afford university.

He said the Coloured Teachers' Association of the Transvaal tried to help indigent students who wanted to teach "but with the small contributions we are able to make perhaps one matriculant from my school can be helped each year."

Congress aim is

48

STAR 18/9/75

to help the problem child

"We must let parents know there is professional help for their children with learning disabilities. Some of them are feeling pretty desperate," says Mrs Freda Muller, organiser of the congress on learning disabilities.

Head of the Norwood Remedial School in Johannesburg Mrs Muller said: "The goal of the congress is to co-ordinate the services of professional people from all over the country, and to inform parents of the availability of new services."

The South African Association for Children with Learning and Educational Disabilities, was formed in 1973 to bring under one umbrella the different services that now exist.

"Often the most misunderstood pupils in a school, these children desperately need skilled professional help.

"They appear to be bright, but are often thought by their teachers to be lazy or wilful.

"Their real problems are subtle, not easily recognised. But they are widespread in their effect on learning and behaviour."

Mrs Muller says that if the children are given help early enough, they can go on to a successful school career.

"If behavioural dis-

There are 126 000 children in South Africa with learning disabilities. SAALED, the first organisation of its kind to represent the interests of these children in this country, is to hold a congress at the University of the Witwatersrand from tomorrow until Saturday. SUE GARBETT reports.

turbances or other signs are picked up and remedied they can develop into well-developed and productive members of society.

"Denied help, these children form a large number of South

Africa's dropouts. Early failure leads to frustration and anger."

Mrs Muller warns that no population can afford to have this number of angry young adults as a part of its society.

SAALED, which is a multiracial, multi-denominational organi-

sation has a three-fold programme.

This is devoted to prevention, diagnosis, and remedial education and treatment.

The theme of the congress is recent advances and developments in learning disabilities.

Those attending will come from all over the country, Rhodesia and South West Africa.

Delegates will include medical specialists, psychologists, speech therapists, social workers, optometrists and educationists.

The programme features music therapy, psycho drama (where children act out and reveal their emotions), and youth counselling.

"At the end of the congress we will break up into interest groups and discuss how we will implement suggestions for change and development."

Some of the prominent speakers at the congress will include Dr R E van der Ross, rector of the University of the Western Cape, and Professor M C H Sonnekus, head of the Child Guidance Institute in Pretoria.

The first night of the congress (September 17) is open to the public. The film "Future Shock" is to be screened. Afterwards a panel will discuss the effect on child and family of rapid change.

For further details of the congress, telephone 728-5207.

Any mother who suspects her child might have learning disabilities, can telephone the head office of SAALED at the University of Stellenbosch. The secretary will put her in touch with all the services in her particular area.

Telephone Stellenbosch 4640.

Council to 'go it alone' on school grants

Star 18/9/75

473
② 48

The Randburg Town Council, upset with the West Rand Administration Board over delay in providing a school sports complex, is to "go it alone" in helping Alexandra High School.

A management committee meeting heard last night that the board had not been able to say when R10 000 given by the Randburg council two years ago would be put to use in building the sports complex for the school.

So the council decided to deal directly with the Alexandra Township community with a grant of R3 000 for education.

PREFERENCE

Mr Cyril Ford told the committee: "Although they (the board) could give us no answer to our queries, they still wanted us to donate money for education, but we refused as we would rather handle the grants ourselves.

"I spoke to the principal of Alexandra High School and he said that as they are not allowed themselves to build any sport facilities, they would prefer education grants."

The grant would be divided into 60 bursaries of R50 each to be used by high school pupils for buying books.

The council's grants-in-aid for 1975/6 are mostly for education.

Besides the R3 000 for Blacks, R11 000 will be given to Randburg students, R3 500 each to the Rand Afrikaans University, the University of the Witwatersrand and Unisa, R600 to Randburg Teaching Fund and R200 each to 11 White Randburg schools and to the Witkoppen African school.

New bursary fund for blacks started

Dispatch
29/9/75

EAST LONDON — The Border Regional Branch of the Institute of Race Relations has launched a bursary fund for black pupils on the Border, for 1976.

This was stated by the regional secretary of the Institute, Mr F. O. Joseph, in his annual report on the Institute's bursaries' operation for 1974/75.

He said the bursary work had expanded considerably, covering the Transkei as well as the Ciskei and the Border.

The Institute sees as its priority the reduction of the appalling drop-out of black scholars, through financial need at the

higher levels. The bursaries are granted on merit, irrespective of the school attended or the area from which the scholar comes.

Reviewing the activities of the bursaries section of the Institute, Mr Joseph said: "It is a matter of sad reflection that such a small part of our funds (less than one-fifth) comes from East London."

He said the need was growing as more and more schools were being opened.

The state had increased its expenditure on black education, but the burden on parents was far greater than the average parent or guardian could shoulder without outside assistance, the report stated.

Those more fortunate must play their part until free and compulsory education is available to every child.

The bursaries did not cover the full cost of keeping a black child at school for a year.

Black children in upper classes had to pay for most of their books, hostel fees, train fares, and uniforms which cost too much.

—DDR

(1) 48
2-291

Call for unions

STAR 22/9/75

to end division

① 135

② 136

③ 48

④ 150A

⑤ 171

Own Correspondent

CAPE TOWN — Prospects of co-operation between the divided factions of the whole South African labour movement were raised today by Mr A I Nieuwoudt, president of the right-wing Confederation of Labour.

He was addressing the multiracial Trade Union Council of South Africa at its 21st annual meeting here today.

Mr Nieuwoudt appealed for co-operation not only between the two leading labour parties but also between them and other trade unions and staff associations.

He emphasised particularly the need for co-operation in the fields of education and inflation. "The education of our children — regardless of colour or language — is our assurance for the future of our country," Mr Nieuwoudt said.

COLONIALISM

He saw a dark future if education affairs did not improve. "We cannot say that we shall import by immigration our trained people for whom we have a dire need — our artisans, our technicians and our scientists.

"Even if that were possible it would subject our country to a sort of colonialism. We would be putting our trust abroad and admitting that our own people are not really good enough," Mr Nieuwoudt said.

He called for "much closer co-operation" between various labour parties in the fight against inflation.

48

That's TEACH that was

STAR 23/9/75 (48)
If you shut your eyes for long in Soweto these days you are likely to miss a new school going up.

The latest Star TEACH school, a 10-classroom primary, is going up in Dube at the rate of two classrooms a day.

Work started on the classrooms yesterday and by late today at least four were finished -- including asphalt flooring.

The school factory built by Union Carriage of Nigel, is being delivered

to the site in modules which are then put together.

By the end of this week the classroom block and possibly the administrative block will be completed.

In two weeks' time, the pupils can move in.

English schools 'where needed'

Star 26/9/75

48

It was difficult, on pupils statistics, to make out a case for more English-language schools on the Transvaal platteland, the United Party MPC, Major J D R Opperman, said today.

He was asked to comment on complaints in letters to The Star about the inconvenience and expense to English-speaking parents having to send their children a considerable distance to school in the country areas.

One letter writer said the average English-speaking pupil would be lucky to attend a boarding school 80 km from home.

Major Opperman said statistically the education department could not be faulted. Afrikaans and

English-medium schools were established where the population warranted them.

"It is unfortunate that some people are not in the right place," he said.

The comparatively small number of English-language schools on the platteland depended on the size of the English-speaking population.

PARALLEL MEDIUM

Where there were not sufficient English-speaking or Afrikaans pupils to justify single-medium schools, parallel-medium schools were established.

Major Opperman produced figures to show the overwhelming preponderance of Afrikaans-speaking pupils in the province.

Of the Transvaal's 952 schools, 342 were Afrikaans, 216 were English-

medium, 199 were parallel medium with mostly Afrikaans pupils and 195 were parallel medium with a more even distribution.

There were 315 788 Afrikaans pupils in the province against 146 536 English-speakers.

Major Opperman said that while there might be few English-medium schools on the platteland certain areas in Johannesburg had no Afrikaans-medium schools because the size of the Afrikaans-speaking population did not warrant them.

Daily Dispatch 27/9/75

Call for extension of black education

48

JOHANNESBURG — A call for a massive extension of educational facilities to blacks comes from Mr Adriaan Louw, chairman of Gold Fields of South Africa — one of the country's major mining houses.

Mr Louw says the four-fold rise in the gold price since 1971 has provided the country with a financial base for a new wave of economic expansion, based on South Africa's under-utilised resources of people, agricultural land, and mineral wealth.

Industrial and labour leaders should progressively extend to black workers more opportunities for advancement in employment — provided, Mr Louw emphasises, this is done without social disruption and — or a collapse in productivity.

"But the efficacy of in-service training depends ultimately on minimum standards of literacy and numeracy, which in turn demand a massive extension of the educational facilities available to our black population," Mr Louw says in his annual review.

Provided these facilities are developed, and our political and business leaders stand firm against increases in living standards not being matched

by increases in the social product, "believe South Africa has every prospect of achieving that minimum degree of general education and inflation-free affluence, which alone can promote the politics of consensus rather than confrontation, and finally achieve a numerically stable population," he says. — DDC

Zulu gets the go-ahead in fifty more Natal schools

SUN TRIB. 28/9/75

48

By DICK USHER

FIFTY more schools in Natal are expected to offer Zulu as an optional course from the beginning of next year — a major breakthrough in language education.

Mr P. R. T. Nel, Natal's Director of Education, says that the rapid expansion of Zulu teaching in Natal schools has been made possible by the success of a trial programme.

At present Zulu is offered as a matric subject at five or six high schools, while over 600 pupils in standards six and seven are studying it.

But the expansion planned by the Natal Education Department will take place at primary school level — a move designed to promote Zulu from the bottom up.

Ten primary schools this year offered a carefully planned Zulu

course in standard five which Mr Nel said had been successful.

"This programme was so successful that next year we are inviting an additional 50 schools to offer it to their pupils," he said.

"We are confident that in January, 1976, there will be 60 schools offering Zulu in standard five."

Teachers

Mr Nel said he saw the latest move as the most significant development in the furtherance of Zulu in Natal schools.

"People are very eager to learn Zulu, and pupils seem to take to it with great enthusiasm.

"Now that there are no compulsory subjects other than the two official languages, Zulu is potentially available at all high schools — provided we have the teachers."

The fight to keep them at school

RDM
1/10/75

Staff Reporter

MY PARENTS are suffering. It was almost matter-of-fact, the way she said it, in gentle tones.

Why? Mr and Mrs Nkosi have seven children, five at school, two working — and sending five children to school in Soweto is an expensive business.

Belesia Nkosi, though, relieves the burden a little, with help from the Rand Bursary Fund.

A Form III pupil, she

is in her third year as a bursar and, if the fund will continue to help her, she may finally reach her objective — to matriculate and become a nurse.

Why a nurse? "There is no other job for me, it is the only one I would think of."

Her brother, too, is a bursar and, no doubt, when the others reach high school, they, too, will join the thousands whose applications pour in each year to the Rand Bursary Fund offices.

Will the fund be able to help them? Will it be able to continue to help Belesia and her brother?

The answer depends on you. It is your donations which help to keep the fund going, help people like Belesia to realise their ambitions.

Donations should be sent to the Rand Bursary Fund, c/o Rand Daily Mail, Box 1138, Johannesburg.



Belesia Nkosi . . . "my parents are suffering"

African schools: the facts

Staff Reporter

DURING 1973/74 the Government spent R387 on each White child at school and R28,56 on each African child in White areas.

What it means is that a White child is paying a token amount to go to a Government high school and is getting text books and set books free.

An African child is paying a minimum of R40 a year for schoolbooks and fees.

Some textbooks are supplied by the State to Afri-

can high schools — about one book to two or three pupils — but no prescribed books in the languages and no free stationery are supplied.

Then, too, there is the question of uniform. Prices of those are rising no less for Blacks than for Whites.

And Soweto headmasters say that a uniform is the only way to ensure that the child has at least one warm outfit.

Only by insisting on uniforms can they ensure that

their pupils don't shiver through cold winter days in unheated classrooms.

These are the reasons why you are being asked to help the Rand Bursary Fund.

While it cannot undertake to pay for bursars' uniforms, it does relieve the burden of fees and books. — R40 for one year's education.

Donations in the form of crossed cheques or postal orders will be welcomed by the Rand Bursary Fund.

A vital cause

RDM 2/10/75

48

THE STORIES are pathetic... a family of five, father earning R90 a month, two children with a chance of receiving a high school education... But where does the money come from?

The facts are simple... the Government in the 1973-1974 financial year spent R387 on each White pupil, but only R28,56 on each African schoolchild in a White area. A White child pays a token to go to a high school and gets textbooks free... A Black child from the poorest hovel must pay R40 a year for fees and school books.

These are some of the reasons in the midst of aggravating de-

valuation — why the Rand Daily Mail urges support of the Rand Bursary Fund. The Fund has played a tremendously important role in the past nine years, helping thousands of children to complete their high school studies. More recently it has also helped with teacher training and university study. Today, more than ever, the need is to hasten the education of the country's Africans. To develop and use their talents.

To support the Rand Bursary Fund not only means to give a child a chance in life, it means the creation of much-needed productive people. And that means a better life and greater security for all.

Pupils may go to White areas

By Rashid Seria

W/E ARGUS

11/10/75

48

THE Government is believed to be considering reopening Coloured schools in White areas to Coloured schoolchildren.

This is in response to pressure from the Executive of the Coloured Representative Council.

In a meeting this week with the Minister of Coloured Relations, Dr Schaik van der Merwe, Mr Sonny Leon, executive chairman of the CRC, pointed out that Coloured schools were standing empty in White areas.

He told me the Minister appreciated his standpoint.

Mr Leon said Dr van der Merwe was 'favourably disposed' to the schools being reopened to Coloured schoolchildren and to meeting the transport costs involved. He said he would consider this carefully.

Mr Leon said: 'I made it clear that we could not have living monuments to the Group Areas Act.'

Cut-backs

'The Minister felt with the present anti-inflation cut-backs, the Government could not afford to let schools stand empty. He will now put the matter to the Cabinet.'

Mr Leon said: the Coloured children would use the schools in White areas only for a few hours. 'They are not going to live there. I don't foresee any objections.'

In District Six alone, 15 Coloured schools are affected by the Group Areas Act. In 1973 there were double-session classes at 512 Coloured schools in the country in which more than 65 000 pupils and over 1 880 teachers were involved.

In 1973, the Cabinet decided to allocate an additional R21 million for a four-year period.

Meetings

The CRC executive met Dr van der Merwe in Cape Town on Wednesday. On Monday they had met the Minister of Finance, Senator O. P. F. Horwood, in Pretoria.

The Executive is believed to have asked the Ministers to allocate an additional R21 million for a four-year period.

Bantu boards to help with farm labour

LEN 17/10/75

① 4 ② 323 ③ 98
④ 319 ⑤ 48 ⑥ 44 ⑦ 205

Farming Editor
Bantu administration boards have asked organised agriculture how they can help farmers with their African labour force.

Mr Manie Mulder, chairman of the West Rand board told farmers this at

the Transvaal Agriculture Union symposium here yesterday.

Mr Mulder suggested boards could assist with:

- the building of houses by the board's building teams;
- provision of recreational and welfare facilities;
- medical services and

clinics on farms;

- family planning;
- education and the provision of bursaries for farm children to attend city high schools;
- in-service training of farm labourers and selection of employees;
- mobile registration units to visit farms.

He reminded farmers that their registration fee of 40c a labourer a month would not be enough to finance all these projects.

Mr J J Druwer, director of the Division of Agricultural Engineering of the Department of Agricultural Technical Services, pointed out that overseas farm workers with Standard 8 were given intensive training in the handling and maintenance of farm machinery.

In South Africa illiterates were pitched into their jobs without even in-service training. The result was that South Africa's tractor maintenance cost 40 percent more than in overseas countries.

At the turn of the century the country would need about 400 000 tractor operators and if current training provisions were not stepped up considerably only 25 000 would be qualified.

If 20 000 tractor operators were not trained within the next few years agricultural mechanisation was bound to remain inefficient and capital losses would be enormous, Mr Gruwer said.

SCHOOLS RAPPED BY NGK POLIC

W/E ARGUS 18/10/75

48

1975
248

Weekend Argus Religious Affairs Correspondent

A COMMISSION of the Cape, Ned Geref Kerk has found that Government policy makes it 'difficult' and in some cases 'impossible' for Black children in the Western Cape to receive the education they want.

It has recommended that the State be asked to create the necessary education facilities so that every Black child shall

have the opportunity to be educated to his utmost in lower, secondary and high schools.

The commission sat under the chairmanship of Professor Jac Müller of the Ned Geref Kerk Theological Seminary at Stellenbosch, and reported this week to the Ned Geref Kerk Cape Synod in Cape Town.

It listed the Bantu Education Act of 1953, Extension of University Act of 1959 and Bantu Special Education Act of 1964 among legislation inhibiting adequate Black education.

The commission said in accordance with national policy, high school and university education as well as teacher training was offered in the homelands.

'In this way children in the restricted areas are badly penalised because only limited facilities exist in such areas. For example, there are only four high schools in the Peninsula and none in the rest of the Western Cape. This cannot possibly meet the needs.'

IMPOSSIBLE

Legislation also provided that a junior school site was provided for each 1 000 families, but a school could only be 'registered and built' when 2 500 families lived in the area — and this made no provision for high schools. In areas with fewer families, no schools could be built.

For children outside Peninsula, it is prac-

tically impossible to attend a high school.

'The reasons are that existing schools are overcrowded, the residential areas of the Peninsula are overcrowded, and in the Western Cape (because it is not a homeland) no boarding establishments may be created.'

Children outside the Peninsula had to go to homelands to receive education.

Not only was this costly to the parent, but 'even if the parent wishes to send the child to the homelands the schools there are overcrowded.'

The commission said in regard to lower education that there were insufficient farm schools, while children could only attend schools in municipal areas provided the authorities were prepared to grant a permit.

MAXIMUM

Children completed the lower school course at the age of 14, and since there were no high schools and they could not yet enter the labour market they hung around with nothing to do.

The commission recommended asking the State to create facilities to educate each Black child to his maximum, and to create boarding establishments so that farm children could attend high schools.

It recommended that the Government should consider building teacher training colleges in White areas to 'relieve the oppressive shortage of teachers.'



CHILDREN in one of Cape Town's African and, in some cases, impossible for Black children they want, a commission of the Cape

Cheaper Black schools

Staff Reporter

RDM 24/10/75

TEN Black schools on the East Rand are to be built to specifications lower than those laid down by the Department of Bantu Education because the East Rand Bantu Administration Board did not provide enough money for their construction.

The board decided at a meeting yesterday that all eight tenders received for the schools were too far above the R36 000 provided, and that lower standards would have to be applied. The lowest standards would have to

be applied. The lowest tenderers would be asked to adjust their prices accordingly.

The schools, six higher-primary and four lower-primary, are designed to have eight classrooms. The higher-primary schools will also each have two special rooms which can be used as libraries, domestic science, or woodwork rooms. The Department of Bantu Education has agreed to the move.

The highest tender received for the buildings was R973 195 and the lowest, a late tender, R581 000.

Coloureds lectured on patriotism

By STANLEY UYS

GERMANS WHO FOUGHT for the Nazi regime were only doing their patriotic duty, says Dr D. A. Kotze, an inspector of Coloured education, in an "orientation" lecture to history teachers at Coloured schools.

"Citizenship can be positive only if it is of a patriotic quality and nature," says Dr Kotze.

"No one blames a German for taking up arms for his country during the Nazi conquests. If he did not do so he would have been unpatriotic and his citizenship negative instead of positive.

"On the other hand, a citizen must state his case positively if he differs from the national policy, and attempt to convince

other citizens in democratic ways of possible approaching disasters. If he is not allowed to do so the policy of his state is negative."

Controversial

Dr Kotze, who is based at Springbok, Cape, compiled the lectures under the auspices of the Administration of Coloured Affairs. The lecture quoted here is No 18 in "Orientation Courses, 1975", designed for history teachers in the senior secondary

course. It is entitled: "The future task of the history teacher in the light of the new syllabuses".

The theme of Dr Kotze's controversial lecture, which has upset many Coloured teachers, is the "patriotic" quality of citizenship. Dr Kotze writes: "The sum total of positive citizenship is thus contained in positive nationalism, patriotism, a creative urge, traditional adaptability and respect for the past.

"Any Press, radio, television, church organisa-

tion, pressure group, trade union, party or university which is of a more international than national nature is unpatriotic, and furthermore it promotes negative citizenship.

Homage

"A university, like the one cited here, does not achieve universality: that

is, it does not thrive vertically (nationally) as well as horizontally (universally).

"We cannot quite free ourselves from the idea that the world is heading for such a condition once more, because there is such a large majority of individuals from every nation and all peoples who

pay no homage to, nor heed national, patriotic citizenship.

"The positive price of citizenship of the Portuguese until recently led them still to believe, in spite of having to face negative world opinion, in the expansion of their civilisation and the Christianising of the heathen.

Their fall can be ascribed to the disappearance of a creative ability.

"The Israelis believe in the future existence of their state in the Middle East, and they are succeeding in bringing this ideal to fruition on the grounds of their matchless positive Jewish citizenship. They are creating and conserv-

ing a new Canaan after centuries of banishment.

"The South Africans reflect a similar positive attitude, nationalism and patriotic citizenship, in that thereby they have created their own language. On the other hand, a lack of positive citizenship in Africa has failed to bring about anything worth mentioning, as far as creativity in this sense of the word is concerned.

"For the same reason, China was unable to play practically any role in the world for 1 000 years. Similar conditions prevailed in Europe during the Middle Ages.

Dr Kotze says history has "basic functions to fulfil" and "contains certain basic values." Teaching history must be accepted therefore, as a cultural task — "in other words, to make the pupil a positive citizen of his country and member of his nation."

National

Citizenship includes privileges and duties, declared Dr Kotze, and these might differ from state to state.

"Even the compulsory franchise is not a compulsory prerequisite for the attainment of citizenship. It depends on the circumstances and stage of development or the form of government."

For citizenship to lay any claim to being positive, it must be presupposed that it must be of a national nature. "It must be nationally directed, otherwise it cannot be of a pure quality. Inquire opinions, that is, negative ideas, give rise to double citizenship, which is an absurdity and is practised by international criminals for doubtful reasons.

"Anyone who strives after two citizenships usually falls hard somewhere between two stools. Such a man is described in the Bible as being of two hearts and unstable in his ways. Pure nationalism is therefore the cornerstone of positive citizenship."

SUN. TIMES 26/10/75

My country first — schools chief

RDM 24/10/75

African medical university planned

Staff Reporter

DRAFT legislation is being prepared for the establishment of a university at Ga Rankuwa, near Pretoria, for the training of African doctors, dentists and veterinary surgeons, the Minister of Bantu Education, Mr M. C. Botha, said in Pretoria yesterday.

Attention would also be given to training for certain auxiliary health services.

The Minister said the university would be an autonomous institution and to ensure academic standards it was intended it would work closely with the universities of Pretoria and the Witwatersrand.

The university would make use of the Ga Rankuwa Hospital which would form an integral part of the university.

In this respect the Minister said the university would be unique in South Africa.

Mr Botha said because the purpose was to train African students and because of the specialised nature of the training, it was essential that the university should have the co-operation of all State departments concerned, the homelands governments, the three existing African universities as well as the neighbouring universities of Pretoria and the Witwatersrand.

"It goes without saying that the homeland governments will have to be involved in the university."

It was intended that first-year training would initially be undertaken at the three universities for Africans and that the medical university would provide training from the second year.

Educ - General

1) Education - General
2) ~~HEALTH - General~~

DD 25/10/75

48

Coloured education talks

EAST LONDON — The condition existing in Coloured education will be highlighted when a deputation of the national executive of the management committees meets the executive of the Coloured Representative Council.

The chairman of the East London Coloured Management Committee, who is also an executive member on the national committee, Mr P. Mopp, said the disgraceful conditions would be brought to the attention of the Rev Alan Hendrickse, who is in charge of education.

Mr Mopp said in some Cape schools, double shift classes had become the rule more than the exception, and instances of triple shifts at one school were mentioned at the meeting of the national executive in Kimberley a week ago.

"In East London all Std 5 pupils will remain at their primary schools when they pass at the end of the year because of overcrowding at the only

high school.
"This will force all Sub A pupils next year to go to school in the afternoon," he said.
In addition, there was a teacher problem and additional staff would have to be found to cope with the Std 6 classes next year, Mr Mopp said. — DDR.

Stn
30/10/75

Thirst for education not enough

Many Blacks, including adults, seek to improve themselves by enrolling for further education — by post. But this thirst for knowledge is not always enough on its own. It is claimed some applicants are out of their academic depth. ROGER DEAN investigates.

Qualifying tests would "stop this waste"

Correspondence colleges "have to trust them"

Africans seeking to improve themselves are being enrolled for correspondence courses that are way beyond their capabilities, it has been claimed.

Mrs Maureen Martus, of the Centre of Concern in Bryanston, said applicants should be given some kind of qualifying test before being accepted for a course.

"Too often they find they are completely out of their depth," she said.

"The wastage is tragic — both in terms of time and money, and because they then become discour-

aged with the whole idea of education."

Mrs Martus said domestic workers came to the centre seeking extra tuition for courses that were beyond them.

They could be helped only if their work was realistic.

"Colleges should draw up a basic test for each year in every subject to determine what candidates are capable of," she suggested.

She also charged that supervision over the courses was inadequate: some students had to send in work for marking only.

"There should be far more counselling and twice a year.

And there should be stricter control over all correspondents' basic qualifications."

The registrar of the Correspondence College Council, Mr J T Steirs, said no complaints had been received on this score.

"It would be very difficult to lay down specific entry standards," he said. "The courses vary so much."

Applicants presumably felt satisfied they could cope with a course when they enrolled.

Mr Steirs advised all students to study their contracts carefully before signing to see if they could switch courses.

College principals say they have no real choice but to accept the educational stand-

the necessary background."

But Mr Brummer scorned the idea of a basic entrance test.

"There is really no such

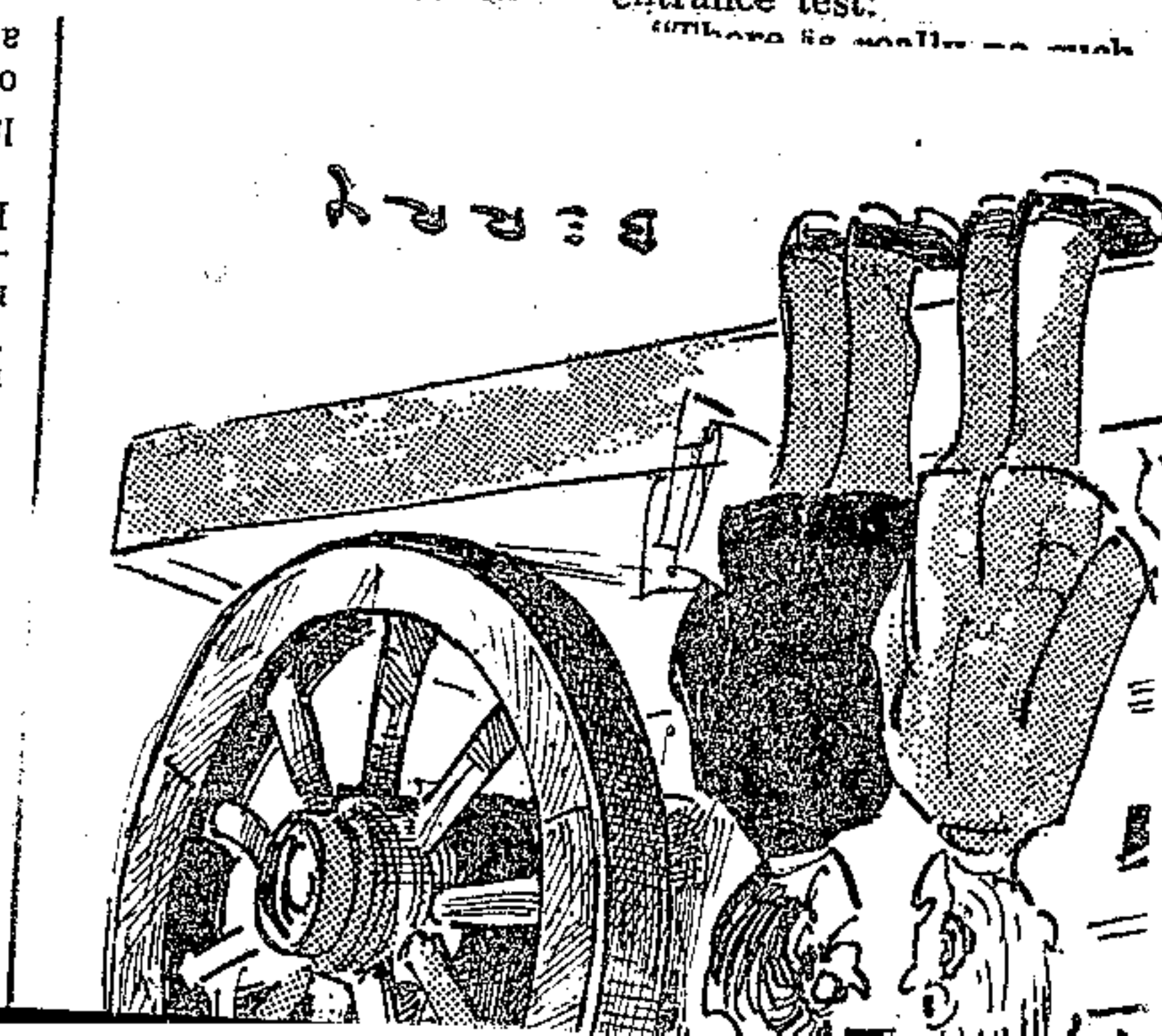
Students work at their own pace and there is no guarantee they will meet the terminal dates indicated for their studies.

At Turret the requirements are considerably less: a minimum of four written papers in a year, and even this may be reduced.

Mrs Nonyongo stressed there was a test at the end of each study and free tutorials were offered where needed. But at R20 for a single matric subject the basic cost is higher.

Such provisions are no doubt adequate for a student accustomed to working on his own.

But it may be questioned whether they meet the needs of an African however highly motivated, who is unused to that kind of study.



1048
187

48

Colour bars *Mercury 6/11/75* 'on way out'

Mercury Reporter
PUPILS at two Durban schools were yesterday told that the days of privilege based on colour were over.

KwaZulu's Director of Education, Mr. F. M. Hallowes, urged students at George Campbell Technical High School to educate themselves and not rely on their white skins to gain a privileged position.

Speaking at the school's prize-giving ceremony, Mr. Hallowes said: "Do what you can to understand the other chap—whether his skin is black or white—to preserve peace in this country."

Commenting on African education in Natal, Mr. Hallowes said that the number of Black pupils gaining their senior certificates would soon equal that of the Whites.

The headmaster of Durban High School, Mr. D. C. Thompson appealed for parents' help in "areas of weakness within the school" when he addressed them at the school's speech day.

He was alarmed at the large number of boys who, "subtly influenced by the free-thinking and easy-going attitude of this affluent White society of ours, see life as all leisure, fun and enjoyment.

"For them, work and industry are matters of minor importance.

"A Zulu matriculant was among the top 10 in the Mathematics Olympiad this year; as many Indians as Whites will pass Form Six this year in Natal."

Black school revolution —

what it will mean

D.O. 21/11/75
D.D. 21/11/75

48

A system that will revolutionise black education in South Africa is to be embarked upon throughout South Africa and homelands (other than the Transkei).

The system is intended to reduce the number of years spent at school by black pupils from 13 to 12 in line with whites, Indians and Coloureds.

From the beginning one has to record that the system can be backed as having all the best intentions. But what cannot be overlooked is the fact that it will augment the multiple problems faced by black education at present.

For a start teachers have to be found to teach the extra 240 000 pupils in Form I who will remain in junior secondary schools in the "white areas" next year.

Previously pupils wrote an external examination in Standard Six and then proceeded to secondary school where most teachers had at least a matriculation certificate.

Now the pupils who pass Standards Five and Six this year have to go to Form I next year in schools whose staff mainly has a junior certificate and a two year teachers' training qualification.

Elaborate arrangements are being made to meet this but with the teacher shortage in secondary and high schools at present, the possibility of meeting the new need in junior secondary schools in ten years does not seem a distinct possibility.

The next problem is that of providing classrooms for the pupils in Form I, but this will be a problem that will gradually sort itself out over the years as the decrease in the number of classes will perhaps lead to a decrease in the need for accommodation. This depends on whether there is not a marked decrease in the drop-out rate in the higher primary school.

The provision of extra classrooms will certainly not be met within the available time between the beginning of this year and next year. This will inevitably lead to a worsening of the sharing of classrooms by two classes — a problem which was getting to a minimum in some of the major urban areas.

The Transkei started on a similar system at the beginning of this year and many higher primary schools were graded into

junior secondary schools.

According to the Transkei Secretary of Education, Mr G. L. Kakana, 993 schools were involved in the change.

The system in the Transkei is one of four types of schools, each with three classes — Sub-standards A and B and Standard One in the lower primary, Standards Two, Three and Four in the higher primary, Standards Five, Six and Seven in the junior secondary and Eight, Nine and Ten in secondary schools.

Of the 993 schools involved in the change-over, 567 had all facilities classrooms, teachers, laboratories, etc. provided by October this year while the rest will have all facilities ready by the end of next year. In short this means that half the number of pupils who go through Standard Seven in the Transkei in 1975 will have gone through schools that were not fully equipped to meet the needs for their education. In secondary schools, the Transkei will have upped the number of schools from 33 to 88 by the time the system has been fully worked out.

This again raises the question of trained teachers to meet the rise in the number of pupils between Standards Eight and Ten and any hope that this can be achieved in the foreseeable future must be more than a dream.

Mr Kakana admitted there was little hope of getting many teachers from Fort Hare University. He said the Department was changing Cicira Training College into an exclusive college for the training of post matric pupil teachers.

He hoped more teachers would be trained at Bethel College, near Butterworth and at Mount Arthur in Glen Grey and at Bensonvale in the Herschel area — the two schools being in the new areas to be taken over by the Transkei next month.

But the whole operation needs much planning and if the Transkei which went into the trouble of having a special commission to investigate the system, has produced the results mentioned above, then the task must be more enormous in other areas.

Leslie Xinwa

R20 000 aid for Border pupils

O.P. 21/11/75

EAST LONDON — Education on the Border has benefited by R20 000 in the last year from trusts and funds administered by the SA Institute of Race Relations.

The Institute's priority, its regional secretary Mr F. O. Joseph says in his annual education report, is

"the reduction of the appalling drop-out rate of black scholars through financial need."

Two hundred and eight students in 56 schools have benefited during the year 1974-75 from bursaries totalling R14 102 which are granted, Mr Joseph says, irrespective of the school attended or the area from which the scholar comes.

He also stressed that the scheme covered not only the Border, but the Transkei and Ciskei as well. Nearly R3 000 of the money had come from local sources, and most of the rest from elsewhere in South Africa.

A further R6 000 during 1974-75 and R4 000 during the previous year, from the Bantu Welfare Trust, had been allocated through the Institute for the building of farm schools in the East London area.

"None of the bursaries awarded by any means cover the full cost of keeping the pupil at school for a year," says the report.

"Not only do African children in the senior classes have to pay for most of their books, but for the great majority, it also means hostel fees because the African high schools are virtually all located in the 'homelands'. Train fares have to be found too.

"Moreover," the report concludes, "uniforms cost as much for an African child as for a white child."

— DDR.



MR. JOSEPH

48

RDM 24/11/75

African education 'needs complete overhaul'

Staff Reporter

THE system of African education needed a "complete overhaul" from elementary level if students were expected to cope with growing demands as they advanced to high school and university levels, Dr Benjamin Mgulwa said at the weekend.

Once this was achieved, the problem facing students in relation to the choice of subjects, especially at high school, would be solved.

He was guest speaker at the 25th anniversary celebration of Donaldson Community School — a higher primary in White City Jabavu — where he addressed about 600 people. He was once a student at the school.

More often than not, students graduating from primary schools found themselves in a totally strange world on reaching high school so far as choice of subjects, some of which they were not familiar with, was concerned.

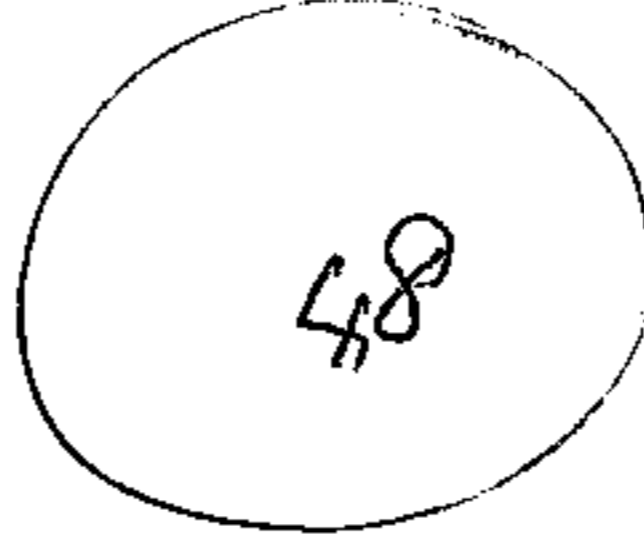
Therefore their problems were further compounded to an extent that they could not easily cope with the school work. This was also the case with high school graduates aspiring to further education at universities, Dr Mgulwa pointed out.

"I am not criticising, but I think our education needs a complete overhaul," he said.

Mr. Mgulwa also cited the chronic shortage of schools in Soweto as a

whole because of the population growth which he said was increasing at a tremendous pace every year. The rate at which schools were being built did not tally with this growth.

He appealed to parents and students to be self-reliant by trying to help themselves and not relying on help all the time from other race groups. To be independent was vital so that they could face the world on their own.



The Indian S. African

By R. S. NAIDOO

IN 1945, the late R. Pather, one of our best known leaders, was convicted under the Pegging Act and imprisoned for buying a house in Moore Road, Durban, and attempting to occupy it.

This matter was raised in the House of Commons. In the course of the discussion, the late L. S. Amery who was Colonial Secretary at the time, defined us as British subjects of Indian origin.

Once again the idea that we were an alien element among the people of South Africa was brought to the fore.

In spite of this definition Britain said nothing about us, when South Africa elected to leave the British Commonwealth of Nations in 1961. However, history will record that the Nationalist Government of South Africa was the first government of this land to accept the Indian community as a permanent part of the population of South Africa and for internal administration this step was heralded by the creation of a new State Department, the Department of Indian Affairs.

Marais Steyn

A few months ago, Mr. Marais Steyn, Minister of Indian Affairs, in the course of an address in the Transvaal referred to the Indian Community as Indian South Africans giving emphasis once more to the fact that we are indeed South Africans.

One hundred and fifteen years ago, on November 16, 1860, a paddle steamer, the Truro, docked in Durban with the first batch of indentured Indians — 342 of them from Madras.

The Mercury describing the first shipload declared that the first arrivals were not so much field labourers as mechanics, household servants, domestics, gardeners and trades people and added that there were accountants, carpenters, barbers and grooms among them (quoted by Bishop Ferguson Davie in Early History of Indians.)

The SS

- A past president of the Indian Teachers' Association for eight terms until July, 1975.
- President: S.A. Federation of Teachers' Associations.
- President: Andhra Maha Sabha of South Africa.
- Vice-chairman: Institute of Race Relations (Natal region).

Murphy - 25/11/75

ters recorded this detail of caste and the home district (India), for each person disembarking in South Africa.

They embarked at Madras (South Indians), and Calcutta (North Indians), and this was the pattern followed up to 1911 when immigration to South Africa was stopped by the Indian Government.

This evidence is available to anyone from the archives, libraries and records in State departments in Southern Africa. Yet Europe and South Africa Part II — A History for Standard X published in 1974 by A. N. Boyce, Rector of the Johannesburg College of Education says in Chapter 49, Page 292, "At first the Indian Government refused to permit Indians to go to Natal, but in the end it was agreed to allow a few agricultural workers from Madras and southern India to go as an experiment. Most of them were untouchables living in poverty, and emigration to South Africa meant an escape from the rigid caste system in India."

The same story

On page 75 of New Syllabus History for Standard IV by four teachers of the Pretoria College of Education, Peacock, Cronje, Loots and Vivier, the same story about untouchables and South Indians is retold to little children of 10 or 11.

The tragedy is that these books are read by all children in South African schools, even the Indians. In the face of the Government standpoint since 1961, one wonders what the motive is behind the perpetuation of this type of story by White authors of

"And already Mohandas Gandhi, a well-to-do Indian barrister in Johannesburg, has been moved by Tolstoy's interpretation of the Sermon on the Mount to throw up his practice and organise passive resistance among the Transvaal Indians, while anxious questions flashed across the wires from Simla and even Peking. Plainly, South Africa must face Asia with a United front if it was to deal with a problem which had its roots in Natal and bore fruit in the Transvaal." (Pages 522 plus; 1972 edition).

People, not problems

We are not problems! We too are people! Is this so difficult to accept?

Is it not a shame, that Gandhi himself, one of the greatest figures of this century, is presented so often as a trouble-maker? The tragedy is that you find echoes of this in most books for school study.

In 1945, in the course of delivering the first Hoernle Memorial Lecture, the late J. H. Hofmeyr, then Deputy Prime Minister of South Africa, said: "The self-interest of the European brought the Indian to South Africa; self-interest has sought to get rid of him from the country; self-interest in so far as this cannot be achieved, is determined to keep him in what is regarded as his place.

"Within" — last year

we have seen how the Pretoria Agreement, a sincere and honest effort to find a solution of the problem in its most important aspect, that is, in so far as it affects Natal, has been shipwrecked as a result of a display of mass intolerance."

We make an urgent plea. Can we not have forbearance and understanding, an objective presentation of us, and our contribution to the common weal in South Africa?

We would like to see our children walk hand in hand with other South African children to face together the challenges of the future.

All of them have a great future and their common heritage is a great country provided they learn to respect and accept one another.

Greatest fears

One of the greatest fears of the Indian parent is the possibility that his child might learn to become a South African by first hating everything his own parents stand for. One has to be an Indian South African to appreciate the enormity of this predicament.

Perhaps our thoughts and hopes are best expressed in a prayer from Tagore's Gitanjali:

"Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments by narrow domestic walls;

Where words come out from the depth of truth;

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;

Where the mind is led forward by Thee into ever widening thought and action—

Into that heaven of freedom, my Father, let my country awake."

1. 260

2. 48

3. 236

4. 239



INSTITUTE FOR EDUCATIONAL RESEARCH

The above-mentioned Institute has recently released a series of important reports, some of which are discussed below.

INTRODUCTION OF A THIRD AND FOURTH LANGUAGE IN SOUTH AFRICAN SCHOOLS - Report No. 0-14
(Available in English only)

It is almost universally realized that a thorough knowledge of the language of a nation is essential in order to understand and study the way of life of that nation. It may also be rightly averred that a speaking knowledge of one another's language promotes mutual understanding and tolerance. If the above-mentioned pronouncements are applied to the situation in South Africa, it should be obvious that a positive contribution would be made to agreeable race relations if the majority of Whites were able to speak a Bantu language.

Most South Africans will seldom or most probably never find themselves in a situation in which they will be compelled to speak French, German or another European language (excepting English). The aim of the teaching of these languages at school consequently differs from that of the teaching of a Bantu language.

The report under discussion recommends that it be accepted as educational policy that every White pupil in the RSA should, from the Standard Three level, receive instruction in the Bantu language which is spoken most commonly in the region in which the specific school is situated. The aim of the instruction of such a language should be to teach the children to speak it fluently and to understand those persons whose home language it is. Furthermore, it was recommended that a European language may be introduced in Standard Six, either as a third language if a pupil wishes to discontinue his study of the Bantu language or as a fourth language in conjunction with the two official languages and the Bantu language.

DEGREES BY INSTITUTIONS OTHER THAN UNIVERSITIES - POSSIBILITY AND DESIRABILITY - Report No. 0-15
(Available in English only)

In the RSA tertiary education is offered by universities as well as colleges. The courses provided by these two types of institutions largely comprise the same fields of study, although only universities may confer degrees whereas colleges are limited to awarding diplomas. In some countries overseas where the same practice exists, certain colleges and institutes have been granted university status, thus enabling them to confer degrees as well.

The study under discussion should be viewed as a scientifically grounded investigation into the possibility and desirability of allowing colleges and institutions in the RSA (excepting universities) which offer education at tertiary level to confer degrees. It was found that it is the task of the colleges for advanced technical education to train technicians by means of courses which are offered at a lower level than in the case of universities in order to satisfy the country's urgent manpower requirements. Education at degree level should be the prerogative of the universities and the colleges should not be given the right to confer degrees.

However, there is a need for co-operation between universities and colleges for advanced technical education with a view to mutual recognition of courses, so that students may move between the institutions without sacrificing years of study.

It was also recommended that the HSRC should undertake a comprehensive investigation into the manpower requirements in the commercial and industrial sectors, with particular reference to the nature of the knowledge and abilities demanded of employees. The opinion was expressed that the colleges for advanced technical education should plan their courses in accordance with the requirements concerned.

EDUCATION FOR HANDICAPPED PUPILS

Extensive research on the education of handicapped pupils has been undertaken by the Institute for Educational Research for the Committee for Differentiated Education and Guidance regarding a national system of education for pupils with handicaps at pre-primary, primary and secondary school level, with reference to school guidance and other ancillary services as integrated services of the system of education for the RSA and South-West Africa.

Separate investigations were carried out for the above-mentioned committee in respect of cerebral palsied, epileptic, partially sighted, blind, deaf, hard of hearing, physically handicapped, mentally handicapped and pedagogically neglected (behaviourally deviate) pupils.

The investigations were characterised by an orthopedagogical and orthodidactical approach and specific attention was devoted to formative education, particularly in the hostel context, as well as to formal instruction in the classroom situation. Research was undertaken into aspects of internal policy and organization of schools for handicapped pupils, as well as of the curricula and syllabuses concerned and recommendations were submitted to the above-mentioned committee.

The full report concerning each group of handicapped children is published in Afrikaans (0-33 to 0-41), and the Committee reports (0-20 to 0-28) will appear in both official languages.

Other reports which will be released by the Institute for Educational Research in the near future include Aids in the school context (Report No. 0-12), The aims of Mathematics instruction and the problems in connection with innovation in respect of Mathematics instruction in South Africa (Report No. 0-13) and The instruction of Mathematics at secondary school level in a number of Western European countries (Report No. 0-29).

Please draw the attention of your staff to this Newsletter

HSRC, Private Bag X41, Pretoria, Republic of South Africa

Xhosa to be taught in 45 Cape schools

CERTAIN primary schools in the Cape will introduce Xhosa as a voluntary subject next year.

According to a spokesman for the Cape Department of Education, 45 schools will take part in the "experiment".

"Some high schools already offer the subject", he said yesterday. "But this will be the first time in the Cape that Xhosa will be taught to primary school children".

Xhosa will be a voluntary, non-examination subject and will be offered to pupils in Standards 3, 4 and 5.

In the Peninsula area, 11 primary schools will be offering the subject — Southfield Primary, Southfield; Jan van Riebeeck Primary, Kloof Street; Ellerton Junior, Three Anchor Bay; King's Road Junior, Sea Point; Grove Primary, Claremont; Tygerhof, Parow; Monte Vista Primary, Parow; De Hoop Primary, Somerset West; Bloemhof Primary, Stellenbosch; North End Primary, Paarl and Gymnasium Primary, Paarl.

The 45 Cape schools that will offer the subject were selected by the Department of Education, the spokesman said, because they already had on their staff teachers who could read and write Xhosa fluently and were qualified to teach the language at primary level.

These teachers will attend one-day orientation courses next month.

2007 011 10 001 001 101

Black pupils *sta 3/12/75* top 4-m

48

**John Patten,
Political Correspondent**

For the first time, more than 4-million Black pupils will go to school in South Africa next year.

It may also be the first time that potentially school-going Black children attending schools rises above 75 percent.

This emerged from an interview today with the Director of Education Planning in the Department of Bantu Education, Mr K B Hartshorne, as the 1975 School year ended.

Of the expected increased enrolment, only 60 000 will be additional school-going beginners.

The remaining 160 000 would be accounted for by the encouraging trend for pupils to stay longer.

About 5 500 new teachers are joining the task of teaching the growing school population.

This would push the total teacher complement at Black schools to about 77 000.

But Mr Hartshorne did not rule out the possibility that aspirant pupils might again be turned away from certain schools because of overcrowding.

He gave the assurance, however, that all aspirant pupils would within a month of schools being reopened be accommodated in one or other school.

GOVERNMENT MAINTAINING RACE BARS

6/12/75 - Professor

Mercury Correspondent

GRAHAMSTOWN. — Most South African Whites with a social conscience would happily pay an extra 10 percent income tax if they knew the money was earmarked for additional African, Coloured and Indian education and training programmes and a reduction in wage differentials.

This was said at the Women's Convention held in Grahamstown by Professor Hansi Pollak, Professor Emeritus of Social Science from Cape Town, when she spoke on changing social patterns.

She said present Government attitudes were aimed at maintaining and re-enforcing

existing racial divisions in society. Even in the economic field where the races worked together increasing degrees of differentiation and separation had been sought.

Professor Pollak pointed to disparities in salaries between the races.

In spite of recent improvements in the salaries of African women, they still suffer the greatest degree of discrimination particularly in the fields in which most women are employed — teaching, nursing and social work.

The proportion of average pensions received by the four racial groups was: Whites 100, Coloureds 50,4, Indians 48, Africans 17.

The Government in its detente programme had talked of eliminating discrimination but had so far concentrated on petty apartheid, said the professor. Major discriminations such as in education, housing, welfare and pensions, in work and remuneration, remained. The removal of such discrimination could not be effected rapidly because of the great existing differences, but Professor Pollak said, a vigorous and unrelenting programme for their elimination should be pursued. The cost would be considerable.

She said individuals who had the vote have a responsibility to create a White public opinion prepared to accept the challenge of bringing about change and eventual equality.

"But above all it means that Whites must, through taxation, be voluntarily prepared to make material sacrifices.

"But I would not happily pay this extra taxation if the major part of it were to be used — as it is today — for defence and the costs of providing, maintaining and administering discriminatory laws and services," said Professor Pollak.

(1) 48

(2) ~~334~~

(3) 286

1. (27)
J. 85

ORDEAL FOR CHILDREN ON WAY TO SCHOOL

(4)

27/11/75 The Argus Correspondent

PORT ALFRED. — Almost 300 Coloured schoolchildren in Port Alfred, aged six to 16, have to walk more than four kilometres from their homes through the Black township to school every day.

They have been doing this for more than a year since the Coloured people were moved to a new sub-economic township in another area.

sioner for Coloured Education to the children's plight.

Later their case was again taken up by Mr John Nash, another CRC member, but without results.

'TSOTSIES'

At the start of their journey the children have to cross the national road to Grahamstown where

there are no pedestrian crossings or other safety measures.

They do this in all types of weather and many are scantily dressed. Their route through the Black township is by way of winding narrow lanes and they are frequently pelted with stones, abused or manhandled by 'tsotsies.'

In wet weather and in winter there is no shelter at the school.

The main section of the school is housed in a dilapidated, broken-down iron structure belonging to the Congregational Church in the area in which the Coloured people once lived.

Two classes are held in the Congregational Church itself nearly a kilometre away.

When I visited the main building there was not one pane of glass in the place that was intact. Asked about this the principal, Mr John Smith, said vandals knocked out the panes as fast as they were replaced.

(5)

Cutbacks hit education for Blacks

(1) 258
(2) 48

Star
12/12/75

A severe setback in the timetable for implementing compulsory education for Blacks has been caused by anti-inflation cuts in next year's education budget.

The Department of Bantu Education aimed at introducing compulsory education for Blacks by 1980. But the budget cut-back will delay the programme, said Mr K B Hartshorne, director of education planning in the department.

In an interview with

The Star Mr Hartshorne said the cuts would mean "a rethink of our target for compulsory education."

"If we got the same increase next year as we have had in the past then we could have started compulsory education by 1980," he said. "But all this is in the air now."

Mr Hartshorne said the programme of increasing the supply of free books to Black pupils would also be delayed by the budget cuts.

"But it will not be stopped," he said. "It means that it will now take about a year longer to get free books into all schools."

The budget cuts will slow down the whole development programme planned by Bantu Education.

"It now depends entirely on the money situation whether we can continue reducing the pupil/teacher ratio as we have been doing over the past few years," Mr Hartshorne said.

"We are now down to about 53 pupils to one teacher and we wanted to reduce this to one teacher to 45 pupils by 1980. I don't know whether we will manage this now."

In 1973/74 the budget for Black education was increased dramatically to R100-million after it had been limited for many years.

In the current financial year expenditure was increased to R150-million—about R42 a pupil and still about one-tenth of the amount spent on White education.

ld be added to

tutor? Yes/no

4 Comment

5. (a) What in your opinion should the aim of tutorials be

(b) Do you feel these goals were achieved during the year?

48

Essay List

Education cuts a danger'

Political Staff

CAPE TOWN — The Progressive Reform Party's chief spokesman on Bantu Education, Dr. A. L. Boraine, said today the Government's decision to reduce funds for Black education was not only short sighted but also dangerous.

Dr Boraine, MP for Pinelands, described as "very courageous" the criticism by Dr R. B. Hartshorne, director of education planning in the Department of Bantu Education of the cuts. Dr Hartshorn, voiced his criticism at the graduation ceremony of the University of the Witwatersrand at the weekend.

Dr Boraine said: "The majority of Blacks have for a long time expressed their resentment at the disparity between the standards and opportunities for White children on the one hand and Black children on the other."

BIRTHRIGHT

During the last session of Parliament Dr Boraine strongly urged the Government to increase spending on Black education. His argument was that it was not only the birthright of every child to have the opportunity of a formal education, but free and compulsory education for Blacks as in the case of Whites was necessary because of South Africa's situation.

"It is unbelievable the Government should make this decision at this time in our history. I urge the Minister to think again and to find the necessary money and resources to implement free and compulsory education for Black children."

se to submit an essay on any of the following topics not later

popularity of Augustus' principate among the various classes

in Revolution Oxford 1938.

ubs and princeps Oxford 1969, esp. chap. 5. (937.07 YAVE 74/5038)

L'aspetto sociale del passaggio dalla repubblica al principato Aevum 38, '64

conomic survey of Ancient Rome vols 1 and 5. '59.

: Princeps and frumentationes American Journal of Philology lxx, '49 7 sq.

as the pax Augusta advertised and to what extent was the reality?

le Aussenpolitik des Augustus u. die augusteische Dichtung Bln '61.

Pax and the 'Ara Pacis' Journal of Roman Studies 50, '60 4 sq.

Venus in a relief of the Ara Pacis Augustae American Journal of Archaeology 70, '66 223 sq.

'Ara Pacis Augustae' JRS 51, '61 153-6.

review of Galinsky Aeneas, Sicily and Rome ('69), in Journal of Roman Studies 62, '72 218 sq.

relevant passages in Brunt and Moore Res Gestae Divi Augusti.

reason trials in Augustus' principate. andout.

Pledge to Blacks broken

STAR
13/12/75
48

Promises made three months ago by deputy ministers Mr Punt Janson and Mr Willem Cruywagen that any mistakes made over the repatriation of illegal Rhodesian Blacks would be "put right" have apparently not been kept.

Several thousand illegal Rhodesian immigrants who came out into the open during the past 16 months at the urging of Deputy Minister of Bantu Administration, Mr Janson, to "legalise" their position have now either been repatriated or have gone into hiding on the Witwatersrand.

Every day more of these "legalised" Rhodesians are being told to leave.

Numbers of employers are known to be harbouring their illegal domestics, waiting for the Government to "make good its promise and put right the mistake".

Most are employed in Johannesburg's northern suburbs.

CONDITIONS

The Rhodesian domestics who applied at the office of the Johannesburg Commissioner of Bantu Affairs after Mr Janson's statements were told they could be legally registered if they complied with certain conditions.

This involved proof that they had been in South Africa before March 1 1968, and had a clean record as far as the police were concerned.

Payment was required of back taxes from the date of the Rhodesian's entry into South Africa.

More than 2 000 complied with these requirements and were given temporary permits—valid in most cases for six months.

However, from August 1 this year, when the Rhodesians tried to have their permits extended, they were told to leave the prescribed area of Johannesburg. They were given, on average, a month to leave.

Journal
52 (evd.
52, 1957.
Phoenix
59 sq.

For study: Agricola and Annales Book 1.
Cornelli Taciti: de vita Agricolae; ed. H. G. Anderson. Oxford, 1922.
If possible, Tacitus: Agricola; introd. by and Sir Ian Richmond. 1967.
The Annals of Tacitus Books 1-6; edited. . . Volume 1: Annals 1. 1-54. Cambridge, Uni.
Syme, R. Tacitus 2 vols. Oxford, Univ. P.
Walker, B. The Annals of Tacitus Manches Browning JRS (53 224-5).
Birley, E. Agricola and his predecessors. 1946 79 sq.
von Fritze, K. Tacitus, Agricola, Domitian Seager, R. Tiberius. London, Methuen, 1928, (74 266-270).
Shotter, D.C.A. 3 Problems in Tac. Ann. I

The high cost of cutting down on education

48 RDM 17/12/75

● Year after year education budgets are cut and school projects, for both White and Black pupils, are deferred. But cut education spending any further and you harm productivity, says Johannesburg educationist F. E. AUERBACH.

can pupils cannot be carried out fully by 1977 as planned.

Pupil-teacher ratios cannot be reduced; urgently needed new training colleges may not be ready to train more teachers — so one can go on.

The reality is nastier than the words on paper. I have found schools of five teachers coping with 450 pupils. (Northern Transvaal), three with 175 children (Eastern Cape) and 11 with 842 (Western Cape) in double sessions; and 164 Standard Six pupils in a Natal school had three teachers...

Textbooks? "If children have no books, wrote one principal, "the parents keep them at home until they have money and children themselves stay away for they feel inadequate."

The Cabinet's 1971 promise to narrow and "ultimately" to eliminate the racial pay gap has been implemented to only a small extent. Perhaps the worst case waiting is that of African primary school heads, who though promised a change a year ago, still get class teachers' salaries plus a maximum R21 a month allowance.

So more than 3 000 women who head lower primary schools have a maximum salary, irrespective of qualifications, of R196 a month — 22,7 per cent of the pay White women principals earn. (Other ratios are much better, I know, but this one remains.)

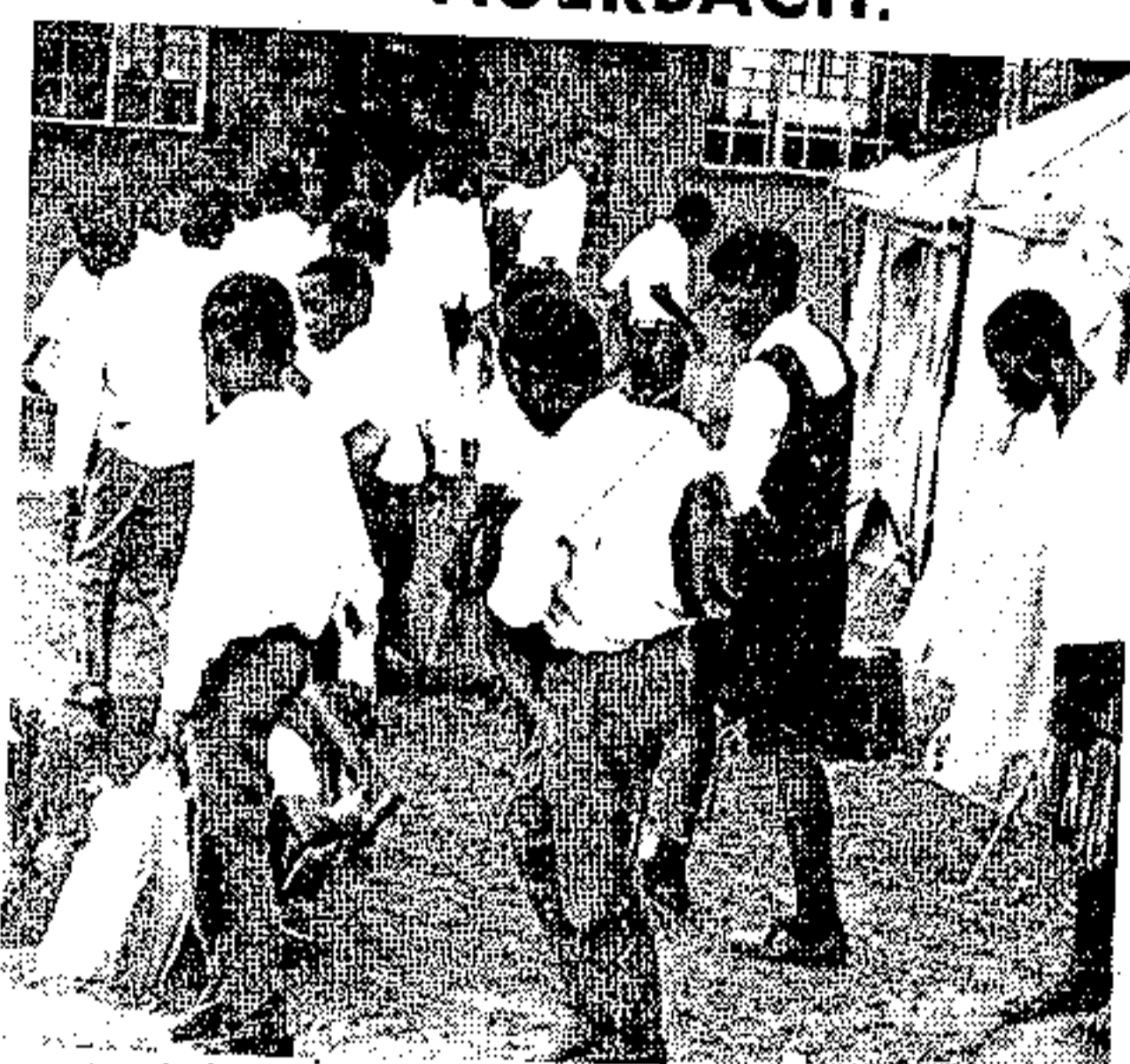
Finally, a short list of steps that might help lift education out of the doldrums:

● To show they agree with Dr Hartshorne, let the private sector spell out loud and clear that the State should NOT cut the normal growth of education spending for the 1976/77 budget, because such cuts will mean poorer training for those essential human skills that can increase productivity. How about it, Dr McCrystal?

● Let the private sector offer a voluntary two per cent tax on profits to be invested in Black education.

● Find a way of cutting the cost of building schools. Does it make sense that schools for non-African pupils cost 25 times as much to build as the TEACH schools?

● To honour its 1971 pledge let the Cabinet announce a time-table for phasing out the racial pay gap in teaching. This would do much to improve the efficiency and quality of Black schools,



Schools — where saving is false economy

vices", "all forms of Government spending should be . . . limited to the barest minimum".

In 1972, of the 536 items on the capital estimates for education in the Transvaal, 237 were deferred. At the same time, schools were told that "as an emergency measure . . . arts and crafts rooms and halls should be used as classrooms". The emergency continues three years later: some schools use their libraries as classrooms too.

One wonders if these delays are not self-defeating. Here are three examples. The 1966/7 capital estimates list Glenhazel Primary at R300 000 and Rustenbergse Hoërskool at R350 000. When these schools were built, the costs (1973/4 estimates) shown are R596 000 and R632 000 respectively.

The new Johannesburg College of Education was approved in 1964. Women's hostels and a new library

were built first because of the delay in voting funds for the whole project. The lecture block, shown in the 1972 estimates at R2 398-million, is now under construction — the 1976 estimates show R10 530-million.

Is it really worth while postponing urgent projects when costs double and quadruple in the meantime?

The cost in frustration is, of course, even greater. The rector of JCE has just stated that, though the Department will allow him to register 900 new students, he cannot take more than 500 because he has no rooms in which to train them.

In education, it seems, everything always has to be postponed. In 1965 better high school staffing scales were decided on in the Transvaal; they have still not been introduced.

The new system of differentiated education,

started three years ago, began with the words: "In view of the present nationwide policy to economise, facilities, equipment . . . must be used to best advantage . . . acquisitions may only be made if these have been estimated for in the usual manner . . . new courses . . . may be introduced only when the necessary facilities are available."

The above are a few examples from White education in one province; clearly, tight spending has been the order of the decade everywhere.

The position worsens when enrolments rise fast. White enrolment rises by some 10 000 a year, Indian by some 7 000.

But the rise in Coloured pupil numbers is some 30 000 annually, so that the 1970 figure of 515 000 will be almost 700 000 next year, and in African education, the 2,75-million of 1970 became the four-million of 1976.

Now, unless Treasury agrees that spending must be allowed to rise to cope with the rapidly rising numbers all the careful planning done by dedicated officials in these departments is frustrated.

If spending is cut next year, as Dr Hartshorne has pointed out, the plan for free textbooks for all Afri-

EVERYONE who cares about education in South Africa will have been immensely heartened by the plain speaking of Dr Ken Hartshorne, Bantu Education Director of Planning. When awarded an honorary degree for his outstanding services to African education, he said that making cuts in Black education was false economy.

It is quite easy to agree with that, but much harder to stop the cuts apparently insisted on by the Treasury. The case for exempting education from the spending cuts that are part of the anti-inflation programme is a strong one, for greater skills are a key factor in improved productivity.

But without strong pressure from the private sector the State will make no exception in its budget cuts because, as the Minister of Finance said the other day, the public will judge the State's sincerity in combating inflation largely by the extent to which State spending is curbed. And that includes education.

People may think these cuts are a new thing, part of our current nationwide anti-inflation programme. But a study of Transvaal education spending shows otherwise.

Almost every year since 1965, the Administrator has introduced his Budget with remarks like "only services enjoying the highest priority have been included", "the building programme has been confined to urgent and essential ser-

Is this fair, Mrs Gowar?

Daily Disp. 18/12/75

48

Two East London women, Mrs Jess Gowar and Mrs Mary Carter, walked out of the Grahamstown's women's convention because an Indian educationalist talked about discrepancies in spending on white and black pupils. Transvaal educationalist F. E. Auerbach looks at the figures and the differences in schooling and asks if it is fair to all concerned.



from R162m to R870 m — fivefold.

3. Nor has the share of the underprivileged risen much; although we are all pleased that Bantu Education is now financed from General Revenue. In 1960, 12 per cent of our spending on education went to Bantu Education, i.e. on educating 70 per cent of South Africa's children. In 1974/5, this had risen to 15 per cent — hardly an adequate improvement given past neglect of black education, the increase in numbers and the deprivation of black children.

But let's see what the low spending means. In white education, there are examples of schools being built ten years after being planned and costing double the original estimate; a high school staffing scale approved in the Transvaal in 1965 has still not been introduced.

Many black teachers bear impossible burdens — a school I visited last year had one teacher teaching 64 beginners from 8 am to 10.30 am and another group of 67 from 10.30 am to 1 pm. A science teacher in Soweto told me he had a Form II class of 84 pupils.

Because not enough pupils reach high school, there are not enough to train as teachers. Result? In 1974, 16 per cent of the teachers in Bantu Education had neither a professional certificate nor a matriculation certificate — 9 000 unqualified teachers.

The Coloured community first asked for compulsory schooling when whites started having it in the Cape — in 1905. A beginning with compulsory attendance has been made within the past three years, though enforcement is doubtful. And accommoda-

tion problems in Coloured schools are so severe that a quarter of the pupils in the first two years of school — 52 500 children — attend platoon session. This also applies to 13 000 Indian children, one sixth of the enrolment in the first four years.

It means the same classroom is being used by one group of children in the morning and another in the afternoon. They do have different teachers (unlike the one million children in the black double session system, where one teacher handles two groups in turn, for one salary). The system means that little Jane can play all morning — while Mummy and Daddy are at work, and only attends school in the afternoon. Rather worrying for mothers: Who keeps Jane safe and happy while some of her friends are at school? Who makes sure she and her brother do, in fact, attend every afternoon?

Then there's the salary gap. It has narrowed a little during the past four years, but only a little. Black youngsters who pass JC are a rather select group, making up 6,3 per cent of those who begin school. Yet primary teachers, whose standard training is two years' post-JC, start on R82,50 a month for women, R15 more for men. Is that fair?

Those with degree and professional training earn about 80 per cent of white scales if Coloured or Asian, about 60 per cent if black. Why should there be any sex or race difference in pay for people with similar training doing similar work?

Headmistresses of our 3 600 lower primary schools, no matter how well qualified, can earn a maximum of R196 a month, while their white colleagues earn R862 a month.

Did you know, Mrs Gowar, that of every 100 black children who start school, 21 drop out after a year, 12 reach high school, and two land in Std 10? And of 100 white beginners, 60 enter Std 10. The figures for

Coloured and Indian children are 4,4 and 2,3.

But segregated schooling has other results. One of the worst is that young people of different backgrounds hardly ever meet, and are frighteningly ignorant of the hopes and fears, customs and interests of their age-mates in every group save their own. This isolation tends to make them concentrate on the problems of their own group and gives them distorted, stereo-typed ideas of people in all other race and language groups in South Africa.

You will be amazed how distorted their views of others are if you talk to the young people in any of our population groups — views which may persist all their lives, and poison our country's inter-group relations for decades ahead.

Did you know black children — but no others — have to buy their own stationery and still some of their own textbooks?

So one could go on describing the harsh realities. Not all are financial. Many will remember the sad case of a girl of 11 who spent almost two years at home because, being rather dark-skinned, she was rejected by her white schoolmates and their parents. That, too, is an aspect of our race habits in education.

We pay a heavy price for financial and personal discrimination in education — millions of young people with their ambitions blunted by poverty, their skills wasted or under-trained, many steeped in ignorance and filled with prejudice or even hatred of all South Africans except those in their own group.

Those who agreed with Mrs Gowar could do worse than visit a few schools in Mdantsane and Pefferville to see how they would like their own children to attend them — and, in addition, get to know some of the personal stories of those youngsters who apply for bursaries to the Border Region of the Institute of Race Relations.

This might make them more sympathetic to Mrs Poovalingam — and to seven million South African children aged 5-19 who are not blessed with white classification.

Time to stop talking and start doing

By Dr W. G. McConkey, former Deputy Director of Education in Natal

IN OPPOSITION, the National Party condemned African education as then conducted by the provinces and the missionaries. It turned, they said, good tribal natives into imitation Europeans. It taught them to compete with Europeans. It gave them wrong ideas about their place in South Africa.

And it certainly was costing too much.

Frank

Those were the days of Frank baasskap apartheid. But the Africa of the 1970s is not the Africa of the 1940s. Government spokesmen now express approval, in principle, of discrimination on grounds of race and support the ruling party's policy as one of equal human dignity.

What are we to make of this new vocabulary and new image?

Letting the financing of African education by Na-

tionalist governments in perspective, this article questions the National Party's credibility as the instrument of change.

Lower

SEVEN TIMES: In 1953-4, the last financial year before Pretoria took control of African education away from the provinces, State expenditure per African pupil was R17,08 and State expenditure per White pupil was R120,3 — just over seven times as much. Part of the difference was the traditional group differential. Part reflected the generally much lower professional qualifications of African teachers and the fact that few African children reached the more expensively staffed and equipped secondary schools.

But African teachers' qualifications had been improving, and more and

more African children had been staying longer at school. The gap, over the years since 1954, should have narrowed appreciably.

TWELVE TIMES: Ten years on, in the financial year 1963-4, State expenditure per African pupil had been depressed, despite the declining value of the rand, to R13,37, with calamitous results in the classrooms. In the same year, state expenditure per White pupil had risen to R163,5 — just over 12 times as much.

Bright

SIXTEEN TIMES: After 10 more years, and steeper inflation, State expenditure per African pupil had risen in 1973-4 only to R28,56 — it would have taken R38 in that year to provide the goods and services provided for R17,08

in 1953-4 — and State expenditure per White pupil had risen to R457 — just over 16 times as much.

Bright professional politicians, we are told, nurse their constituencies. The National Party, having made itself an all-White electorate, was nursing assiduously.

Health

Over the 20 years

- Prices of goods and services — "the cost of living" — had risen by 130 percent.

- State expenditure per annum per White pupil had risen by 280 percent, giving full compensation for inflation plus a bonus from South Africa's increased wealth.

- State expenditure per annum per Black pupil had risen by only 67 percent, going only about half

way towards compensating for inflation.

While teachers and officials worked hard to make the inadequate funds go as far as possible, the quality of African education inevitably deteriorated, and absolutely.

The gap, as Mrs Helen Suzman pointed out in Parliament last June, is really far wider than the 16-to-one ratio shown above.

Endowed

The average White pupil, she explained, enjoys 11 years of free schooling, 10 of them subject to compulsory attendance laws, while the average Black pupil, if one may judge by the level of 1973-4 school-leavers, has between four and a half and five years of schooling, such as it is; and no compulsory attendance law guarantees the African

child even one year at school.

In financial terms, therefore, the State endows average pupils of one group with 11 years of schooling at R457 per year — say R5 000 of the ratepayer's money — and average pupils of the other group with something less than five years of schooling at R28,56 a year — say, in round figures, R140.

So the actual ratio is more accurately expressed as between 30-to-one and 40-to-one.

Such disparity, said Mrs Suzman, was a disgrace. Happily, change is on the way. Or is it?

Equality

A year ago, South Africa's Ambassador to the United Nations startled us when he assured the Security Council that the Government did not con-

done discrimination on grounds of race alone and was moving away from such discriminatory practices as still existed.

Six months ago, the Information Counsellor of the South African Embassy in Ottawa explained "The basis of the policy of separate development is equality in diversity."

Dignity

More impressively still, the Minister of Coloured Affairs recently told the Cape National Party Congress: "Ideas of race superiority must be forgotten. We must end the baasskap idea for good, and we have not much time. We cannot allow our Christianity to be called in question. Christians believe in human dignity and equal treatment for all."

It is, one must assume, the Government's intention to translate these new words into deeds, in education as in other fields — not overnight, of course — that would be impossible — but with all practicable speed. Otherwise the new words, by creating illusory expectations, would be recklessly irresponsible.

But on its record, how credible is the National Party as the instrument of change?

I suggest that the size of next year's Bantu Education Vote — seen in relation to other departmental votes and as a fraction of the gross national product — will do more to establish, or destroy, that credibility than all the

Handwritten scribbles and a circled number '2'.

500 000 go back 7/1/76. STAR to school

48

Education Reporter

It's off to school today for more than 469 000 White children in the Transvaal — and for 48 000 of them it will be their first day in a real school.

But there may not be enough qualified people to teach them through their school careers.

Figures released by the Transvaal Education Department show that prospective new teachers going into training colleges and universities are

well below the numbers needed.

There are presently 5 979 students at the province's four training colleges, and another 4 194 at university who intend to make teaching their profession.

The numbers of new entrants are 2 102 and 1 980 respectively.

REQUIREMENTS

But it has been estimated that 2 970 new students were needed at college and 3 019 at university to meet the department's requirements.

This means a prospective shortage of nearly 1 000 high school teachers and 868 in primary schools.

The department has opened four new high schools this term: one in each medium in Rustenburg, an Afrikaans school in Stofberg, and an English one in Pretoria East.

Eight new primary schools open today, as well as two new nursery schools in Boksburg and Potchefstroom.

The 469 500 White pupils now attending provincial schools include 47 900 Grade 1s and 20 000 in matric classes.

There are 296 800 children in primary schools, 161 000 in secondary schools, 8 500 in special schools and 3 200 in nursery schools under the province's jurisdiction.

Century of growth for the TED

5/1/76
RDM.

Staff Reporter

BEFORE Louis Trichardt's Voortrekkers crossed the Vaal River in 1837 pupils were already attending the first Transvaal school. This year — the centenary anniversary of the Transvaal Education Department — there are more than 800 schools with 457 800 students.

Next month schools and colleges of education will mark the hundredth anniversary of the appointment of the first Director of Education.

On February 16, 1876, Mr W. J. Gorkom assumed office as the first Superintendent-General of Education for the Zuid-Afrikaansche Republiek.

The Transvaal Education Department expanded steadily over the next four decades. By 1915 there were 92 000 pupils in nine secondary and 654 primary schools in the province.

The budget, which then included the costs of Black education, was only R3 158 000.

By 1975 the budget had grown to R185 176 000, excluding the costs of Black education which were transferred to separate departments from 1954 to 1967.

Sixty years ago 10 per cent of Standard 6 pupils completed their high school. Today over half of all high school pupils finish Standard 10.

In its 100-year history 22 directors have served the department. Last year 21 000 students wrote matric in the Transvaal — a far cry from the 130 who sat for their final exams in 1910.

On February 17, the Prime Minister, Mr Vorster, will be guest of honour at the centenary dinner of the TED in Pretoria.

It's still

NM

too

12/1/76

slow

-school

critics

Mercury Correspondent

PORT ELIZABETH — Coloured children must now stay at school at least to the age of nine, bringing full compulsory education for Coloureds a small step nearer.

But the process is too slow for two Coloured leaders.

Dr. R. E. van der Ross, Rector of the University of the Western Cape, and the Rev. Allan Hendrikse, national chairman of the Labour Party, said the goal of compulsory education for all was still a long way off.

Compulsory education for Coloured children up to the age of seven was introduced in 1974.

Last year, it was extended to Coloured eight-year-olds.

Although welcoming the latest extension, Dr. van der Ross said he would like to see something done to keep every standard 6 child at school until the end of standard.

"We are on a long, slow road and I don't think we have the time to wait until the children now in standard 1 reach secondary level. The 2 500 Coloured pupils who passed the 1975 matriculation examination are still pitifully few in relation to our needs," Dr. van der Ross said.

Mr. Hendrikse, former executive member in charge of education on the Coloured Persons' Representative Council, said his party had asked for the immediate implementation of free and compulsory education.

"That was one of the last things we did as an executive before we resigned last November. We told the Minister of Coloured Relations, Dr. Schalk van der Merwe, that if this was not practicable than at least the age should be stepped up to 13 immediately."

Mr. Hendrikse considered the present level of Coloured compulsory education as "meaningless and farcical."

48

(148)
~~2103~~



MR JONAS

Black education inferior — Jonas

UMTATA — The Transkeian Minister of Education, Mr A. N. Jonas, said yesterday he was unhappy about the position of the black child who for decades had not been given a square deal.

"The black child has

been receiving inferior education," Mr Jonas said, "while his counterpart received superior education."

Mr Jonas was opening the 54th annual conference of the African Teachers' Association of South Africa.

As the Transkei approached independence a revision of the syllabus and curriculum was needed, he said. "We want a system of education based on the standards of the civilised world; education that will interpret our national aspirations."

The black teacher must be patriotic enough not to leave the black child at a disadvantage. "As we are Africanising the Department of Education," Mr Jonas said, "after two or six years you will see changes for the good of the black child: we must determine our destiny to master our own fate."

"The Transkei is gallantly marching towards the glittering gates of freedom with all its ramifications," Mr Jonas said. — DDR.

Transkei told: the world is watching

UMTATA — The president of the African Teachers' Association of South Africa, Mr C. N. Lekalake, said the eyes and minds of the world had been focused on the Transkei.

Delivering his presidential address at the 54th conference of Atasa held here, yesterday, he said they had assembled in the capital of the Transkei, a territory which was in the forefront of the development that aimed at the establishment of indepen-

dent states in South Africa.

He said there was no room in their philosophy for teachers of the Transkei, or Zulu teachers. "We are members of the teaching profession and wherever there is a child or a community we claim the right to influence this child or community without any regard for religion, race or any ethnic origin of this child." — DDC.

7, 1976.

Longer school hours reaction

Mercury Reporter

TWO NATAL headmasters yesterday agreed that a move towards longer school days would draw a mixed reaction from teachers and pupils and involved a tremendous adjustment.

This follows an announcement by Dr. G. A. Hosking, Deputy Director of the Natal Education Department, that education officials were looking into the possibility of introducing a longer school day.

Mr. D. J. M. Barton, Headmaster of Kloof High School and former president of the Natal Teachers' Society, said yesterday that he had warned teachers years ago that they should be prepared for a change with the advent of TV.

"I imagine the hours will be increased by about two hours a day with daily games periods," he said.

"Of course matrics would still have to do extra homework, but juniors would have a shorter school day," he added.

The headmaster of Durban High School, Mr. D. C. Thompson, said he thought a school day from 8 a.m. to 5 p.m. would be too long a spell for children to concentrate.

48

48

Rdm 28/1/76

Four million Africans at school

Staff Reporter

A BANTU Education Department projection puts the African school population this year at just over four million.

In Pretoria yesterday the department's director of planning, Dr K. B. Hartshorne, said of the four million about 3 550 000 would be in primary schools and 450 000 in post-primary schools and institutions.

Post primary, he said, included trade schools, technical schools and teacher training colleges.

The number of form five matric pupils was expected to increase by 3 500 to another record total of about 12 000.

Dr Hartshorne said it was impossible to make even a rough estimate of the amount which would be spent this year on expanded school accommodation.

Asked if the Government's stated intention to cut back R800-million on expenditure during the 1976-77 financial year would mean the development of a severe shortage of school accommodation, Dr Hartshorne said:

"Before the budget comes before Parliament, it is not possible to say. However, should it become necessary, every effort will be made through the use of emergency measures to accommodate a maximum number of pupils."

STAR 30/1/76

School for all Blacks say Nats

48

Political Staff

THE ASSEMBLY —
Dr Andries Treurnicht, Deputy Minister of Bantu Education, says compulsory education for all Black children is a fundamental part of the National Party's policy.

But, he said, in the no-confidence debate yesterday "to bring this about immediately is not practically possible."

This year, he said, there were about four-million Black children at school — about 21 percent of the total Black population. In some Black states attendance was only 0,3 percent and in Zambia, for example, it was 15 percent of the population.

There were now 53 Black pupils per teacher, compared with 26 Indians and 22 Whites per teacher. If compulsory education for Black children were introduced now the figure would become much higher for Black children.

Dr Treurnicht said he was proud to be in a position to do for Black people what he would do for his own people. He would do this gladly.

NO OPPRESSION

Later in the debate, the former Deputy Minister of Bantu Administration and Education, Mr Janson, said the Government would have "no sympathy" with any person or party which advocated the oppression of Black people.

Parties like the Herstigte Nasionale Party had no place in South Africa, he said.

Mr Janson, now Deputy Minister of Social Welfare and Pensions, Planning and the Environment, said that in the field of Bantu development and education vast strides had been made in the past year.

Job reservation still existed but this was being phased out slowly in consultation with all the bodies concerned.

At present it affected only 2,9 percent of the working population.

Star 2/2/76

A dangerous step in Black education

I attended the University of the Witwatersrand graduation ceremony on December 13 at which Mr K B Hartshorne received an honorary doctorate for his outstanding contribution to Black education; how poignant that on this occasion he should have to announce the Government's decision to limit its spending on Bantu education and to delay the introduction of compulsory education for all Black children, as an anti-inflationary measure.

Dr Hartshorne calls this a false economy. Surely it is also a dangerous move at this point in history, bound to lead to frustration. As one who has worked professionally among Africans for 20 years, I know how they value education.

The Star has done much through TEACH, also the Natal Daily News, to provide school buildings, but of what use are they if Dr Hartshorne's department

cannot staff or equip them on a limited budget?

The spirit of Christ within Dr Hartshorne led him to devote his life to educating Black children. We White South Africans must

do all in our power to persuade our enlightened Government to review its decision about expenditure on Bantu education.

May Hansen
Waterkloof,
Pretoria.

48

50

Hansard 2 col 52 3/2/76

Transfer of education to control of South African Indian Council

*9. Mr. P. A. PYPFER asked the Minister of Indian Affairs:

- (1) Whether he has received objections by any organization against the transfer of education to the control of the South African Indian Council; if so, (a) by whom were the objections made and (b) what were the reasons advanced by those objecting.
- (2) whether he will make a statement on the matter.

†The MINISTER OF INDIAN AFFAIRS:

- (1) Yes.
 - (a) The South African Indian Teachers' Association.
 - (b) That the South African Indian Council is not a fully elected body.
- (2) No.

50

Memorandum 2 col 72 4/2/76

Bantu pupils

35. Mr. L. F. WOOD asked the Minister of Bantu Education:

(a) What percentage of and (b) how many Bantu pupils were enrolled in each standard from sub-standard A to Form V as at 31 March 1975.

The MINISTER OF BANTU EDUCATION:

	(a)	(b)
Sub-standard A	21,86%	808 251
Sub-standard B	16,18%	598 335
Standard 1	14,60%	540 026
Standard 2	11,34%	419 212
Standard 3	9,90%	365 934
Standard 4	7,58%	280 434
Standard 5	5,98%	221 019
Standard 6	3,94%	145 662
Form I	4,04%	149 251
Form II	2,47%	91 265
Form III	1,37%	50 772
Form IV	0,50%	18 271
Form V	0,24%	9 009
	100,00%	3 697 441

N.B. 1. Statistics as on first Tuesday of March, 1975.

2. South-West Africa excluded.

3. The statistics include pupils in schools which fall under the control of homeland governments. The information was obtained from the various homeland governments.

50

Hansard 3

159

TUESDAY, 10 FEBRUARY 1976

Expenditure on Coloured pupils

175. Brig. C. C. VON KEYSERLINGK asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) What was the estimated *per capita* expenditure, excluding expenditure of a capital nature, during the 1974-'75 financial year in respect of Coloured pupils in the Republic in (i) primary classes and (ii) secondary and high school classes and (b) what was the average *per capita* expenditure for all pupils.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) (i) R118-49.
(ii) R170-67.
(b) R125-53.

Bursaries to Coloured pupils and students

179. Brig. C. C. VON KEYSERLINGK asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many bursaries were awarded by the Administration of Coloured Affairs to Coloured (i) school pupils, (ii) students at teacher-training institutions, (iii) university students, (iv) students taking technical or vocational courses and (v) other students in the Republic in the latest year for which figures are available;
- (2) (a) what is the year in respect of which these figures are given and (b) what was the total sum awarded in (i) non-repayable and (ii) loan bursaries.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (i) None.
(ii) 2 243.
(iii) 530.
(iv) None.
(v) None.
- (2) (a) 1975.
(b) (i) R835 862.
(ii) None.

Soweto school row: 14 000 may be removed

10/2/76
ROM

By NAT SERACHE

PARENTS are threatening to remove 14 000 children from school in support of the protest resignation by the Meadowlands School Board.

There is talk that Tswana school boards in other parts of Soweto may take action — so far unspecified — in support of the Meadowlands board.

The board resigned en bloc last week in protest against the dismissal by the Regional Director of Bantu Education, Mr W. C. Ackerman, of its chairman, Mr Joseph Peele, and another executive member, Mr Abner Letlape.

No reason was given for the dismissals, but members of the board believe it was because of their opposition to the department's directive to use Afrikaans as the medium of instruction in the schools.

Representatives of the 14 school committees in Meadowlands met at the weekend to discuss the dismissals. No decisions were

taken. "That is a matter for the parents," said a committee member.

A meeting of parents has been called at the Thutolore Secondary School, Zone One, Meadowlands, this Sunday.

All Tswana parents interviewed after this meeting indicated that they would withdraw their children from school if the department did not reinstate the two men.

"Mr Peele and Mr Letlape were elected by the parents to represent them on the board," said one mother. "We support them."

Another mother said she was not objecting strongly to Afrikaans as the medium of instruction. "Both English and Afrikaans are White man's languages," she said.

"We were told by the department that we have the right to elect a board of our own choice, which right we exercised by electing Mr Letlape, Mr Peele and others. As far as I am concerned they are still serving."

A man with two children at school in Meadowlands said he would rather teach them at home than be represented by a puppet school board.

Afrikaans: officials silent

Staff Reporter

TOP officials of the Bantu Education Department have refused to comment on the resignation of the Tswana school board in Meadowlands and their protest against the department's insistence on Afrikaans as a medium of instruction.

Dr A. B. Fourie, the department's director of control, yesterday referred the Rand Daily Mail to Mr W. C. Ackermann, the regional director in Johannesburg. Dr Fourie felt the matter fell outside his jurisdiction.

Meanwhile, Mr Ackermann had told a "Mail" reporter that he could not say anything. It was a matter for Dr Fourie.

Above all, it is a matter for concern, and the department should come out with an open explanation, say the parents.

50

Bursaries to Indian students

167. Mr. W. M. SUTTON asked the Minister of Indian Affairs:

- (1) How many bursaries were awarded by his Department to Indian (a) school pupils, (b) students at teacher-training institutions, (c) university students and (d) other students in the Republic during the latest year for which figures are available;
- (2) (a) what was the total sum awarded and (b) what is the year in respect of which these figures are given.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 2 387.
- (b) 499.
- (c) 231.
- (d) Nil.
- (2) (a) R422 796.
- (b) 1975.

The figure under (1)(a) refers to travelling and boarding allowances granted to deserving pupils.

Hansard 3
col 183
11/2/76

48

Catholic bishops shelve mixed schools issue

JOHANNESBURG — Thorny public issues such as conscientious objection to serving in a war, or whether private schools should now admit children of all races have been shelved by the Catholic bishops conference.

Thirty-one bishops from South Africa, Swaziland and Botswana met at the conference in Pretoria.

Bishop Peter Butelezi, of Umtata, said that after a lengthy debate on conscientious objection, the bishops instructed the church's administrative board to study the issue further and to give directives to military chaplains, who are responsible for giving advice and help to young men in the forces.

Members of the church had asked the bishops for guidance on the issue. To the proposal that some private church schools admit all races, allowing integration, the bishops asked for further time on

what was termed "a complex issue."

The bishops want "greater consultation" on the issue. They want the views of parents' associations to the schools and details of what the experience has been of integration of schools in some independent countries.

Bishop Butelezi said there was considerable discussion regarding the training of candidates for the ministry. Concern at the dependency on foreign personnel and the expense of importing such people. There was also debates on how to increase the number of local candidates for the ministry and how to involve the whole community in the work of the church.

He said there was no discussion or approach to be made to the Vatican on the question of accepting married men into the



BISHOP BUTELEZI, ministry.

The bishops decided to give aid to the families of political detainees through their fund for compassion.

The decision follows on their statement of concern late last year at the number of political detentions and at the situation facing their families. — DDC

SALDRU FARM LABOUR CONFERENCE

SEPTEMBER 1976

50

Hansard h vol 239 16/2/76

Paper No. 15

Agricultural E

Marais-Du

Expenditure on Bantu pupils

211. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

(a) What was the estimated *per capita* expenditure, excluding expenditure of a capital nature, in 1974-'75 on Bantu pupils in (i) primary and (ii) secondary classes and (b) what was the general average.

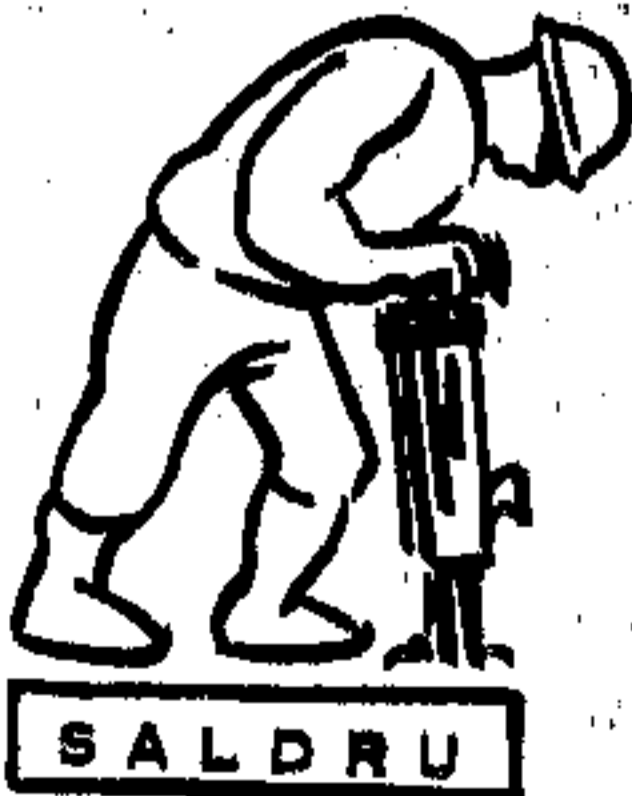
The MINISTER OF BANTU EDUCATION:

(a) (i) R32-01.

(ii) R154-62.

(b) R39-53.

Bantu homelands and South-West Africa excluded.



Preliminary Draft : No portion of this paper may be quoted without permission of Saldru, School of Economics, University of Cape Town.

SALDRU FARM LABOUR CONFERENCE

Expenditure on education of Bantu

214. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

What was the total expenditure from Revenue Account on the education of Bantu in (a) the Republic and (b) South West Africa by (i) his Department, (ii)

Homeland governments, (iii) the South African Bantu Trust and (iv) other State departments or agencies during the financial year 1973-'74.

The MINISTER OF BANTU EDUCATION:

(a) (i)	R41 690 268
(ii)	R50 677 822
(iii)	—
(iv)	R 2 815 007
Total	<u>R95 183 097</u>

Expenditure in respect of capital works excluded. Expenditure in respect of education in the homelands were obtained from the various homeland governments.

(b) None. Funds for the education of Natives in South West Africa are provided on the South West Africa account.

Hansard 4 col
239 16/2/76.

Agricultural
Marais-

A note on the
ure



Preliminary Draft : No portion of this paper may be quoted without permission of Saldru, School of Economics, University of Cape Town.

4.2 Vergoeding

Die Departement Landbou-ekonomie en Bemaking onderneem jaarliks aanvullende produksiekosteopnames afgewissel met volledige bedryfs- en kosteopnames in die volgende gebiede:

<u>Streek</u>	<u>Agro-ekonomiese streeknommer</u>
Transvaalse Hoëveld	B1
Noordwes-Vrystaat	B5
Wes-Transvaal	B4
Swartland	K1
Rûens	K3

50

Vir die doel van hierdie refererensies veronderstel om te verteenwoordig tot die vergoeding van Bantoe te stel terwyl streke K1 en K2 in die huidige situasie weer te gee ten opsigte van die Republiek.

Vervolgens word die vergoeding van werkers oor tyd in die onderstaande tabel uiteengesit.

Hansard 4 vol 260

18/2/76

Expenditure on education
32. Mr. L. F. WOOD asked the Minister of Statistics:

- (1) What was the total expenditure on (a) Revenue and (b) Loan Account in respect of education for the financial year 1974-75;
- (2) what amount was spent on (a) Revenue and (b) Loan Account by (i) the Department of National Education, (ii) the Department of Coloured Relations and Rehoboth Affairs, (iii) the Department of Indian Affairs, (iv) the Department of Bantu Education, (v) other State Departments and (vi) each of the four provinces.

The MINISTER OF STATISTICS:

	R million
(1) (a)	818,9
(b)	101,9
Total	920,8

(2)	(a) R million	(b) R million
(i) National Education	154,3	4,0
(ii) Coloured Rehoboth and Nama Relations	88,6	—
(iii) Indian Affairs	39,3	—
(iv) Department of Bantu Education	59,2	—
(v) Other Government Departments and South African Bantu Trust	23,6	26,6
(vi) Provincial Administrations		
Cape	115,5	26,7
Transvaal	177,2	22,9
Orange Free State	37,6	5,7
Natal	51,5	16,0
(vii) Bantu Homeland Governments	72,1	—

4.2 Vergoeding

Die Departement Landbou-ekonomie en Bemaking onderneem jaarliks aanvullende produksiekosteopnames afgewissel met volledige bedryfs- en kosteopnames in die volgende gebiede:

<u>Streek</u>	<u>Agro-ekonomiese streeknommer</u>
Transvaalse Hoëveld	B1
Noordwes-Vrystaat	B5
Wes-Transvaal	B4
Swartland	K1
Rûens	K3

50

Vir die doel van hierdie referaat word streke B1, B5 en B4 veronderstel om n verteenwoordigende situasie met betrekking tot die vergoeding van Bantoe-arbeid in die Republiek voor te stel terwyl streke K1 en K3 veronderstel word om dieselfde situasie weer te Republiek.

Vervolgens word arbeiders oor tyd

arbeid in die en Bantoeplaas-uitgebeeld.

Hansard 4 col 264

18/2/76

Pupils enrolled in each standard

106. Mr. R. J. LORIMER asked the Minister of Indian Affairs:

(a) What percentage of Indian pupils was enrolled in each sub-standard and standard as at 30 June 1975 and (b) what was the total number of pupils in each sub-standard and standard at that date.

The MINISTER OF INDIAN AFFAIRS:

	(a) Percentage	(b) Number of pupils
Class (i)	11,3	20 740
Class (ii)	11,9	21 766
Std. 1	11,1	10 312
Std. 2	10,5	19 169
Std. 3	10,5	19 310
Std. 4	9,7	17 693
Std. 5	8,2	15 042
Std. 6	6,8	12 416
Std. 7	6,4	11 743
Std. 8	7,3	13 401
Std. 9	3,3	6 116
Std. 10	2,4	4 478
Adjustment classes	0,6	1 162
	100,0	183 348

As the statistics at Indian schools are compiled from the enrolment on the first Tuesday of March of each year, the figures above reflect the position as at 4 March 1975.

4.2 Vergoeding

Die Departement Landbou-ekonomie en Bemaking onderneem jaarliks aanvullende produksiekosteopnames afgewissel met volledige bedryfs- en kosteopnames in die volgende gebiede:

<u>Streek</u>	<u>Agro-ekonomiese streeknommer</u>
Transvaalse Hoëveld	B1
Noordwes-Vrystaat	B5
Wes-Transvaal	B4
Swartland	K1
Rûens	K3

Vir die doel van hierdie referaat word streke B1, B5 en B4 veronderstel om n verteenwoordigende situasie met betrekking tot die vergoeding van Bantoe-arbeid in die Republiek voor te stel terwyl streke K1 en K3 veronderstel word om dieselfde situasie weer te gee ten opsigte van Kleurlingarbeid in die Republiek.

Vervolgens word die vergoeding aan Kleurling- en Bantoeplaas-arbeid in die onderstaande tabelle uitgebeeld.

Expenditure on Indian pupils

168. Mr. W. M. SUTTON asked the Minister of Indian Affairs:

(a) What was the estimated *per capita* expenditure (excluding expenditure of a capital nature) during the 1974-'75 financial year in respect of Indian pupils in (i) primary classes and (ii) secondary and high school classes and (b) what was the average *per capita* expenditure for all pupils.

The MINISTER OF INDIAN AFFAIRS:

(a) (i) R146-11.

(ii) R235-00.

(b) R170-94.

Education of Indians: Expenditure

169. Mr. W. M. SUTTON asked the Minister of Indian Affairs:

What was the total expenditure from Revenue Account by (a) the Department of Indian Affairs and (b) other State departments on the education of Indians in the Republic during the financial year ended 31 March 1974.

The MINISTER OF INDIAN AFFAIRS:

(a) R30 662 030.

(b) R630 302 by the Department of Public Works in respect of minor works, domestic services and maintenance services.

Hansard 4 col 265

18/2/76

50

4.2 Vergoeding

Die Departement Landbou-ekonomie en Bemaking onderneem jaarliks aanvullende produksiekosteopnames afgewissel met volledige bedryfs- en kosteopnames in die volgende gebiede:

<u>Streek</u>	<u>Agro-ekonomiese streeknommer</u>
Transvaalse Hoëveld	B1
Noordwes-Vrystaat	B5

50

Wes-Transvaal
Swartland
Rûens

Vir die d...
veronders...
tot die v...
te stel t...
situasie...
Republiek

Vervol...
arbeid

Bursaries to Bantu pupils/students

213. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

(1) How many bursaries were awarded by his Department to Bantu (a) school pupils, (b) students at teacher-training institutions, (c) university students, (d) students taking technical or vocational courses and (e) other students, in the Republic in the latest year for which figures are available;

(2) what (a) is the year in respect of which these figures are given and (b) was the total sum awarded by his Department in (i) non-repayable and (ii) loan bursaries;

(3) (a) how many bursaries were awarded by homeland governments and (b) what types of bursaries were awarded by them;

(4) what was the total sum awarded by homeland governments in (a) non-repayable and (b) loan bursaries.

The MINISTER OF BANTU EDUCATION:

(1) (a) 507.

(b) 1 097.

(c) 611.

(d) 46.

(e) 4 Existing bursaries for medical students taken over from the Department of National Education. (Bursaries for medical training are awarded by the Department of Bantu Administration and Development).

(2) (a) 1975.

(b) (i) R174 400.

(ii) R49 580.

(3) and (4) The information is not available.

streke B1, B5 en B4
ituasie met betrekking
n die Republiek voor
stel word om dieselfde
leurlingarbeid in die
urling- en Bantoeplaas-
tabelle uitgebeeld.

Hansard hf
col 266
18/2/76

4.2 Vergoeding

Die Departement Landbou-ekonomie en Bemaking onderneem jaarliks aanvullende produksiekosteopnames afgewissel met volledige bedryfs- en kosteopnames in die volgende gebiede:

<u>Streek</u>	<u>Agro-ekonomiese streeknommer</u>
Transvaalse Hoëveld	B1
Noordwes-Vrystaat	B5
Wes-Transvaal	B4
Swartland	K1
Rûens	K3

Vir die
veronder
tot die
te stel
situasie
Republie
Vervolge
arbeide

Expenditure on education of Whites

217. Mr. H. H. SCHWARZ asked the Minister of Statistics:

What was the total expenditure from Revenue Account on the education of Whites, excluding university education, in the Republic in 1974-'75 by (a) the Department of National Education, (b) the provincial administrations and (c) other State Departments.

The MINISTER OF STATISTICS:

	R million
(a)	38,3
(b)	381,8
(c)	15,5

word streke B1, B5 en B4
le situasie met betrekking
d in die Republiek voor
nderstel word om dieselfde
n Kleurlingarbeid in die
Kleurling- en Bantoeplaas-
de tabelle uitgebeeld.

Hansard 4
col 268
18/2/76

(1) 109
(2) 48

Mangope to act on row

STAR 18/1/76

Staff Reporter

The Chief Minister of Bophuthatswana, Chief Lucas Mangope, has agreed to take up the Soweto school language crisis with the central Government.

His Cabinet is to see the Prime Minister in Cape Town next week. At the meeting, Chief Mangope is to raise the issue of schools in Soweto being forced to teach in both English and Afrikaans.

Chief Mangope was told by members of the Meadowlands Urban Tswana Representative Board

that schools were being forced to teach in Afrikaans although parents wanted children taught in English.

The situation was so serious, he learnt, that an entire Tswana school board had resigned after two members were expelled by the Bantu Education Department for refusing to order schools to teach in Afrikaans.

With Chief Mangope at last night's meeting in Dube Village were three Cabinet Ministers—Mr M Setlogelo, Minister of Education, Mr N T Matseke, Interior and Chief V Siping, Agriculture.

(1) 258

(2) (48)

School

boards

STAR
'give in'
19/2/76

A large number of Soweto school boards have withdrawn instructions to principals to use English as medium of instruction in schools because of alleged threats by Bantu Education officials to withhold new grants for urgently needed teachers.

They alleged the Bantu Education Department threatened to withhold new grants for teachers after they had originally instructed schools to teach in English.

Mr W C Ackermann, regional director of Bantu Education, was not available for comment.

Schools controlled by the boards — North Sotho, Venda, Zulu and Tsonga — were now teaching some subjects in English and others in Afrikaans.

In some cases, principals without teachers qualified to teach in Afrikaans have applied for permission to continue using English.

At least one school has been granted permission to teach Form III classes in English. But Forms I and II are being taught in both English and Afrikaans.

A spokesman for the Lebowa School Board, which controls North Sotho schools, said they had to "capitulate" because they needed 26 teachers.

Their junior secondary schools had to be registered with the Bantu Education Department. All but one of the four schools have now been registered.

TYPE OF FARM EMPLOYEE - DOMESTIC

RACE - ASIAN

YEAR - 1972/73

AVERAGE MONTHLY CASH WAGE FOR ALL ECONOMIC REGIONS = R 19.10

DEVIATIONS FROM AVERAGE MONTHLY CASH WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	.00	-9.10	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	.00	.00	.00	.00	-16.88	.00	.00	.00	.00	.00	.00	4.00
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	-2.57	14.23	-4.44				.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	37	38	39				43	44	45	46	47	48
EC REGION DEVIATION	.00	.00	.00				.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	49	50	51				55	56	57	58	59	60
EC REGION DEVIATION	10.90	5.00	5.00				.00	.00	.00	.00	.00	.00

50

Hansard

601 283
19/2/76

TYPE OF FARM EMPLOYEE - DOMESTIC

AVERAGE MONTHLY KIND WAGE FOR ALL EC

DEVIATIONS FROM AVERAGE MONTHLY KIND

WAGE

Capital amount for new Coloured schools
312. Mr. W. G. KINGWILL asked the Minister of Public Works:
(a) What capital amount was appropriated for new Coloured schools during the financial year 1975-'76 and (b) how much had been spent by 31 January 1976.

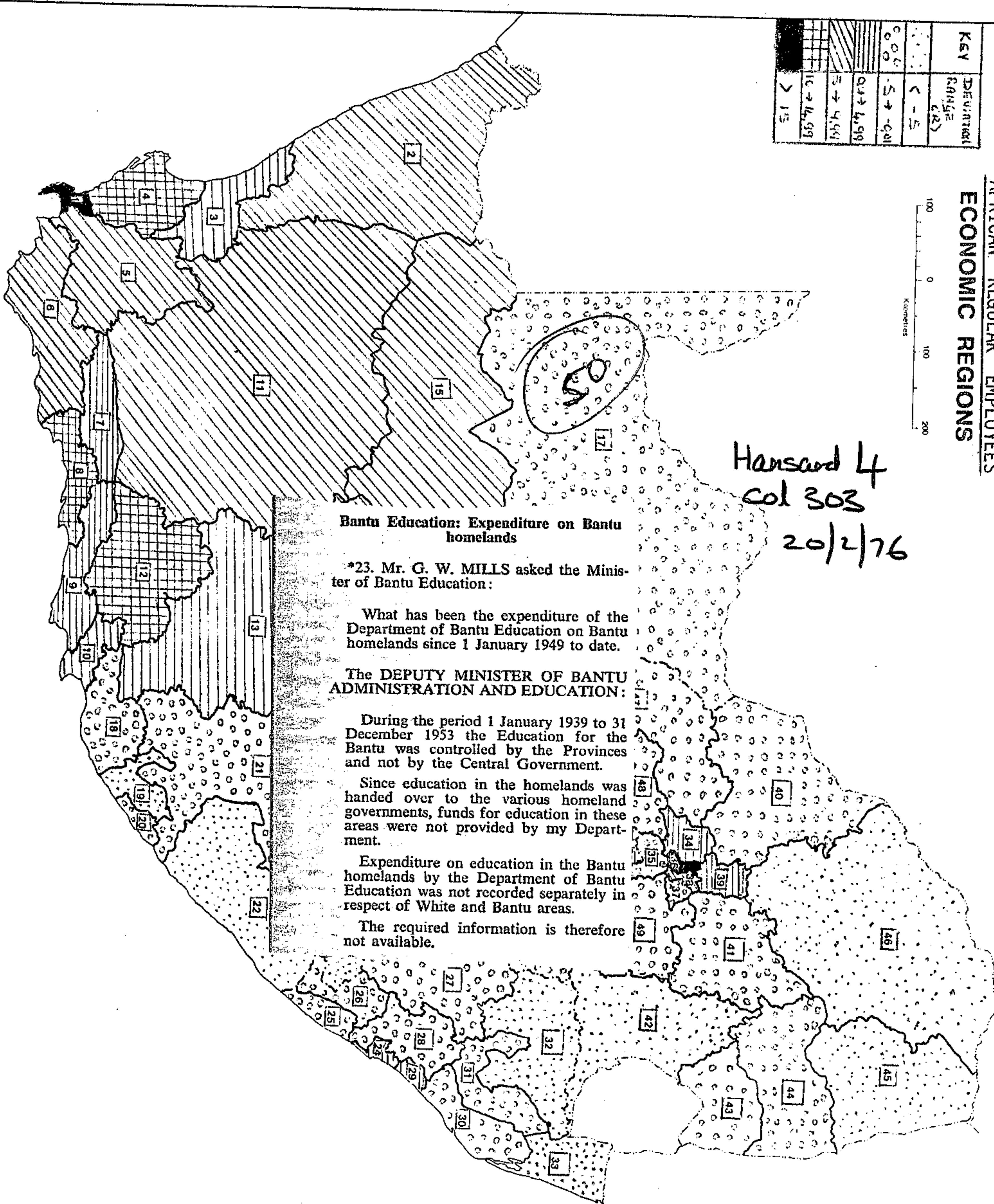
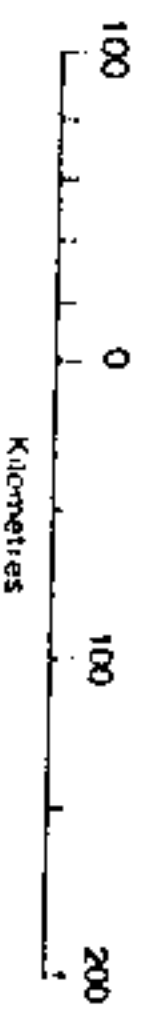
The MINISTER OF PUBLIC WORKS:
(a) R16 403 150 which includes the amount provided for additions to existing schools.
(b) R7 727 137.

19
CM

YEAR - 1972/73

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	-4.78	.00	.00	.00	-4.92	.00	.00	.00	.00	.00	.00	1.03
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	-2.84	.00	3.78	-2.03	-.52	7.15	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION DEVIATION	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	49	50	51	52	53	54	55	56	57	58	59	60
EC REGION DEVIATION	3.14	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

Key	Deviation Range (%)
(Diagonal lines)	< -5
(Cross-hatch)	-5 to -0.01
(Dotted)	0.01 to 4.99
(Horizontal lines)	5 to 9.99
(Vertical lines)	10 to 14.99
(White)	> 15



Bantu Education: Expenditure on Bantu homelands

*23. Mr. G. W. MILLS asked the Minister of Bantu Education:

What has been the expenditure of the Department of Bantu Education on Bantu homelands since 1 January 1949 to date.

The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

During the period 1 January 1939 to 31 December 1953 the Education for the Bantu was controlled by the Provinces and not by the Central Government.

Since education in the homelands was handed over to the various homeland governments, funds for education in these areas were not provided by my Department.

Expenditure on education in the Bantu homelands by the Department of Bantu Education was not recorded separately in respect of White and Bantu areas.

The required information is therefore not available.

Star 24/2/76

Hardships of Black pupils

It is time yet again to draw attention to the hopelessly inadequate provisions for Black schooling.

It costs a White matric pupil a maximum of R10 for his matric year — all he pays is the school fee. Everything else is provided by the schools.

The Black pupil on the other hand (if he is lucky enough to be at school) has to pay for everything: fees, exercise books, text books, pens, etc. Inflation and the escalating price of books do not ease the situation.

The need for money to pay for their schooling is causing them to travel to

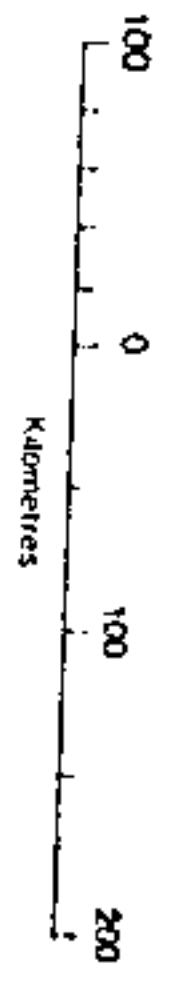
Johannesburg at night (after school) in search for the odd job that might mean a little extra income. This, when they should be studying.

I and other residents of the YMCA in Johannesburg have been besieged by pupils begging for a chance to earn some extra money. They are desperate because they have been threatened with expulsion if they fail to pay the school fee. We have helped where we could, but as most of us here are also students, we don't have unlimited funds.

Johannesburg
R Palmer

MAP 2: DEVIATIONS FROM AVERAGE MONTHLY TOTAL WAGE FOR AFRICAN REGULAR EMPLOYEES ECONOMIC REGIONS

KEY	DEVIATION RANGE (R2)
[Diagonal lines]	< -5
[Dotted pattern]	-5 → -0.01
[Horizontal lines]	0.01 → 4.99
[Vertical lines]	5 → 9.99
[Cross-hatch]	10 → 14.99
[Solid black]	> 15



50

Hansard 5
col 368
25/2/76

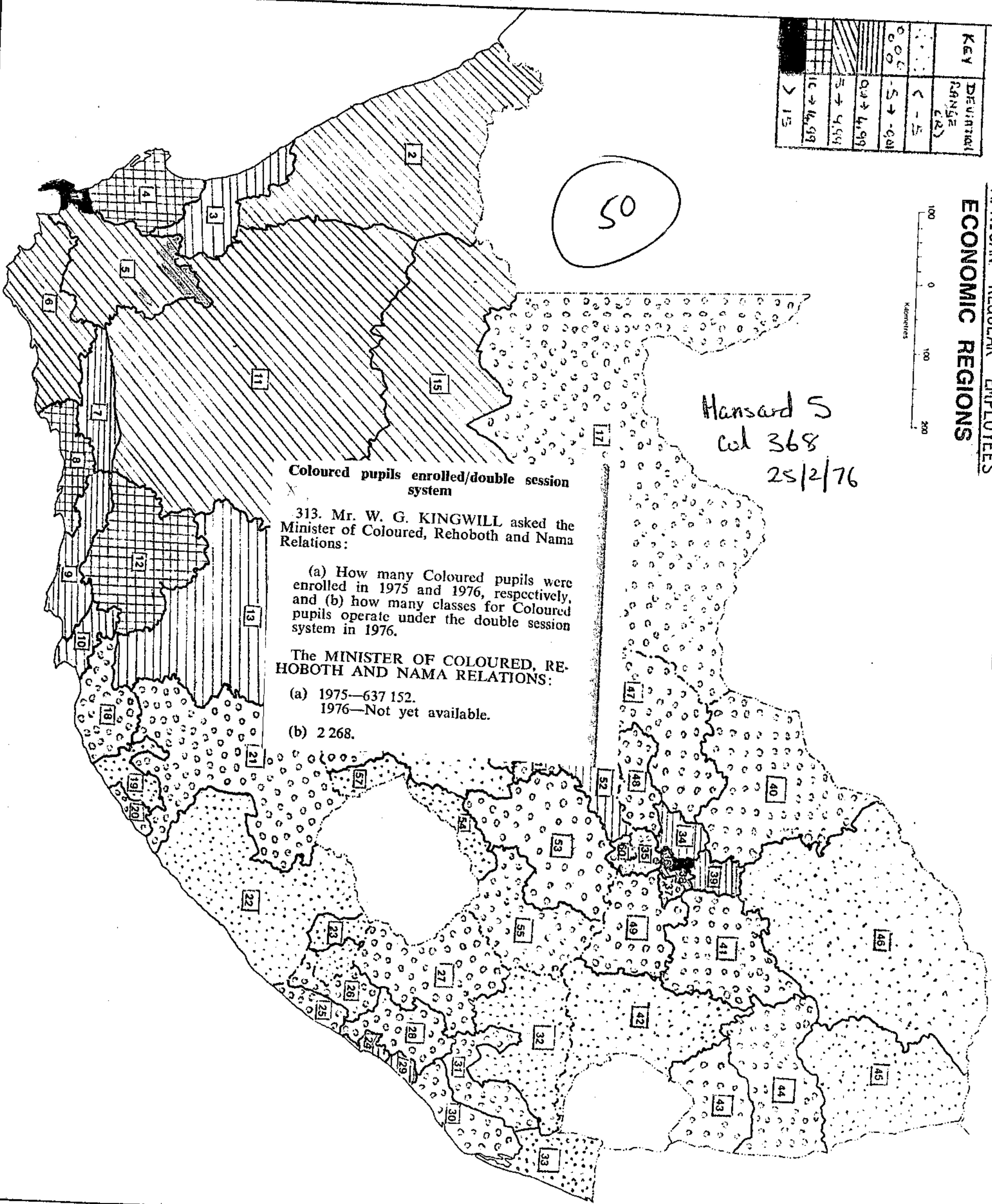
Coloured pupils enrolled/double session system

313. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) How many Coloured pupils were enrolled in 1975 and 1976, respectively, and (b) how many classes for Coloured pupils operate under the double session system in 1976.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) 1975—637 152.
1976—Not yet available.
- (b) 2 268.



REGULAR EMPLOYEES AS A PERCENTAGE OF REGULAR PLUS CASUAL EMPLOYEES

RACE - ALL RACES

DATE - AS AT 31ST AUGUST 1973

EC REGION PERCENTAGE	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION PERCENTAGE	96.79	46.01	44.56	49.93	57.59	48.99	49.24	47.79	50.92	71.68	40.92	48.54
EC REGION PERCENTAGE	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION PERCENTAGE	54.01	42.48	40.95	35.73	35.29	58.29	52.81	51.35	47.26	56.06	60.68	49.41
EC REGION PERCENTAGE	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION PERCENTAGE	67.38	61.89	54.85	74.59	65.60	76.40	74.57	53.44	86.40	58.15	64.78	87.42
EC REGION PERCENTAGE	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION PERCENTAGE	72.64	74.53	78.19	56.7	40	43	2.11	58.80	61.19	47.47	36.78	54.77
EC REGION PERCENTAGE	49	50	51	52	53	54	55	56	57	58	59	60
EC REGION PERCENTAGE	53.12	54.19	54.73	55.8	55	3.86	51.02	45.20	45.20	54.11	44.57	70.46

50

25/2/76
Hansard S col 365

Double sessions

251. Dr. A. L. BORAINÉ asked the Minister of Coloured, Rehoboth and Nama Relations:

How many schools, teachers and pupils, respectively, were involved in double sessions in the Republic during each year from 1971 to 1974.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Year	Schools	Teachers	Pupils
1971	430	1 534	45 020
1972	475	1 667	50 100
1973	512	1 882	56 460
1974	599	1 973	70 117

TYPE OF FARM EMPLOYEE - DOMESTIC

RACE - AFRICAN

YEAR - 1972/73

AVERAGE MONTHLY TOTAL WAGE FOR ALL ECONOMIC REGIONS = R 13.74

DEVIATIONS FROM AVERAGE MONTHLY TOTAL WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
29.42	2.09	11.70	15.30	16.07	5.94	-1.20	5.66	-1.75	-0.90	-1.76	-1.41	
13	14	15	16	17	18	19	20	21	22	23	24	
-3.90	-2.45	-2.53	-1.10	1.58	-5.71	-4.00	-3.70	3.2	3.4	-1.86	3.6	2.68
25	26	27	28	29	30	31	32	33	34	35	36	
1.29	-0.52	-1.49	2.0	1.94	-0.98	0.84	-1.86	0.98	0.84	-1.86	0.98	3.6
37	38	39	40	41	42	43	44	45	46	47	48	
6.78	8.18	5.11	4.0	4.4	0.73	-1.85	-4.92	0.73	-1.85	-4.92	0.73	4.8
49	50	51	52	53	54	55	56	57	58	59	60	
-4.29	-7.66	-6.04	-5.0	5.6	-6.48	-5.29	-6.33	5.7	-5.29	-6.33	-4.59	6.0

Double-session system

37. Mr. L. F. WOOD asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) How many schools falling under his Department and the Administration of Coloured Affairs respectively, operated under the double-session system during 1975, (b) how many (i) classes, (ii) pupils and (iii) teachers were involved and (c) in which standards did the system operate.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Department	Administration as for 3rd term 1975
(a) 25	606
(b) (i) 63	2003
(ii) 2021	69291
(iii) 63	2003
(c) Sub. Std. A to Std. 3	Sub. Std. A to Std. 5
56	32
57	1.94
58	33
59	34
60	35

YEAR - 1972/73

AVERAGE MONTHLY CASH WAGE FOR ALL ECONOMIC REGIONS

DEVIATIONS FROM AVERAGE MONTHLY CASH WAGE

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
20.25	-2.18	7.15	9.13	15.46	6.46	0.10	5.06	-0.62	0.70	-3.39	-1.92	
13	14	15	16	17	18	19	20	21	22	23	24	
-3.97	-2.92	-3.02	-1.71	-2.88	-3.01	-3.70	-2.26	-5.55	-4.06	-3.73	3.39	2.4
25	26	27	28	29	30	31	32	33	34	35	36	
1.83	0.14	-1.09	1.90	5.08	3.82	7.53	-3.51	-0.17	1.20	-0.63	7.98	3.6
37	38	39	40	41	42	43	44	45	46	47	48	
5.05	7.22	4.06	-0.40	-0.39	-3.08	3.96	-0.87	1.39	-0.84	-3.47	-1.75	4.8
49	50	51	52	53	54	55	56	57	58	59	60	
-2.59	-5.68	-4.37	-4.42	-5.94	-5.27	-5.67	-5.99	-5.70	-4.22	-4.97	-2.88	6.0

50

25/2/76

Hansard 15/3/63

TYPE OF FARM EMPLOYEE - CASUAL

RACE - ASIAN

YEAR - 1972/73

AVERAGE MONTHLY CASH WAGE FOR ALL ECONOMIC REGIONS = R 16.39

DEVIATIONS FROM AVERAGE MONTHLY CASH WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	1	-17.83	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	13	-15.70	.00	-9.72	17	18	19	20	21	22	23	24
EC REGION DEVIATION	25	-10.53	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	37	.00	38	39	40	41	42	43	44	45	46	47
EC REGION DEVIATION	49	.00	50	51	52	53	54	55	56	57	58	59
EC REGION DEVIATION	60	.00	61	62	63	64	65	66	67	68	69	70

Hansard 5
25/2/76
263

25

TYPE OF FARM EMPLOYEE
AVERAGE MONTHLY CASH WAGE

DEVIATIONS FROM AVERAGE MONTHLY CASH WAGE

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	1	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	13	-1.15	.00	-1.65	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	25	-1.46	.00	-1.65	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	37	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	49	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	60	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

Education of Coloured persons: Expenditure

172. Mr. W. H. D. DEACON asked the Minister of Coloured, Rehoboth and Nama Relations:

What was the total expenditure from Revenue Account on the education of (a) Coloured persons in the Republic and

(b) Coloured, Rehoboth and Nama people in South West Africa by (i) his department, (ii) the Administration of Coloured Affairs on behalf of the Coloured Persons Representative Council and (iii) other State departments during the financial year 1973-74.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) (i) R5 571 000.
- (ii) R64 641 558.
- (iii) R1 280 000.
- (b) (i) R2 938 000.
- (ii) None.
- (iii) R18 300.

1.82

YEAR - 1972/73

TYPE OF FARM EMPLOYEE - REGULAR

RACE - COLOURED

YEAR - 1972/73

AVERAGE MONTHLY KIND WAGE FOR ALL ECONOMIC REGIONS = R 6.44

DEVIATIONS FROM AVERAGE MONTHLY KIND WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	.41	2.08	3.74	12.86	-2.17	-.41	-2.29	-3.76	-3.79	-2.88	4.25	1.54
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	3.62	5.59	2.46	-1.15	-2.35	-2.61	-1.93	-.71	2.31	4.15	8.21	-2.15
EC REGION DEVIATION	25	26	27									
EC REGION DEVIATION	-2.75	-3.75	-2.0									
EC REGION DEVIATION	37	38	39									
EC REGION DEVIATION	-1.62	-3.94	.4									
EC REGION DEVIATION	49	50	51									
EC REGION DEVIATION	-1.22	2.11	3.6									

364
25/2/76

Hansard

TYPE OF FARM EMPLOYEE - REGULAR

AVERAGE MONTHLY TOTAL WAGE FOR

DEVIATIONS FROM AVERAGE MONTHLY

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	-222.81	42.02	-94.30	-45.78	-4.62	-4.34	-64.83	-74.10	-24.24	-7.54	-77.60	-60.76
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	-38.69	-15.18	-51.68	17.58	-25.38	-70.95	-41.92	-2.80	-64.18	-69.81	-71.54	122.86
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	38.17	-3.30	-19.15	23.54	111.32	109.70	71.97	-30.84	122.44	53.22	-13.29	47.38
EC REGION DEVIATION	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION DEVIATION	3.69	85.04	32.08	-66.62	37.39	6.42	108.11	10.97	61.43	1.76	39.35	3.98
EC REGION DEVIATION	49	50	51	52	53	54	55	56	57	58	59	60
EC REGION DEVIATION	34.14	-24.96	56.98	108.55	-4.77	-42.83	11.94	-21.61	21.22	6.22	-86.64	58.77

Academic part-time classes for Coloured adults

173. Mr. W. H. D. DEACON asked the Minister of Coloured, Rehoboth and Nama Relations:

How many Coloured students in the Republic are at present attending academic part-time (a) primary and (b) secondary classes for adults.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) Primary—4 761.
- (b) Secondary—4 983.

REGION	1972/73
ITE	50.01

48

The Editor's note

A tough life for Black schoolchildren

Star
26/2/76

By what right do the powers that be take it upon themselves to ordain that Black children shall be educated in their mother tongue in primary school, and shall be obliged at a later stage to cope with the demands of higher education and to study difficult matric subjects in both official languages, neither of which is their mother tongue?

Black children already have sufficient obstacles to overcome. They live in overcrowded houses, for the most part without electricity, and with no study aids whatsoever. Many of their parents are relatively uneducated and cannot provide them with the cultural background which facilitates learning. The only contribution

they can make is to work and scrimp and save in order to finance their children's education, for it is not free for them as it is for White children.

There can be no justification, therefore, for compounding that handicap by insisting that they, and only they, be obliged to study in three languages. White children are educated in their mother tongue, and the second language is taught separately as a subject. Black children must write their examinations in English and Afrikaans.

Parents in Soweto have indicated that they take the strongest exception to this ruling.

The authorities are insisting that they be obeyed, stating that they

are entitled to do this because Whites pay for Black education.

What a gross misrepresentation of the facts this is. Blacks pay taxes, in fact their special form of taxation is geared to payment at a much lower income level than that of Whites. Blacks are subjected to exactly the same indirect taxation as Whites.

Joyce Harris
Regional Chairman,
Black Sash

TYPE OF FARM EMPLOYEE - REGULAR

RACE - ASIAN

YEAR - 1972/73

12

AVERAGE MONTHLY CASH WAGE FOR ALL ECONOMIC REGIONS = R101.85

DEVIATIONS FROM AVERAGE MONTHLY CASH WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	.00	.00	.00	331.49	-71.57	.00	.00	.00	.00	113.15	.00	.00
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	.00	.00	2.00	.00	-95.99	.00	.00	.00	.00	.00	.00	-68.57
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	-58.88	-30.00	-30.43	-16.67	-55.39	-17.76	-1.85	-6.64	.00	.00	.00	18.15
EC REGION DEVIATION	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION DEVIATION	.00	-13.51	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	49	50	51	52	53	54	55	56	57	58	59	60
EC REGION DEVIATION	-31.85	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

Handwritten: Hansard Vol 41 2/2/76

TYPE OF FARM EMPLOYEE - REGULAR

RACE - ASIAN

YEAR - 1972/73

12

AVERAGE MONTHLY KIND WAGE FOR ALL ECONOMIC REGIONS = R101.85

DEVIATIONS FROM AVERAGE MONTHLY KIND WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	.00	.00	.00	331.49	-71.57	.00	.00	.00	.00	113.15	.00	.00
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	-37.87
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	-41.25	-42.73	-38.51	-42.37	-38.36	-34.38	4.82	-40.43	.00	.00	.00	-36.85
EC REGION DEVIATION	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION DEVIATION	.00	-28.52	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	49	50	51	52	53	54	55	56	57	58	59	60
EC REGION DEVIATION	-33.52	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

Members of Meadowlands Tswana School Board

*12. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

Whether any members of the Meadowlands Tswana School Board were recently dismissed; if so, (a) which members and (b) what were the reasons for the dismissal.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

The membership of two members was recently terminated:

- (a) Messrs. Joseph Peele and Abner Aaron Letlape.
- (b) They were dismissed in terms of regulation 41(2) of Government Notice R.429 dated 18 March 1966.

TYPE OF FARM EMPLOYEE - REGULAR

RACE - COLOURED

YEAR - 1972/73

AVERAGE MONTHLY KIND WAGE FOR ALL ECONOMIC REGIONS = R 6.44

DEVIATIONS FROM AVERAGE MONTHLY KIND WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION DEVIATION	49	50	51	52	53	54	55	56	57	58	59	60

Handwritten: 1.41 / 2.08 = 2.75
 2.75
 50

The two official languages as media of instruction

*11. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- Whether any school principals have since February 1975 applied for permission to deviate from the fifty-fifty basis in the use of the two official languages as media of instruction; if so, how many;
- whether any applications were refused; if so, (a) how many and (b) for what reasons in each case.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

- Yes, but no statistics are kept of such applications. Applications are dealt with on the files of the relevant schools.
- Yes. (a) and (b) Unknown.

I do not deem the requested information of such importance to instruct my Department to undertake this time consuming task to obtain the required information.

The fifty-fifty basis in the use of the official languages have been applicable on secondary schools since 1955. Deviation from this basis has already been approved in the past. The change-over to the twelve-year structure has entailed that the principle in respect of the medium of in-

struction applicable in the case of secondary schools also becomes applicable in the case of Standard 5. Applications to deviate in these cases are considered in the light of:

The availability of teachers proficient to teach through the medium of one of the official languages.

The fact that textbooks in a certain language have already been supplied to the senior classes or the school which the pupils will eventually attend.

NR - 1972/73

EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	38.17	-3.30	-19.15	23.54	111.32	109.70	71.97	-30.84	122.44	53.22	-13.29	47.38
EC REGION DEVIATION	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION DEVIATION	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION DEVIATION	49	50	51	52	53	54	55	56	57	58	59	60

The classroom

By TONY SPENCER-SMITH

THE MEN WHO ACT LIKE LORDS

AMBITIOUS school principals who act like "lords in their castles" have helped to bring about the current serious situation in White education.

This was the charge made this week by a former Durban school principal, who declined to be named for fear of the reaction of colleagues and the education authorities.

In an interview, he said some principals saw their positions purely as stepping stones to success — and pupils and teachers suffered as a result.

"Those headmasters think schools exist for their benefit. Even when they reach top posts they are still always looking for promotion," he said.

"To get that promotion they impress the Education Department by interpreting the rules and regulations as narrowly and strictly as possible.

"They look on parents, and children as a necessary evil for their schools to exist. The pupils become ciphers in their path to promotion.

"And the teachers have the constant feeling that they are teaching with someone looking over their shoulders, spying out their weak points rather than emphasising their strong ones.

"Often the teachers have this feeling even in schools where the headmasters are not all that bad, because the inspectors too seem to be studying their work in a negative sort of way, tending to praise the conformists."

He said there was still a nucleus of highly competent and dedicated teachers and principals, but because of the terribly poor salaries, "the day of the dedicated teacher entering the profession is dead and gone.

Gloom

"Unless something is done very fast, the future looks gloomy.

"Already the shortage of teachers is more serious than people think. And the young teachers with good qualifications — especially the young men — are looking around ac-

tively for ways to get out of the profession.

"For instance, it would be out of the question for a young man to marry on a teacher's pay, unless his wife worked as well. And outside the profession they can earn vastly more with exactly the same qualifications."

The headmaster said another serious cause of concern was the number of pupils who are expelled from school.

"I would hang my head in shame if I had got to the position where I had to expel a pupil. I would think it my duty to draw the child into the full life of the school by making it attractive to him.

"Yet one gets principals saying with pride that they've just expelled two children. Expulsion is like life imprisonment. It hangs over the child for his whole life. He has enormous difficulty finding another school.

"And usually the reasons for expulsion are so petty. Things like refusing to be caned or to have one's hair cut. Sticking too narrowly to the

Out

• A brilliant young teacher with a four-year qualification to teach physical science and maths — including a BSc — wants to get out of the profession as soon as possible despite his great love of teaching because he "can't live on that sort of money."

The informant told me: "It will break his heart to get out, but he feels he has no choice."

rules creates a police state in the school."

He said the situation in a school should be such that a child was happy to be there.

"But how many people leave school with the feeling 'Thank goodness that's over'? I would say 999 in every thousand.

"Another thing is that 15 percent of the pupils are considered subnormal enough to need special schools. What about the 15 percent at the other end of the scale — the really gifted ones?

Cases

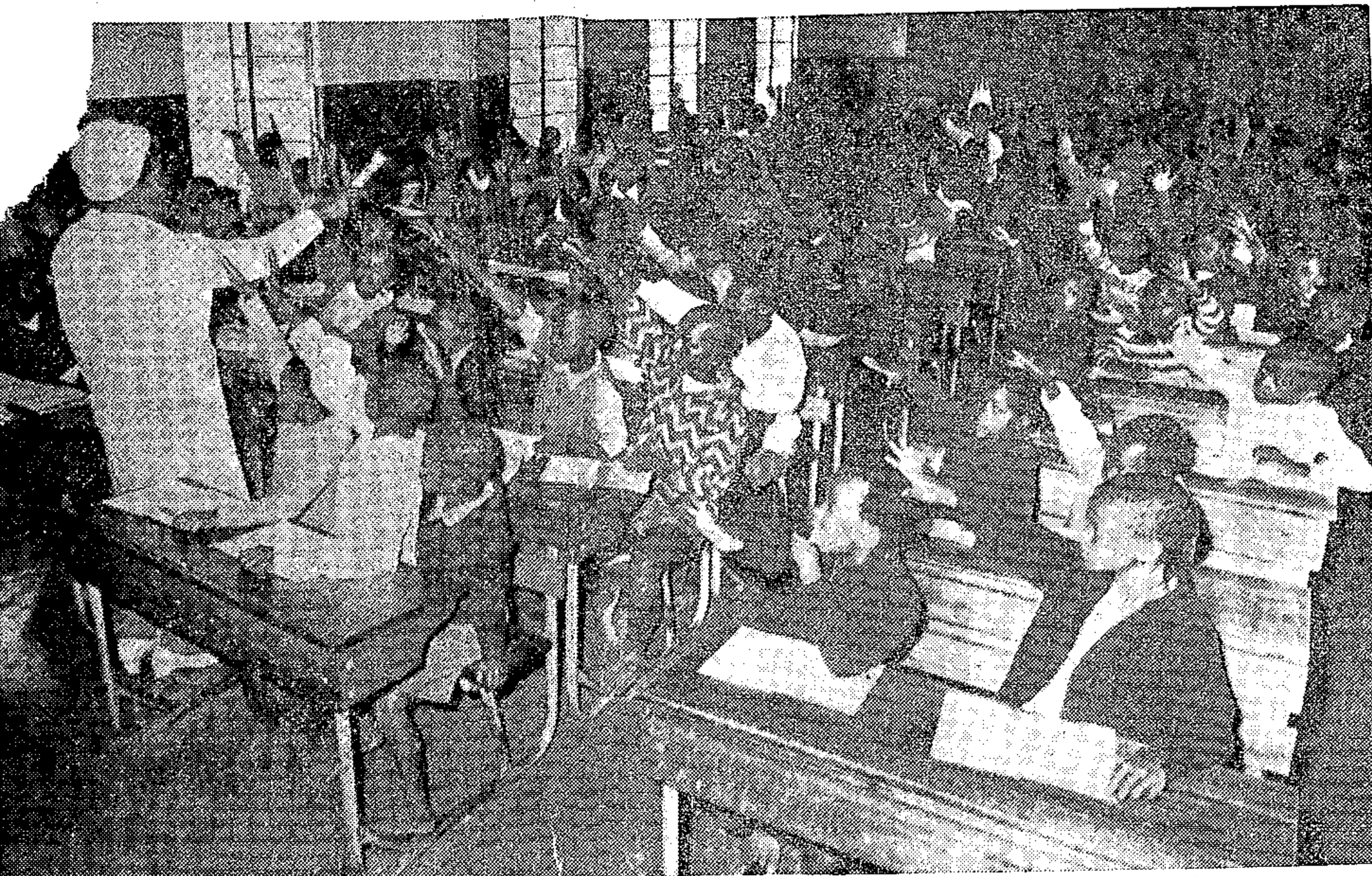
"Where are the special schools or even the special classes for them, where they are not held back by average standards?"

The Sunday Tribune has been told of two case histories of teachers which underline in different ways the seriousness of the situation.

• A woman teacher with domestic science qualifications and no real experience of science is teaching biology and physical science to Standard 8 and 9 pupils in Natal after a six-month crash course in science by the Natal Education Department.

The informant said there were many people like her and it was only through fantastic dedication that she had been able to do her pupils justice. She had often had to work up to 2am preparing the next day's lesson because of her lack of real scientific training.

Crisis... on both sides of the line



Twice the work for no extra pay

A KwaMashu teacher copes with 120 Sub B pupils in one of her overlapping sessions

MORE THAN 11 000 Black teachers are having to cope with exhausting double sessions for no extra pay.

In two overlapping three-and-a-half-hour sessions, one teacher may have to teach well over 100 pupils.

For the teachers it means repeating almost all their lessons every day. Discipline is difficult in the overlapping periods and individual attention almost impossible.

Made it priority

"I am amazed at the number of children who manage to make their way through school," said Mr F. M. Hallowes, retired Director of Education for KwaZulu.

Sub A and Sub B classes are affected. In Natal and KwaZulu, over 1 200 schools have double sessions. And although the Department of Bantu Education has made it a priority to eliminate the double sessions, it will not be possible to phase them

out completely until the 1980s.

One R 98-a-month primary school teacher who teaches 120 Sub B children every day — 60 in each session — in KwaMashu said: "It is difficult not to get bored. When the second session comes in you have to give exactly the same lessons as you gave the first session."

A Sub A teacher, who has been teaching for 16 years said: "It's a miracle our children get to university. These double sessions are terrible."

"We do mind not being paid extra, but there's nothing we can do about it."

Extremely tired

She complained of being extremely tired. "Once we have finished the two sessions, we have to supervise extramural activities. Then we have to mark all the books, prepare our lessons and make teaching aids for all the children. We can't sleep. We have no leisure time."

By LINDA
VERGNANI

A teacher with 45 years experience said conditions were impossible when the two sessions came together for scripture and health lessons.

Brighter children

Another said: "I know some of my pupils don't understand what I am teaching, but I cannot help them."

At some schools the brighter children attend the afternoon sessions. The vice-principal of a KwaMashu school said: "We always take the less bright ones in the morning. The teacher and the pupils are fresher then. The teacher has the energy to try to give individual attention so it gives these children a better chance."

Mr Hallowes said: "It is impossible to give indivi-

dual attention to 50 small children at one time — particularly when you have your time curtailed. In White schools, where your teacher has 30 to 40 children in infant classes, the children attend school for four-and-a-half hours."

Mr Hallowes said that in Scandinavian countries, "which have perhaps the best education system in the world", the limit in the first few years of schooling was 25 children in a class.

Later, when the children had a bit of background, the classes were allowed to go up to 40.

Growth of intelligence

Mr Hallowes said that because of the size of the classes the true infants who come to school at the right time are neglected for those who are a little older.

"The growth of intelligence is very steep between the ages of five and eight, so the teacher

does tend — and you can't blame her — to teach the age more easily teachable."

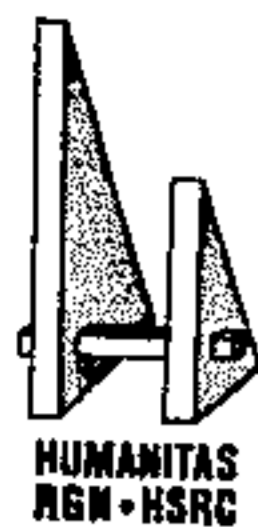
He believed the weak foundation in African education caused a great many children to drop out or play truant.

New jobs allocation

The Director of Bantu Education for Natal, Mr W. P. Steenkamp, said 20 percent of the allocation for new teaching jobs went towards eliminating double sessions

Asked why teachers were not paid extra for double sessions, Dr K. B. Hartshorne, director of education planning for the Bantu Education Department, said that in terms of time the teachers were not teaching longer than others in primary schools

"The whole purpose of eliminating the double sessions would be to step up the children's school day to about five hours as against the three-and-a-half hours they have now."



48

TRENDS IN BANTU EDUCATION IN THE REPUBLIC OF SOUTH AFRICA

A report on the above-mentioned subject appeared in 1975 to serve as a basis for educational and manpower planning. Trends in the population of educational institutions for the Bantu were investigated and expenditure on education analysed. Estimates up to the year 1990 were made on the strength of these data. Some statistics and projections follow.

 (a) School population

The number of Bantu pupils* increased from 1,5 million in 1960 to 3,5 million in 1974. Of the latter number, 2,2 million attended schools in the homelands. The number of Bantu pupils at private schools decreased from 109 207 in 1961 to 63 036 in 1974. The percentage of Bantu pupils in the secondary standards increased from 3,2 in 1957 to 6,0 in 1974. Of the total number of pupils in secondary standards in 1974, 66,5 per cent were in the homelands. As regards pupils who receive technical, trade and other vocational training, the percentage decreased from 0,23 in 1957 to 0,13 in 1974. Although 84 per cent of the total number of pupils who received such training in 1974, were in the homelands, they constituted a mere 0,18 per cent of the total number of pupils in the homelands. The following projections indicate the expected number of Bantu pupils* (thousands) in public and private schools according to class groups.

	1980	1985	1990
Lower Primary (Substd A to Std II)	3 042	3 699	4 416
Higher Primary (Std III to Std V)	1 304	1 749	2 257
Secondary (Form I to Form V)	645	975	1 429
Teacher Training	24	39	66
Technical, trade and vocational training	9	13	20
TOTAL	5 024	6 475	8 188

*Excluding theological training, special schools, night schools and continuation classes.

Of the expected number of Bantu pupils in 1990, approximately 36 000 will attend private schools and approximately 73 per cent will be in the homelands, the majority of them in KwaZulu. In the period from 1960 to 1974, the percentage of the Bantu pupils attending school rose from 12,5 to 19,7. It is estimated that this percentage will amount to about 30 by 1990.

 (b) Teachers

The number of teachers in public and private schools increased from 28 849 in 1962 to 62 879 in 1974. As in the case of the other population groups, the percentage of male teachers is still decreasing; it fell from 43 in 1964 to 37 in 1974. The pupil-teacher ratio for all schools increased from 41 in 1930 to 60 in 1970, after which it gradually decreased to 56 in 1974. It is expected that this ratio will decrease further to about 43 in 1990. If one assumes that a ratio of 30 pupils per teacher is satisfactory, it would mean that, by 1990, 273 000 teachers will be required as against the 189 000 expected to be available. Of the expected number, approximately 66 per cent will be in the homelands.

 (c) Students at universities (full-time and part-time)

The total number of Bantu students at universities increased from 1 637 in 1957 to 7 866 in 1974. The expected increase is as follows:

	1980	1985	1990
At the residential universities for Whites	360	410	470
At the University of South Africa	7 220	10 900	16 400
At the residential universities for the Bantu	10 800	18 000	26 200
TOTAL	18 400	29 300	43 100

The number of Bantu students per thousand of the Bantu population increased from 0,16 in 1960 to 0,44 in 1974. The ratio for 1990 is estimated at approximately 1,6. In 1957, women constituted 8,2 per cent of the total number of Bantu students, as opposed to 21,6 per cent in 1974. This percentage may increase to 36 by 1990. The average number of Bantu students per lecturer at the universities for the Bantu rose from 5,1 in 1960 to 8,8 in 1974 and is estimated at 13,2 for 1990.

xxxxxxxxxxxxxxxx

Please draw the attention of your staff to this Newsletter

xxxxxxxxxxxxxxxx

HSRC, Private Bag X41, Pretoria, Republic of South Africa

Twin threat for Soweto^{3/3} schools STAR

48

A double crisis of dwindling finance and manpower shortage threatens the school building programme in Soweto.

Mr H I Juniper, schools development officer for the West Rand Administration Board, has confirmed that the board will be able to build only five primary schools plus 30 additional classrooms at existing schools as a result of ministerial approval for a loan of nearly R800 000 from the Department of Community Development.

The board is still waiting for the loan to be granted.

There is a backlog of about 800 classrooms — the equivalent of almost 70 schools — in Soweto alone.

As far as is known no further provision for schools in West Rand townships will be made in the 1976/77 budget of the West Rand Board.

Mr Juniper said further applications for money for schools would have to be made to the government.

“While we are waiting for the present loan to be

granted by Community Development we are going ahead with money from the Services Levy Fund, which we will repay as soon as our money arrives,” Mr Juniper said.

The West Rand Board is also faced with a shortage of artisans needed to build schools and houses.

Too few building teams are having to be rushed from job to job.

There are also fears that even if there is approval for loans for schools— which have to be repaid with interest through the 38c a month levy on Soweto households—there will be delays from the side of Community Development because new, improved plans of the schools have to be passed by them.

Mr Juniper underlined the need for further funds from the TEACH Fund in the light of this situation.

Indians to get equal subsidies

Mercury Reporter

THE disparity in the transport subsidy between White and Indian schools has ended, Mr. P. A. Olivier, Deputy Secretary for Indian Affairs, said in Durban at the weekend.

Addressing the annual meeting of the Natal Indian Cripple Care Association, Mr. Olivier said that the change followed protracted negotiations between the South African Indian Council and the State.

"The new scheme whereby Indian and

White schools would get equal subsidies has been sanctioned by the State and will start on April 1," he said.

He said that the SAIC has been negotiating for the past three years, and as far as he and his department were concerned this was a great breakthrough for the Indian community.

"The only snag in the new scheme is that the recipient must be living more than three kilometres from the school and more than 20 people must be living on the same route," he said.

Dr. B. T. Naidoo, the association's president, Mr. A. M. Moola and Mr. M. E. Sultan, members of the South African Indian Council, welcomed the new scheme.

Stalemate in schools row over Afrikaans

Staff Reporter

8/3/76

RPM

A STALEMATE still exists between Meadowlands Tswana School Board and the Department of Bantu Education over use of Afrikaans as the medium of instruction in 14 schools that cater for 15 000 children.

This emerged at a meeting in Meadowlands, at which 600 parents were given a report back by Mr S. L. L. Rathebe, urban representative of the Bophuthatswana Government. The nine members of the school board who object to the compulsory use of Af-

rikaans as a medium were present.

Mr Rathebe said the regional inspector of the Bantu Education Department should have instruction from the central Government to see that the matter was resolved. School board members should be reinstated unconditionally.

But board members said they had been told they would only be reinstated if they withdrew a circular saying schools under them should be instructed in English, and that they would not interfere in choosing a medium.

48

50

TYPE OF FARM EMPLOYEE - DOMESTIC	RACE - COLOURED											
	EMPLOYMENT AS AT 31ST AUGUST 1973											
EC REGION EMPLOYMENT	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION EMPLOYMENT	218	297	632	1291	2886	1473	574	668	688	136	1834	546
EC REGION EMPLOYMENT	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION EMPLOYMENT	1466	506	643	570	1220	79	6	5	141	2	3	1
EC REGION EMPLOYMENT	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION EMPLOYMENT	3	3	3	3	3	3	3	3	3	3	3	3
EC REGION EMPLOYMENT	4	4	4	4	4	4	4	4	4	4	4	4
EC REGION EMPLOYMENT	55	56	57	58	59	60	60	60	60	60	60	60
EC REGION EMPLOYMENT	10	156	156	156	156	156	156	156	156	156	156	156
EC REGION EMPLOYMENT	43	44	45	46	47	48	49	50	51	52	53	54
EC REGION EMPLOYMENT	3	1	6	3	3	27	32	3	3	3	27	32
EC REGION EMPLOYMENT	55	56	57	58	59	60	60	60	60	60	60	60
EC REGION EMPLOYMENT	10	156	156	156	156	156	156	156	156	156	156	156
EC REGION EMPLOYMENT	7	8	9	10	11	12	13	14	15	16	17	18
EC REGION EMPLOYMENT	592	729	1031	731	1901	696	7	8	9	10	11	12
EC REGION EMPLOYMENT	19	20	21	22	23	24	25	26	27	28	29	30
EC REGION EMPLOYMENT	665	1029	7274	431	613	364	19	20	21	22	23	24
EC REGION EMPLOYMENT	25	26	27	28	29	30	31	32	33	34	35	36
EC REGION EMPLOYMENT	771	950	2566	1599	604	1421	136	2853	52	1108	620	120
EC REGION EMPLOYMENT	37	38	39	40	41	42	43	44	45	46	47	48
EC REGION EMPLOYMENT	332	166	971	3736	2655	3919	1310	742	1202	4916	6423	1821
EC REGION EMPLOYMENT	49	50	51	52	53	54	55	56	57	58	59	60
EC REGION EMPLOYMENT	4179	2871	494	2240	9331	2060	4738	1719	748	4880	2417	254

Coloured schools

*13. Mr. W. G. KINGWILL asked the Minister of Public Works:

Whether the capital amount appropriated for new Coloured schools and for additions to existing Coloured schools for the financial year 1975-76 will be fully spent; if not, (a) what amount is it anticipated will not be spent and (b) for what reason will the full amount not be spent.

†The MINISTER OF PUBLIC WORKS:

- No.
- (a) Approximately R4 090 500.
- (b) Building projects to the value of approximately R20 000 000 had to be postponed as a result of site problems caused by slower progress by local authorities with the development of housing projects where schools have to be provided such as Mitchells Plain, delays in the proclamation of

new townships, replanning of the outlay of townships and resettlement of squatters on proposed school sites. Tenders were also generally lower than was originally expected due to greater competition in the building industry.

Hansard col 508 9/3/76

Eglin hits at school cutback

DD
11/3/76

CAPE TOWN — The leader of the Progressive Reform Party, Mr C. W. Eglin, yesterday attacked the government for the drastic cutback in the building of Coloured and Indian schools during the 1976/77 financial-year.

With the large reductions in money for Coloured housing and the increasing shortages of classrooms for Coloured pupils, it seemed as though the Coloured and Indian people were bearing the brunt of the government's campaign against inflation, Mr Eglin said.

"Housing and education are not a luxury. They are a necessity. It would be disgraceful if there are cuts made here, while there is extravagance in other government spending as evidenced by the exorbitant prices paid to land speculators in Port St Johns," Mr Eglin added.

He was commenting on the replies given to him by the Minister of Public Works, Mr A. L. Schiebusch, about the projects postponed during the 1976/7 financial year.

The minister said the cutbacks on capital expenditure for Coloured and Indian schools totalled R10 435 000 out of a total of R36 million. The total reductions included the postponement of the R18 million defence headquarters in Pretoria.

If the estimated costs of

the Defence Force headquarters were excluded, Mr Eglin said, the postponement of the construction of the Coloured and Indian schools formed 58 per cent of all other capital projects postponed.

"This is shocking," Mr Eglin said. — PC.

48

Education cutbacks slammed

4/3/76 NMM.

Political Correspondent

CAPE TOWN — The leader of the Progressive Reform Party, Mr. Colin Eglin, yesterday attacked the Government for the drastic cutback in the building of Coloured and Indian schools during the 1976/77 financial year.

With the large reductions in money for Coloured housing and the increasing shortages of classrooms for Coloured pupils it seemed as though the Coloured and Indian people were bearing the brunt of the Government's campaign against inflation, Mr. Eglin said.

"Housing and education are not a luxury. They are a necessity. It would be disgraceful if there are cuts made here, while there is extravagance in other Government spending as evidenced by the exorbitant prices paid to land speculators in Port St. Johns."

He was commenting on the replies given to him by the Minister of Public Works, Mr. A. L. Schlebusch, about the projects postponed during the 1976/7 financial year.

The Minister said the cutbacks on capital expenditure for Coloured and Indian schools totalled R10 435 000 out of a total of R36 million. The total reductions included the postponement of the R18 million Defence Headquarters in Pretoria.

If the estimated costs of the Defence Force Headquarters were excluded, Mr. Eglin said, the postponement of the construction of the Coloured and Indian schools formed 58 percent of all other capital projects postponed.

While the budget for capital works in the new financial year was not yet available, the expenditure last year on capital works for Coloured and Indian education totalled R76 272 950. This was about 12 percent of the total capital works budgeted last year.

48

"Yet this 12 percent is now going to provide 58 percent of the savings in the new financial year.

"These drastic cutbacks come at a time when, according to information given in Parliament this session, there is a serious and increasing shortage of Coloured classroom accommodation.

"Not only that but when the Government says there is a shortage of 57 800 houses for Coloureds and 19 700 houses for Indians and still drastically reduces funds for new homes, then it certainly seems that the Coloureds and Indians are bearing the brunt of the fight against inflation," Mr. Eglin said.

Education designed to produce servers ^{12/3/76} Chief

KING WILLIAM'S TOWN—The system of education that blacks have had for centuries was not only bookish, but was specifically designed to produce a nation of servers, servants and helpers.

This was said by the Ciskei Minister of Education, Chief D. M. Jongilanga, when he addressed inspectors at a conference at Zwelitsha yesterday.

Chief Jongilanga said education in the Ciskei should be relevant to its needs. The Ciskei, he said, needed artisans, technicians, professionals and a well trained labour supply that could compete and be on par with other racial groups in every sphere of life.

He said a circuit inspector was a planner in his circuit who determined the needs in it. Before planning, he said, the inspector should know his area, the schools, teachers, headmen, chiefs and school committees as well as aims and hazards of the national system of education.

It was true, he said, that a national system of education always seemed to be tied to a life of crisis—a shortage of funds, classes, teachers and teaching material.

He said with blacks there was also a shortage of brave enlightened parents who should keep the system of education and administration under scrutiny.

Circuit inspectors should be men who possess culture and expert knowledge in special directions to enable them "to make what is seemingly unworkable, workable."

"We are aware that there is an acute shortage of this type of man and we are busy negotiating with

the University of Fort Hare to start a division for external studies in Zwelitsha," he said.

When dealing with teachers and students, he said, inspectors should be aware of the difficulties occurring only in Bantu education.

These were overloaded and cramped

syllabuses — "something which turned off the intelligence of pupils and made it impossible to identify the brilliant because of low salaries and high cost of living."

The conference which is attended by about 30 inspectors from all over the Ciskei continues today.—DDR.

1) 48

2) 108

87
①

Double grant 'still not enough'

Mercury Reporter

NATAL'S 160 State-aided Indian schools will receive a 100 percent increase in State grants from the beginning of next month, Mr. Charles M. Pillay, secretary of the Natal Indian Schools Grantees' Association, announced yesterday.

The present grant of R2 a pupil has been increased to R4, irrespective of whether the pupil attends morning or afternoon classes.

"The Minister of Indian Affairs, Mr. Marais Steyn, has agreed to grant the increase following representations by the Natal Indian

Schools Grantees' Association.

"The association submitted written representation to the Director of Indian Education some years ago and had contacted the Minister directly last year, requesting the grants to be increased to R7,50 a pupil."

Mr. Pillay said that the association's request for a minimum grant of R1 280 for smaller aided schools, regardless of enrolment, had not been approved.

At the association's recent management committee meeting, members expressed disappointment

at the increase, which they described as inadequate and unfavourable for schools with enrolment of 200 or less.

They said the grant would not even cover the living wage of one caretaker.

"Members stressed that since 1967 the rand has continued to erode and the R7,50 requested in 1973 by the association would hardly now be sufficient," said Mr. Pillay.

The association is to discuss this at its annual meeting at the Gandhi Desai School in Durban at 10 a.m. on March 28.

Mr. P. C. Samuels, president of the South African Indian Teachers' Association, will be the guest speaker.

Mr. Steyn conveyed his "sincere appreciation for the work being done by the proprietors and grantees of State-aided schools, who operated in difficult circumstances."

In the letter informing the association of the increase, the Secretary for Indian Affairs states that although the department appreciated the problems encountered by State-aided schools it was not possible to effect the increase in the maintenance subsidy from a date earlier than April 1.

your association's proposals for increases in the various categories of the subsidy were considered with the greatest sympathy. But under the existing financial conditions, the R4 a pupil was the most favourable that could be approved.

"It was the case of spreading available money as wide as possible. I trust you will accept the position in the knowledge that there is appreciation for the contributions that grantees and proprietors are making towards education and that the door is not closed to further concessions, should circumstances improve."

Marais Steyn, has agreed to grant the increase following representations by the Natal Indian

management committee meeting, members expressed disappointment

"I wish to assure that

Kick-backs hit Black pupils, parents

African schoolchildren also need books and uniforms — and their parents must pay for them. In Soweto and other African areas poverty is the rule and prices should be as low as possible.

An investigation by The Star revealed the prices were often inflated by a system of “exclusive suppliers” and of kick-backs and commissions.

Among the allegations:

- One large book supplier was unable to sell cut-price books until it agreed to give commissions to headmasters.

- Exclusive suppliers of clothing and books to certain schools pay commissions to schoolfunds or teachers. Children are handed the suppliers’ advertising and order forms in school.

- In Kwa Thema and Payneville on the East Rand some headmasters refused to estimate their book needs from a local supplier and said they would order the books themselves and sell them at their schools. Their books were sold for from 10 cents to 20 cents more than those available locally.

- Children are told to buy clothing from “exclusive” suppliers, when it is often available more cheaply from the big chain stores.

15/3/76. STAR.



Caring for 7 children on R76 a month

Mrs Jacoba Mdhlovu of Thokoza in the Alberton area has five children and cares for two more.

She works three days a week and is paid R36 a month.

Her husband earns R40 a month.

The remaining days she devotes to looking after her own five young children and her young brother and sisters.

With a total of R76 the Ndhlovu's have to feed and clothe seven children. This money also has to be

stretched to buying school uniforms and books for the four school-going children.

Mrs Ndhlovu says she has not bought complete uniforms for her children. She cannot afford to. Recently she bought a shirt and jersey from the school's sole outfitter, ABC Outfitters.

She was charged R10,10 for the shirt and R13 for the jersey.

The owner of the outfitters, Mr E Seedat said:

“My markup on the garments was decided in conjunction with the headmaster and school board,” he said.

Uniforms, books often cost Africans more

School uniforms for Blacks should sell more cheaply than those for Whites, says Mr Barney Sacks, a spokesman for Veka, one of the largest manufacturers of school clothing.

Mr Sacks said prices should be cheaper because of the greater degree of standardisation of uniforms for Black schools.

"Because of the limited colour range — only three shades of boys' shorts compared with 75 for White schools — parents could buy more cheaply from chain stores," he said.

There are special school uniform kick-backs in Soweto and the victims are children and their parents. CHARLENE PAT. MORE reports...

stores in all 22 areas of Soweto agreed to stock the books, supplied by John Dickenson & Co (Pty) Ltd, on a 10 percent commission basis.

Special sales promotion people were installed in each shop and "giveaways" were provided in order to attract customers.

Commission

To his surprise the books did not sell although prices were at least 10 percent cheaper than in Johannesburg.

"We then discovered

that unless headmasters were also given 10 percent commission there would be no sales," he said. "As soon as we started paying the headmasters we started selling stationery.

A spokesman for John Dickinson & Co, who was involved in the sales effort, said it had been "a purely advertising exercise and an endeavour to break into the African market."

He would not comment on "the morals of the African market."

In the East Rand townships of Kwa Thema and Payneville hundreds of

schoolchildren are now without books.

A spokesman for the largest Springs distributor said his representative called on all schools last year to ask their needs for 1976.

Refused

Some principals and teachers refused to give figures and said they would order books themselves and sell them at the schools.

When their books arrived the pupils discovered the prices were

from 10c to 20c more than from local distributors.

They flocked to Springs to buy their books instead and the demand could not be met.

A prominent Black businessman and former school committee member, who asked not to be named, told The Star that the practice of "pay-offs to schools" dated from the early '60s.

Salaries

He blamed the system on the low salaries paid to teachers, but added that it was most objectionable when the commissions went directly to teachers and not to school funds.

"Many teachers act as agents for suppliers of school requisites," he claimed.

However he doubted whether salary increases would put a stop to the practice.

"People get used to having a little extra money," he said.

YOUR STATIONERY REQUIREMENTS FOR 1976

WHY GO TO TOWN... SHOP & SAVE AT... TAKOLIAS

ALL BOOKS DELIVERED AT YOUR SCHOOL

QUANT.	DESCRIPTION	PRICE	TOTAL	QUANT.	DESCRIPTION	PRICE	TOTAL
	24p Feint Margin Big Line	3c			Drawing Books Plain Small	15c	
	24p Quad (Blocks)	3c			Drawing Books Interleaved	29c	
	24p Irish Sml. Line	3c			Memo Books Soft Cover	15c	
	48p Feint (Big Line)	8c			Memo Books Hard Cover	29c	
	48p Quad (Blocks)	8c			Ledger Book Soft Cover	49c	
	48p Irish (Small Line)	8c			Journal Book Soft Cover	49c	
	80p Feint Big Line	12c			Cash Book Soft Cover	49c	
	80p Quad (Blocks)	12c			Maths Sets Oxford	99c	
	80p Irish Sml. Line	12c			Maths Sets Ordinary	79c	
	128p Manuscript (Hard Cover)	29c			Rulers Wooden	5c	
	192p Manuscript (Hard Cover) F & M	39c			Rulers Plastic	15c	
	96p Nature Study	29c			Koki Pens 10 colours	99c	
	1 Quire Fool Scap F & M	49c			Bic Orange Pens	10c	
	2 Quire Fool Scap F & M	79c			Sellotape Large	39c	
	3 Quire Fool Scap F & M	1.59c			Sellotape Small	15c	
	2 Quire Quad (Square line)	89c			Bic Click Ball Pens	19c	
	College Minute Books (Soft Cover)	29c			H.B. 2 Pencils	10c	
	96p Scribblers (Plain)	10c			Plastic Rolls Covers	20c	
	96p Scribblers (Ruled)	10c			Brown Paper Covers	5c	
	Graph Books (Small)	29c					
	Graph Books (Large)	49c			Free rubbers with all orders		
TOTAL				TOTAL			

NAME:

STD:

SCHOOL:

SCHOOL STAMP



TAKOLIAS

OF KLIP TOWN FOR NON STOP DISCOUNTS!

Sunrise 836-9829

An "order form" supplied to one Soweto school by a Klip town store. The store pays 10 percent commission on all sales to school funds.

Exclusive

However, The Star's investigation revealed that parents are often told to buy from stores that have been appointed "exclusive suppliers" to certain schools.

Some principals actually have uniforms delivered to their schools and then sell them to their pupils. The allegation is that commissions are paid either directly to teachers or to school funds.

Kick-backs

All the principals The Star spoke to said they knew of "kick-backs" being paid to principals or teachers, though most denied it happened in their schools.

However, Mr. J. N. Boyang, principal of the Tshedimosho School in Soweto, agreed that a 10 percent commission was paid to his school funds by an exclusive supplier of uniforms and books.

He added that uniforms were not compulsory at his school.

His arrangement was with Takolias of Kliptown which supplied him with order forms to give to the children. The forms were marked with the requirements of the children and Mr. Boyang would personally take the orders to the shop.

The Takolias order forms contained space for the name of the pupil concerned and for the "school stamp."

Cheaper

Mr. Boyang claimed the Takolias prices were cheaper than those of most shops in town.

A Johannesburg businessman, Mr. M. Guthrie, once tried to supply shops in Soweto with cut-price stationery for schools.

He told The Star that

50

Hansard 8 16/3/76 col 578

(1) Inligting ingesamel deur Voortligtingsbeamptes van die Departement Landbouegniese Dienste gedurende 1973.

Voortligtingswyk	Weeklikse loon	Weeklikse byvoordele	Totaal
Oudtshoorn	R5,00	R3,00	R8,00
Swellendam	6,83	6,44	13,27
Stellenbosch	8,00	1,85	9,85
Piketberg	3,60	9,90	13,50
Malmesbury	4,00	13,00	17,00
Ceres	12,00	10,00	22,00
Durbanville	6,85	9,19	16,04
Vredendal	7,44	4,37	11,81
Heidelbergvlakte	5,50	3,60	9,10
Wellington	8,00	5,00	13,00
Bredasdorp	5,55	7,00	12,55
Namakwaaland	7,57	8,14	15,71
Clanwilliam			9,80
Montagu			8,95
Calidon			11,97
Worcester			-
Mooreburg			14,60
George			-
Ladismith	5,57	2,96	8,53

Expenditure on Bantu schoolchildren in White areas

548. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

What was the *per capita* expenditure on Bantu schoolchildren in the White areas of the Republic in 1974-75.

The MINISTER OF BANTU EDUCATION:

R39-53.

Tabel 11 Loonstruktuur in 19 Voortligtingswyke in die Wintersejstreek. (1)

Call to end school prices monopoly

48

STAR.

17/3/76.

Strong parent-teacher action and free education for Blacks would be the only way to put an end to undesirable practices involving books and uniforms in Black schools.

This was the comment of several Johannesburg experts today when asked to comment on The Star's expose on schools having exclusive suppliers who pay them commissions, thereby pushing up the

prices of uniforms and stationery.

"We suspect that this practice is commonplace, but we have no proof and have as yet had no specific complaints about it," said a spokesman for the Southern Transvaal Region of the Bantu Education Department.

"This is something the school committees and boards have to see to," he said.

Mr F Verheen, director of the Co-ordinating Consumer Council, said that

these committees (parent-teacher associations) should take stronger action in trying to put an end to the practice.

"The council is totally opposed to the system of exclusive suppliers being appointed for certain items," he said.

Mr F Auerbach, chairman of the Southern Transvaal region of the Race Relations Institute, said the institute was investigating possible ways of ensuring that Black pupils pay less for their school supplies.

Breaking their world of silence



Feathers mean air, a breath of wind and deaf children such as Yogan Naicker (5), soon learn how to pronounce the word with the correct breathy quality, and how to distinguish them from vibrating sounds.

"Only one child had received any prior training, the others were left to their own devices — they played in the street or sat in a corner alone in a silent, disinterested world."

Speaking is one of the teachers at the Lenasia branch of the Society for the Hard of Hearing Child.

The school was started on May 1 last year in an attempt to fill the critical need in the Indian community.

No progress

Five of the children were at ordinary schools — they were obviously making no progress and suffered the thoughtless taunts of other children.

Sister Loyola from the St Vincent school for the deaf, has been helping at the school for the last five weeks.

She has had 30 years' experience in the teaching of deaf children and her skill is evident in the remarkable progress of the children.

"Sending these children to a school for normal children does more harm than good," she said.

"They are bewildered

A special school for deaf Indian children has 14 pupils. About 200 need the training it offers. Even the lucky 14 are not safe — a critical shortage of money threatens the very existence of the school reports CHARLENE PATMORE. Pictures by ALAN COXON.



What are your thoughts little girl, with the far-away look in a silent world? Little Natasha Mohammed (4) stares intently into her secret dreams.

and shunned and often retreat into a shell.

"Unfortunately if this school closes, everything

they learnt will be lost."

Sister Loyola teaches them to speak mainly by touch. The children put

fingers on their throat to feel sound vibrating through.

Certain word sounds such as "m" and "b" look alike when spoken.

With one hand against Sister Loyola's cheek and the other pressed on their own, the children imitate her throat movements. They learn that while "b" (pronounced buh) is an air sound, "m" is a vibrating letter.

They are then taught to read with the use of flash cards, air sounds have a feather symbol drawn next to them, while those that vibrate have a wavy line drawn underneath.

The children learn to associate actions with words, and how to speak them—clearly.

Their progress is rapid and even Natasha, baby of the group — she has just turned four — is able to read.

Sister Loyola says, "If a child is happy, it will learn quickly."

Difficulties

She had certain difficulties with some of the lessons at first. "I could not understand why the children could not learn the words 'I am bathing.' I used to sit on the floor and imitate bathing but the children would not



"Bathing" Sister Loyola shows Faizel Ismail (5) a doll to help him enunciate the word with her, teaching him to speak. The feather in her right hand indicates that the word has an air quality about it.

grasp the meaning.

"Eventually I discovered that they stand under running water to bath. However, they now understand the action and word in both ways, Sister Loyola said.

The children mainly come from sub-economic backgrounds.

The teachers—who make fortnightly visits to the childrens' homes — complain about the lack of interest many parents or guardians display.

Free tuition

The tuition the children receive is entirely free, they are also given transport to and from school every day.

"It costs about R40 a month to teach each child," Mr J T Ramsamy, chairman of the school, said.

"Transport is costing about R140 each month.

"We would eventually like to have our own facilities. There is a large number of children in outlying areas who need our help but unless they can board with someone in Lenasia or Johannesburg, they are unable to attend the school," he said.

The school is at present in two classrooms belonging to the Muslim Community Centre. They are

paying no rent but have a disadvantage in the fact that the centre belongs to a religious group, with certain beliefs.

Muslims do not believe in having images, therefore the teachers have to put up charts and then remove them at the end of the day.

"The children often find this confusing," Mrs B Ram, a teacher, said.

She outlined the difficulties they encountered.

"The children cannot communicate and often a child will arrive at school upset, possibly because of a home problem. They cannot tell us what is wrong and it makes helping them so much harder."

The staff of the school, although small, have a genuine love for the children which is returned amply 14 times over.

The one card reads "...ous when one of the teachers holds up a flash card for the child to read.

The one card reads "...is loving" and love is evident as the child clearly speaks the word and flings its arms around the teacher in a genuinely loving hug.

● Any donations should be sent to The Treasurer, The Society for the Hard of Hearing Child, Lenasia Branch, PO Box 12, Lenasia.

48

Mixed race schools allowed

STAR
18/3/76

Staff Reporter

African and Indian children can now be "officially" admitted to Coloured schools and Coloured children to Indian schools — but with conditions attached.

The conditions, according to the Administration of Coloured Affairs' educational bulletin are:

- Accommodation must be available in the school of one race group for children of another race group. And the admission conditions apply to primary schools alone.

- No alternative arrangements are available for the child to attend a school that caters for his own race group. This must be confirmed not only by the child's

parents but by the regional representative of the Administration of Coloured Affairs.

- No pupils of the race for which the school is established must be refused admission because pupils of another race are being admitted.

- Religious grounds cannot be used as a means to have children admitted to a school of another race group. This would apply especially to children of other race groups who are Moslem by faith and would like to attend Indian schools where Islamic education is also given.

- No African pupil will be admitted to a school for Coloureds if the pupil resides within 8 km of a school for his own racial group.

- As soon as the number of African pupils who qualify under the department's conditions to attend a Coloured primary school totals 10 or more, the department of Coloured Affairs will bring the matter to the attention of the Department of Bantu Education so that separate school facilities can be provided for the African pupils.



ARCHBISHOP HURLEY

RC plan to drop

colour bar

S. Times 21/3/76

SCHOOLS

By MARGARET SMITH

THE Roman Catholic Church in South Africa has decided to open its schools to Blacks.

The move will affect 116 primary schools and 76 secondary schools which now have 33 000 White pupils.

Archbishop Denis Hurley, chairman of the church's department of schools, said in Durban: "The decision to integrate schools has been taken in principle. We are now going into the legal, social, cultural and academic implications."

The legal aspect is the significant one. Lawyers point out that Africans attending White schools will be affected by both the Bantu Urban Areas Consolidation Act and the Bantu Education Act, a factor which could lead the church into direct confrontation with the Government.

Explaining why the church has taken this decision Archbishop Hurley said: "It is all honesty such a move had to be started. If the church takes a stand against apartheid — as it has done — it must try to live out that stand in all respects of its concern, including its institutions."

Social

The social aspect, too, would have to be carefully considered and adequate preparation of all those involved would have to be ensured, he said — an obvious reference to parents of White school-children as well as the pupils themselves.

This week parents of

BLACKS

IN WHITE

48

into this innermost retreat, were not content with tripling dimensions with only allowed m those of conce solitude, which sense of liberty solitary strang next morning walls in which yellowing tree the sky above

One thinks of Malame Muff pages of Zola: the sun, so long Certainly Pro with tendere room, with a appearance i what, with Guermantes' to the Egypti yellow silk of and the black reflected am mirror that ceiling—a r covered with to Zola, and Sphinxes animals: w

Public schools reacted in interviews to the church decision.

"Obviously the church will not fling open its doors indiscriminately and so we need not fear our children being swamped by black pupils," said one parent. "Seen realistically that South Africa is a multi-racial country — I would be very happy to know that my children were growing up side by side with young people of other races."

Several, however, described the decision as a move contrary to South Africa's life and tradition. They said the church would have to take every precaution before launching the project. If this were not done, "a few Coloured or African pupils suddenly admitted to a White school might find themselves isolated and ostracised," they said.

Survey

One father said he would not be happy to have his teenage daughter mix with Non-Whites. Although the Catholics do not usually have boys and girls together for the higher standards, a close friendship with a Coloured girl might lead to friendship with the girl's brothers," he said.

A mother said: "I like the idea. Those who don't can always move elsewhere."

Another mother said: "I'm not happy about the idea and, as a Catholic, I don't feel that I should have to preclude my child from a church education because of this."

● An Anglican Church spokesman said yesterday that admitting non-White pupils to Anglican schools had been "much discussed". But nothing definite had been decided. He pointed out that Anglican Church schools differed from Catholic schools in that each had its own constitution and council.

proportioned, and n ghts of extension aft to the pleasure of r no longer shut in, t upon a courtyard, a fa ve for a neighbour whi ptive between her hig d, with nothing but tw give a pinkish softness

g in the damp garden of those gloomy trees in the a, trees had grown, seeking d be seen above the slates.' lated these etiolated trees ned a sepulchral drawing- have assumed a charming sing it. On the other hand, one of the Princesse de picture as somewhat similar Residenz at Kassel, with the pl. 40 between borders of black wood , yellows and blacks which are rhemions in the vast circular ening in the cool blue of the axes and caryatids, their heads n kings, would have appeared tolerably funereal? tern, apart from the severity of

City's part in RC decision on schools

ARGUS 22/3/76

48

The Argus Religious Affairs Correspondent

THE Cape Town Archdiocese took a leading role in the decision by the Roman Catholic Bishops' Conference to move towards integration in church schools, Archbishop Denis Hurley of Durban, chairman of the Catholic Church's department of schools, said today.

Archbishop Hurley said there had been pressure for some time from autonomous church schools, many of them run by religious orders, for an end to apartheid in church institutions.

The Cape Town Archdiocese, led by Owen Cardinal McCann, Catholic Archbishop of Cape Town, who has taken a keen interest in education throughout his episcopacy, played a leading role in the move for integration, Archbishop Hurley said.

'Some of our heads of schools feel very strongly that they cannot continue giving their services in church institutions, particularly the White schools, to the privileged alone. With all our talk against apartheid, it was felt it was time we did something about dissolving it in our schools.'

'WITNESS'

Archbishop Hurley added: 'It is an issue that must be faced. We cannot just talk airily about apartheid without bringing the issue down to a personal level, and a decision on how we are to make a Christian witness.'

The resolution adopted by the Catholic Bishops' Conference said the bishops 'favoured the integration of Catholic schools and encourage schools and associations of schools to promote the implementation of this policy according to circumstances.'

Archbishop Hurley pointed out that this was 'a decision in principle only, but that individual institutions could act now if circumstances permitted.'

'We have taken legal advice, and the implications are pretty tough,' he said. 'There are three mighty laws against us — the Group Areas Act, the Bantu Education Act and the Bantu Urban Areas Consolidation Act.'

'The legal opinion is that the position is absolute as regards Africans. But there were some arguments about Coloured and Indian children, since the Group Areas Act does not specifically refer to school attendance as "occupation" in terms of the Act.'

IMPLICATIONS

Archbishop Hurley said the full implications would be considered by the Catholic Church's department of schools after Easter.

In the Cape Town Archdiocese there are 55 primary and secondary schools run as Catholic institutions which would be affected by the decision. At present they accommodate 14 842 primary and 3 292 secondary school pupils of all races.

The main White schools, such as Christian Brothers, Marist Brothers, Salesian Boys' High and Holy Cross, are run by the religious orders whose names they bear. In addition the Dominicans operate a large number of local schools in Rondebosch, Claremont, Woodstock, Parow, Plumstead, Tiervlei and central Cape Town.

Coloured, Indian comment

48

'Apartheid in schools' rule under fire

ARGUS 12/3/76

The Argus Correspondent

JOHANNESBURG. — Members of the Coloured Representative Council (CRC) and the South African Indian Council (SAIC) have criticised the Administration of Coloured Affairs' conditions for admitting children of the 'Black and Brown races' to each other's schools.

The conditions for admitting African and Indian children to Coloured primary schools and Coloured children to Indian schools covers a wide list of rules.

Along them are:

- That accommodation must be available.
- That no alternative arrangements are available for the child to attend a school of its own race group.
- That religion cannot be used as a means to get a child admitted to another race group's school.
- That no African pupil who lives within eight km of his own race group school can attend a school of another race group.

Mr Sonny Leon and Mr Alan Hendrikse of the CRC and Mr Joe Carrim and Mr Salaam Abram-Mayer of the SAIC said these conditions were 'absurd' and urged efforts to get away from racial discrimination.

IN TROUBLE

The Coloured and Indian leaders said South Africa was in trouble today because 'everybody in this country' was orientated to thinking of racial differences.

Mr Leon said the country's new future generation should be taught to grow up 'colour blind' by getting them to mix freely at kindergarten level all the way through primary school, up to college and university.

Mr Hendrikse, who is responsible for education on the CRC, said racial discrimination would not be wiped out in South Africa if races were continually kept apart at academic level. Education had to be integrated.



MR SONNY LEON . . . the country's new future generation should be taught to grow up 'colour blind.'

Mr Carrim said it was important that children learn at an early age to recognise people as individuals and not as members of a particular race group.

RACE RELATIONS

Mr Salaam Abram-Mayer said the administration's conditions were not conducive to creating good race relations.

'I have always called for education to be mixed at all levels, devoid of discrimination,' he said.

Both Indian leaders said they would throw open Indian schools to Coloured and African students, 'as soon as we get back our educational powers,' — presently being held by the Administration of Indian Affairs.

These powers that were initially delegated to the SAIC were handed back earlier this year to the Secretary of Indian Affairs and the Director of Education, by certain members of the SAIC Executive. The Government is now being asked to hand back the powers of deliberating Indian education to the SAIC.

RC schools: PRP hits at Botha stand

ARGUS 23/3/76

THE South African Progressive Reform Party's chief spokesman on education, Mr Harry Schwarz, has strongly criticised the Government for its stand against the Roman Catholic Church's decision to open its schools to Blacks.

Mr Schwarz said if there were people who would like to establish private schools that were open to children of all races, they should be allowed to do so as this would give freedom of choice.

'It is not for the Government to interfere

with such freedom. In our view both enforced separation and enforced integration should be rejected in favour of free choice.'

Mr Schwarz reacted to a statement issued by the Minister of Bantu Education, Mr M. C. Botha, in which he said it was not the intention of the

Government to change or to consider changing the education policy or its application in respect of the different population groups.

IN PRINCIPLE

The statement followed the Roman Catholic Church's decision, as reported at the weekend, to open its schools to Blacks.

According to the reports Archbishop Denis Hurley, chairman of the church's department of schools, said the decision had been taken in principle and that the legal, social, cultural and academic implications were still being investigated.

REJECTED

Mr Graham Mills MP, secretary of the United Party's education group, said his party totally rejects the Government's imposition of racial restrictions on Roman Catholic schools.

'The United Party has consistently accepted that where amenities — and this includes schooling — are established and financed privately, then those providing the amenities should be entitled to determine to whom they should be made available — irrespective of race or colour,' he said.

48

Mixed schools plan to go on

ARGUS 23/3/76
The Argus Religious Affairs Correspondent

THE Roman Catholic Church is to go ahead with its plans to integrate church schools in spite of a statement by the Minister of Bantu Education, Mr M. C. Botha, that the Government was not prepared to change its education policy.

Archbishop Denis Hurley of Durban, chairman of the Catholic Church's department of schools, said today some multiracial sports meetings being held now would not have been allowed a year ago.

'The reaction of Mr Botha was to be expected,' he said.

'We are still at the initial stage in the matter of school integration —

only at the stage of decision, in fact.

'The working out of the decision will take time.

'By way of illustration, such cricket and football games as we have seen this month were impossible a year ago.'

Dr Hurley said Black pupils already attended Catholic private schools in Johannesburg and Pretoria — at Government request.

They were the sons and daughters of Black diplomats accredited to South Africa.

Dr Hurley's view is supported by the Catholic Archbishop of Pretoria, the Most Rev George Daniel, who said today the Church would not give up its plans to push for racial integration in Catholic schools. The Argus Correspondent reports.

Archbishop Daniel said: 'All I can say is that I suppose that is what we expected the Minister to say. But do not think we are going to give up.'

'We will continue to pursue the possibility of allowing Blacks into our schools.'

In a brief statement yesterday, Mr Botha said: 'It is not the intention of the Government to change the education policy or the application thereof in respect of the different population groups, or to consider such change.'

Hansard 9
23/3/76
col 645

50

Bantu schools in Peninsula

560. Mr. G. B. D. McINTOSH asked the Minister of Bantu Education:

- (1) (a) How many Bantu schools are there in the Cape Peninsula and (b) how many pupils are enrolled in them;
- (2) (a) how many classrooms do these schools have and (b) how many teachers instruct these pupils;
- (3) whether all these pupils receive free textbooks: if not, (a) what proportion do not receive free textbooks and (b) why not.

The MINISTER OF BANTU EDUCATION:

- (1) (a) 36.
(b) 19 188.
- (2) (a) 268.
(b) 325.
- (3) No. (a) and (b) The information is not available as textbooks are supplied on a global basis to schools. The Department was so far not in a position to supply free textbooks to all pupils.

Protestant NM 24/3/76 schools in race move

Mercury Correspondent

JOHANNESBURG — The Anglican and Methodist Churches have joined the Roman Catholic Church in saying they wish to throw open their schools to children of all races.

"Education should mean learning together as a preparation for living together," the Rt. Rev. Timothy Bavin, Anglican Bishop of Johannesburg, said yesterday.

Bishop Bavin said he would encourage the church schools in his diocese to follow the example set by the Catholic Church which has resolved to desegregate its White and Black schools, in spite of Government policy.

The Rev. Abel Hendricks, president of the Conference of the Methodist Church in South Africa, said the Methodist Church agreed with the stand of the Catholic Church but had never taken "such profound and appropriate action."

He would advocate the opening of both Black and White Methodist church schools to all races as that would be "the correct step for improving race relations."

The Roman Catholic Archbishop of Pretoria, the Most Rev. George Daniel, said his church would not give up its plans for racial integration in schools.

Mr. M. C. Botha, the Minister of Bantu Education, has said the Government would not consider changing its policy of apartheid in schools.

Teachers forced the issue

STAR
25/3/76

48

The pressure for a decision to allow Blacks to attend previously all-White Catholic schools came from the teaching orders who run the schools.

Most of the bishops were not opposed to the move but there is reason to believe a decision would not have been made at this juncture if the religious orders had not forced the issue.

In doing so they acted in conjunction with the church's Department of Education whose chairman is Durban's renowned liberal Archbishop, the Most Reverend Denis Hurley.

The brothers who run most of the boys' schools and the nuns who ran the convents were in favour of integrated education, with the nuns, if anything, being more militant than their male colleagues.

One very senior teaching sister is said to have told the Catholic Bishops' Conference: "As religious teachers we see ourselves as missionaries — as missionaries our services should be given where they are most needed."

The implication was, of course, that Blacks needed the services of the teaching orders far more desperately than did Whites and that greater efforts should be made to cater for their needs.

It is difficult to decide whether integrated Catholic schools would amount to little more than tokenism, with a very limited number of

Blacks blending with the vast majority of White pupils.

Like all private schools the Catholic institutions are reasonably expensive (some are very expensive) and very few Blacks could afford the fees plus the uniforms and books they would need.

Presumably, therefore, applicants to attend the schools would come largely from the more affluent Indian community and from the top echelon of the Coloured and African communities.

In order to obtain a significant number of African pupils it would almost certainly be necessary to have a fairly large bursary scheme in order to finance them.

The money for a scheme of this magnitude is not available at present but it is quite possible that it could be obtained from both local and overseas sources.

In fact the Provincial (superior) of the Christian Brothers teaching order, Brother O'Neill, who also heads the male section of the Catholic Association of Religious Instructors, is now on his way to the United States.

There is no evidence that his trip is connected with the integrated schools issue; it is, however, reasonable to assume that he will be speaking to leaders of the powerful American Catholic community about the matter.

If the Government is prepared to allow the church to integrate its schools the money should not be lacking.

Schools hit back at neurosis claim

DD 25/3/76.

KING WILLIAM'S TOWN — In a statement issued yesterday, the St Thomas School for Deaf Bantu Children at King William's Town and the Efata said:

"With reference to the article published in the Daily Dispatch on March 24, 1976 concerning the education of the deaf, it is the wish of the teaching staff of the two schools attending a joint conference at St Thomas School for Deaf Bantu Children that the following facts be brought to the attention of the public.

"These two schools were started on the initiative of the church with special aim to help the

Xhosa deaf child to take his rightful place in society.

"Due to the financial implications involved in such institutes the Department of Bantu Education subsidises the church.

"These two schools for the deaf also make provision for a few severely hard of hearing, until such date that separate provisions can be made for the hard of hearing by the department.

"Because their parents were working, they suffered maternal and fraternal deprivations and grew up insecure, uncared for, and suspicious, with poor self-concepts.

"Some of them came from poor and illiterate homes and grew up in dehumanising circumstances, with the result that many of our deaf children coming to these schools are admitted with neurotic problems.

"It is one of the main aims of these schools to help the child overcome these problems and not to produce neurotics as stated in the article," the statement said. — DDR.

EDUCATION - REMEDIAL

Catholics are set on a collision course

Bishops knew move was illegal

On the face of it South Africa's Catholic bishops have set themselves on a collision course with the Government by taking a decision in principle to open all church schools to Blacks.

That might still turn out to be the case. As things stand the bishops, and the Catholic teaching orders, would have to either persuade the Government to allow multi-racial education or deliberately defy statutory law in defence of their principles.

Failure to do either would make their declaration appear an empty gesture — probably designed to soothe the feelings of Black Catholics who are a considerable majority of the South African church.

There is no doubt the bishops were aware of the difficulties when they issued their statement of intent, through Archbishop Hurley.

Before making their decision the Bishops commissioned a study of the legal implications of admitting Blacks to White church schools.

The study was done by an expert who was both well-versed in the law and was eminently qualified to know Government thinking on the matter.

His report made gloomy reading. It told the bishops that as the law stood it was illegal for anyone other than a White to occupy premises in a White area unless in possession of a permit to do so.

Confrontation or backdown? This is the choice that faces both the Catholic Church and the Government following the Catholic bishops' decision in principle to open all Church schools to all races. It could lead to an educational watershed — or another church-state confrontation. KEVIN STOCKS and PAT GREIG explore the issue.

the Government, breaking the law or backing down. "However this is a dynamic process and if you take a legalistic viewpoint things might seem static," he said and he added that such a view tended to obscure the possibilities.

Father Scholten pointed out that there were developments in multi-racial sport that would have seemed impossible only a year ago.

What was implied in Father Scholten's comments, but what he did not say, was that it would be highly embarrassing for the Government to refuse to allow church schools to admit Blacks.

The Government, through its ambassador to the United Nations, Mr Pik Botha, is pledged to move away from racial discrimination: Government intransigence on the schools issue would be interpreted internationally as a flagrant breach of that promise.

In this context it is

The report added that it was probable that attending school in a White area would be interpreted as "occupying" premises. It was further implied that it was unlikely that the Government would grant permits but that as the law stood a permit would have to be applied for for each and every Black student the schools wished to admit.

The General Secretary of the Catholic Bishops' Conference, Father Dominic Scholten, told The Star he agreed the church's options seemed to be either persuading

interesting to note that the Government reaction to the Catholic move does not, so far, preclude it from allowing the Catholics to go ahead.

The Minister of Bantu Education, Mr M C Botha, said: "It is not the intention of the Government to change the education policy or the application thereof in respect of the different population groups or to consider such a change."

However the issue of permits to individual students to enable them to attend White church schools need not necessarily be interpreted as a change in education policy.

The law could, for the present, remain unchanged and the pupils would attend school on much the same basis as the children of Black diplomats in Pretoria.



ARCHBISHOP HURLEY
... aware of difficulties.



MR M C BOTHA ... no
change of policy.

Visions of busing American-style in the event of Government approval of the Roman Catholic Church's move to open White schools to Blacks have passed across the minds of more than one wary Transvaal educationist this week.

Others supported the church's bid for multiracial schools in principle but felt that high fees would rule out mass integration.

The chairman of the Conference of Headmasters and Headmistresses of Independent Private Schools and Subsidised Private Schools of South Africa, Mr Anton Murray, said private school fees were beyond the means of many Blacks.

The average boarder fee for a private senior school was R1 800 per annum and for a day pupil R1 000. "If the Government were suddenly to open White schools to pupils of all colours there would be few applications," he said.

He said he could not speak for all the principals of the 60 South African private schools represented on the conference but he was prepared to conjecture that "the majority would welcome people of any colour."

They would accept them provided it was legally acceptable and the pupils complied with academic requirements.

The principle of Blacks

Multiracial welcome from many assured

in White schools was "very important." Such a situation would "train our children to live in a multiracial society which is apparently the world of today.

"However, the success of this would not automatically be guaranteed by multiracial schools."

The principal of Woodmead School, Mr Steyn Krige, said the principle of becoming multiracial as soon as legally possible had been built into his school's constitution since it was founded in 1969.

Despite continued efforts to get permission to go multiracial the school has so far managed only to get permission to admit the children of diplomats of Black states to the school.

The school board felt that confrontation with the Government would not get them anywhere. "In the event of confrontation, only one side can

win," said Mr Krige.

The former Transvaal Education Department director, Dr A L Kotzee, did not want to "get involved" but he indicated forced integration in the United States as a point of reference.

A Transvaal headmaster who felt the issue was too complicated for any personal pronouncement also pointed to the United States experience, stressing that in the event of integration it was vital that there should be a colour and economic balance.

The chairman of the Transvaal Onderwysers Vereeniging, Mr J B V Terblanche, maintained that the Roman Catholic Church's move would have very little effect on Afrikaans schools.

Speaking as an educationist, Mr Terblanche said he was "all for the implementation of the present Government policy."

50

**Private schools in White group areas:
Non-White pupils**

*22. Mr. H. H. SCHWARZ asked the Minister of Community Development:

Whether consideration has been given to reviewing his Department's policy in regard to permits for African, Asiatic and Coloured children to attend private schools in White group areas; if so, with what result.

†The MINISTER OF PUBLIC WORKS
(for the Minister of Community Development):

No.

Hansard 9 col 677

26/3/76

RAND JAIK7 MAIL 9/4/76

48

PLANNING DIRECTOR PLEADS:

Give Black education priority

Staff Reporter

BLACK education was more important for the future of South Africa than Richards Bay or the SABC-TV complex, Dr Ken Hartshorne, director of planning of the Department of Bantu Education said yesterday.

He was addressing the National Council of Women in South Africa's 42nd conference in Johannesburg.

"We have both a moral and a practical responsibility to place the education of Black people among the country's top priorities for their sake and for ours."

Although Black education had come a long way in the last 20 years with some "solid achievements", it would be "blinding ourselves to reality" not to recognise that the next five years would be critical.

The 70 000 Black and

1 000 White teachers were coping with a "massive undertaking" often under difficult circumstances and there was growing impatience at having to work under "what are so often emergency conditions".

School enrolments indicated steady but slow progress toward compulsory education for Blacks.

At present about 75 per cent of school potential was actually at school and this was likely to increase by two per cent each year. At that rate the first stages of compulsory education could be implemented in about five years provided that:

- The teacher pupil ratio could be decreased from 1:50 to 5:40 and double sessions introduced for sub-standards A and B as an emergency measure 20 years ago could be dispensed with.

- Basic school needs such as text books and writing materials could be supplied to all pupils.

- Three training colleges could be established each year to produce enough teachers. Last year 5 700 primary school teachers were produced. Target for 1980 was 10 000.

- Enough classrooms were erected. Neither the funds nor the building programmes were under the direct control of the Bantu Education Department but fell under the Bantu Administration Boards and the Department of Community Development.

Because dropping-out was a major problem it might be wise to place certain responsibilities on parents as an intermediate step to compulsory education, such as their giving a written undertaking to keep their children at school for a certain period of time.

Dr Hartshorne said that in the last eight years the Department's emphasis had shifted to secondary education where there had been explosive growth.



Dr McKerron

'Soup lady' raised million rand for charity

W/E ARGUS 10/4/76

By Peter Goosen

PORT ELIZABETH. — A former lecturer who has run a project to feed Grahamstown's Black schoolchildren virtually single handed for the past 17 years was shown this week to be close to a 'charity millionairess.'

Dr Marjorie McKerron, known as 'the soup lady' to thousands of children who owe their good health to her unflinching efforts, said this week: 'I don't think I have raised

'One

quite a million rand in the last 17 years, but it could be close.'

Stirred to action in 1959 by the frightful toll of malnutrition Dr McKerron was approached by people in Grahamstown to start a feeding scheme.

The scheme she started in 1959 with R120 collected by pupils of the Victoria High School in Grahamstown has grown into a major operation in which 9 500 children from five African lower primary schools, five African higher primary schools and four Coloured primary schools are fed.

They receive soup and bread three times a week, biscuits once a week and bread and peanut butter once a week, the annual food bill is about R18 000.

The only recognition she has received from the Department of Bantu Administration has been a terse remark from an inspector who said: 'One wrong move and you're out.'

She has been allowed to carry on with her work on condition she does not actually dole out herself because the authorities concerned feel this could be 'degrading.'

This, however, has not stopped her from personally driving into the African townships virtually every weekday for the past 17 years to supervise operations at the schools where the food is prepared and handed out by senior pupils.

Dr McKerron and her familiar grey car must be

Wrong move — and you're out'

one of the most familiar sights in Grahamstown African townships where she is mobbed by hundreds of chanting children.

She said in the first four years the scheme was helped by the British-based Oxfam charitable organisation which sent representatives out annually to check up on the work being done.

On the first occasion, to her dismay, the immaculately dressed representative from Britain arrived in the afternoon when the schools were closed. He was not able to see her scheme in operation.

'There goes my Oxfam grant, I thought,' Dr McKerron recalled this week.

However, taking him on a drive through the townships the car was virtually forced to a stop by hundreds of children calling out 'soup, soup' to whom he politely raised his hat. 'This apparently convinced him and I got my grant,' said Dr McKerron.

The fact that she has raised hundreds of thousands of rands was only disclosed this week because Dr McKerron, who received her doctorate from Rhodes University in recognition of her work, has decided, at the age of 80, to hand the scheme over to somebody else and retire.

Among other things she is also chairman of the Albany School Board.

'When I first started I used nearly all the money I had in reserve in producing a pamphlet to try and raise money. I got back in donations and grants about 10 times what I had spent,' she said.

48

Inside Mail

Language burden on too few teachers

Language is a simmering issue in African schools. From Sub-standard A to Standard IV children are taught in the mother tongue but from Standard V to Matric they must be taught in either English or Afrikaans on a 50-50 basis depending on the ability of the teachers in these two languages. African educationists oppose this. They want children taught through the medium of one official language only, while the other language is taught as a subject.

JOHN MOJAPELO

AFRICAN schools in the White areas are reluctant to have important subjects like mathematics and physical science taught in the medium of Afrikaans because there are no African teachers proficient in teaching these subjects in Afrikaans, say African educationists.

According to the Department of Bantu Education, subjects to be taught in Afrikaans at secondary schools are mathematics, arithmetic, geography and history. This policy only affects schools in the White areas. Homeland schools still use English as the medium of instruction.

African educationists express concern about the "enforced" medium of instruction. At present, there are few African teachers qualified to teach subjects such as mathematics and physical science. This shortage will be aggravated when they have to teach in Afrikaans.

Some secondary schools are being allowed to use English until the end of this year. Concessions are made if a headmaster can prove there is no one to teach in Afrikaans.

Mr S. J. Moseneke, the vice-chairman of the Transvaal United African Teachers' Association (TUATA) and the chairman of the Education Committee of TUATA, said those few teachers who are well qualified in science are attracted by industry.

Mr Moseneke's school, the Dr W. F. Nkomo Secondary School in Atteridgeville, has been granted special permission to teach all subjects in English until the end of this year.

ROM.

21/4/76

"I do not see the position getting any better," Mr Moseneke said.

While most of Pretoria's post-primary schools are still using English, almost all the primary schools are using the medium of Afrikaans.

While the controversy over the medium of instruction was only highlighted this year, the circular concerning the medium of instruction was issued to school principals in 1974. The circular stated a new policy, that English and Afrikaans be used on a 50-50 basis as medium of instruction in schools situated in the White areas from 1975.

English was to be used as medium of instruction in general science and practical subjects like homecraft, needlework, wood- and metalwork, art and agricultural science. Mother tongue instruction was to be for religious instruction, music and physical culture.

Initial protest came from both principals' associations and the school board committees. The teachers' associations joined later. The teachers' and the principals' protests were nipped in the bud on the grounds that they "were professional people and had nothing to do with policy matters".

Ninety-one school board delegates from Pretoria, Soweto, East Rand, Western Transvaal and the Vaal Triangle met in Atteridgeville in December, 1974. The school boards wanted all subjects, except for Afrikaans as a language subject, taught in English.

The Education Department

refused to heed their memorandum on the grounds that the medium of instruction issue was a "professional matter", and had nothing to do with school boards. Circulars were issued to school principals to follow only instructions from the Education Department.

Even after the intervention of the BophuthaTswana Government resulting from the Meadowlands School Board furor, the Government carried on regardless.

Mr M. A. H. Engelbrecht, a senior official of the Education Department explained the Government's policy that the decision on the medium of instruction was taken by the Minister of Bantu Education, Mr M. C. Botha in relation to the implementation of the new 12 year structure in African schools.

"For the past 20 years the policy has been that vernacular should be the medium of instruction in all primary education and that English and Afrikaans should be on a 50-50 basis in the secondary education. This policy remains unchanged," Mr Engelbrecht said.

School principals were warned to ensure that this policy was adhered to. Principals who "encountered serious problems at individual schools" concerning the lack of teachers proficient in Afrikaans had to apply to the Education Department for permission to deviate from the 50-50 requirement, but only at secondary school level.

To ensure that school boards did not "interfere" in the future, the Education Department issued

circulars warning the school boards that they have no say whatever in "professional matters". School principals were advised to ignore the instruction of the school boards concerning instruction medium.

Mr A. P. Treurnicht, the Deputy Minister of Bantu Education, said recently in Cape Town that Afrikaans was used as medium of instruction in the "interests" of Africans. The Government's policy was that both official languages must be given equal treatment.



Black pupils at a farm school study from readers in English.

Minutes of a school board meeting

RDM.
21/4/76.

MIKE NDLAZI

MEMBERS of the Meadowlands Tswana School Board who met at Moruta-Thuto Lower Primary School in Meadowlands' Zone 1 on January 20 this year discussed the medium of instruction in schools.

The minutes of the meeting read: "The circuit inspector told the board that the Secretary for Bantu Education has stated that all direct taxes paid by the Black population of South Africa are being sent to the various homelands for educational purposes there.

"In urban areas the education of a Black child is being paid for by the White population, that is English- and Afrikaans-speaking groups. Therefore the Secretary for Bantu Education has the responsibility towards satisfying the English- and Afrikaans-speaking people. "Consequently, the only way of satisfying both

groups, the medium of instruction in all schools shall be on a 50-50 basis.

"The circuit inspector further stated that where there was difficulty in instructing through the medium of Afrikaans an application for exemption can be made. He stated that if such an exemption is granted by the Department of Bantu Education, it shall be applicable for one year only.

"In future, if schools teach through a medium not prescribed by the department for a particular subject, examination question papers will only be set in the prescribed medium with no option of the other language. The circuit inspector stated that social studies (history and geography) and mathematics shall be taught through the medium of Afrikaans, physical science and the rest through the medium of English.

"Asked whether the circuit inspector should not be speaking at the meeting in an advisory capacity, the inspector stated that he was representing the Department of Bantu Education directly.

"The board stated that they were not opposed to the 50-50 basis medium of instruction but that they wanted to be given the chance of choosing the language for each subject.

"The circuit inspector stated that the board has no right to choose for itself, but should do what the department wants. He suggested that the board could write to the department via himself and the Regional Director on this matter. At this juncture the circuit inspector excused himself and left the meeting.

"The board was not happy about the statements of the circuit inspector and that to write a

letter would not offer any favourable reply.

"The board unanimously accepted a motion moved by Mr K. Nkamela, and seconded by Mr S. G. Thwane, that the medium of instruction in schools under the jurisdiction of the Meadowlands Tswana School Board from Standards 3 to 8 should be in English. The meeting further resolved that the principals be informed about the decision."

A number of days after the meeting, two members of the board were sacked. No reasons were given. The rest of the members then resigned in sympathy. Later Chief Lucas Mangope, Chief Minister of BophuthaTswana, met the members of the board at a meeting in Soweto and promised that he would ask the Prime Minister, Mr Vorster, to discuss the matter with the officials concerned.

Education before TV, say Blacks

22/4/76

STAR

48

Africans in Soweto would far rather have free compulsory education than a television service, according to a survey carried out by The Star.

The Star conducted its survey as a result of revelations that the money allocated to starting a television service aimed at Blacks would be

enough to provide free compulsory education for Blacks outside the homelands within four years.

The money allocated to the television service amounts to R102-million. It has been estimated by the director of planning at the Department of Bantu Education, Dr Ken Hartshorne, that free universal education could be provided outside the

homelands in four years if an extra R25-million a year was made available to the department.

The Star's survey was conducted by its own Black staff in most of the Soweto townships.

The staff were provided with 609 questionnaires reading: "The Government says it will cost R102-million to introduce a television service for South Africa's Black people."

The Department of Bantu Education says it will cost R100-million to introduce free compulsory education for all Black children.

"What would you prefer the Government to do?"

The questionnaires were distributed in Orlando, Mofoli, Emdeni, Senoane, Tladi, Diepkloof, Zondi, Meadowlands, Vosloorus, Moletsane, Chiawelo and Mapetla.

A total of 522 completed questionnaires were returned and of these 501 favoured education and 21 were in favour of a television service.

TOP PRIORITY

Dr Hartshorne recently said that Black Education was far more important than either TV or the Richards Bay complex.

He told the National Council of Women's annual conference that: "We have a moral and practical responsibility to place the education of Black people among the country's top priorities for their sake and for ours."

'3,7-m Blacks at school'

Political Correspondent

CAPE TOWN—One in every five of South Africa's 17,7-million Black population was at school last year, according to the annual report of the Department of Bantu Education tabled in Parliament yesterday.

The 3,7-million Black pupils represented an increase of 217 000 over the previous year, while the number of schools rose by 626 to 12 500.

Each of the 69 000 teachers had an average class of 54 pupils. The report gives comparative figures for the past 20 years showing the number of matriculation pupils has risen since 1955 by 1236 percent to 9 000.

Where in 1955 less than 50 000 Black pupils in the country were in Standard 5, there were just over 50 000 pupils in Standard 8 last year. The report refers to the rapidly increasing number of pupils in general.

R25 000 boost for education

By NAGOOR BISSETTY

AFRICAN education is receiving a big boost from the Divine Life Society of South Africa which has so far set aside more than R25 000 of its funds to help promote the education of African children.

And tomorrow many Africans, including many dignitaries from Kwa-Zulu, are expected to visit the society's mammoth Ashram at Reservoir Hills, Durban, where the 20th anniversary of the Sivananda Press will be marked.

The Sivananda Press, the heart of the Divine Life Society, had a humble beginning when Mr. V. Vasanjee, a benefactor, donated the first hand-operated printing machine.

The society now has one of the most modern printing plants in the country including latest Monophoto, computerised typesetting system enabling the society to turn out a great deal of spiritual literature with a minimum of staff, according to Swami Shahajandanda, the spiritual leader.

Most of the printing is done by offset on a large two-colour Roland machine and a most recent acquisition a Heidelberg GTO.

"We concentrate mostly on 64-page booklets with beautiful flower picture or embossed covers. The collating, stapling and cutting of all these books are handled by our children, who delight in giving many hours of their time to this divine work," says Swami Shahajandanda.

Seven publications are being released during the 20th anniversary celebrations tomorrow by Dr. F. T. Mdlalose, of Madadeni. The celebrations at the Ashram, 570 New Germany Road will start at 10 a.m.

Says the Swami: "We

trust that our friends and well-wishers who have contributed so liberally towards the school projects will attend the function and have the opportunity of meeting their African brethren."

African education projects undertaken by the society include those at the Ecumenical Centre, Pietermaritzburg, where the buildings are expected to be completed by the end of June.

At Umlazi trenches were being dug for a school and at Mahlabitini construction of the five-classroom school has reached roof level.

At Kwa Mashu the society has received the plans from the Port Natal Bantu Administration Board for additions to the Inhlakanipho Secondary School and building operations are expected to start next month.

At Inanda the society is erecting three classrooms and a toilet block at the Mshwati School and a laboratory and library at the Mqawe High School.

The society's members continue to construct desks and chairs and 400 chairs have been supplied to two high schools at Madadeni in addition to 230 desks supplied earlier this year.

The balance of 170 desks are almost ready and awaiting transport. About 50 desks and 100 chairs were supplied to a high school in Umlazi and a further 50 desks for juniors are now ready for delivery to another school.

30 000
TAUGHT
NM TO READ
27/4/76

Mercury Reporter

MORE than 30 000 people have been taught to read and write in 10 years by Operation Upgrade in Southern Africa.

Literacy Week will be held in Durban from May 2 to 8 to celebrate the organisation's tenth anniversary.

It has been estimated that more than 3 000 teachers trained in the Laubach literacy method have taught more than 30 000 to read and write since the organisation was established.

In addition, literacy campaigns have been started in all the homelands.

This year it is hoped to collaborate with the Department of Health and the Department of Bantu Administration, agricultural section, in writing some of their educational material to make it easier to read.

48

Boraine: pupils being penalised

DD 30/4/76

48

HOUSE OF ASSEMBLY.—
The Progressive Reform
Party's Dr A. Boraine
appealed to the govern-
ment yesterday to amend
the regulations requiring
the medium of instruction
in secondary black schools
should be both in English
and Afrikaans.



DR BORAINÉ

Speaking during the
Bantu Education Vote, Dr
Boraine also appealed for
an increase in funds for
black education
throughout the country.

He asked why black
children should be
penalised in this way while
no such language instruc-
tion requirement was ex-
pected from white,
Chinese, Coloured and In-
dian schools.

Both the departmental
report and a reply by the
Deputy Minister of Bantu
Education, Dr A. Treur-
nicht, indicated the
government intended to
continue with this policy.

"Imagine if the children
in an Afrikaans school
were suddenly compelled
to write half their ex-
aminations in English and
the other half in
Afrikaans," Dr Boraine
said.

"The African school-
children are the
only children to be

penalised in this way," he
said, amid interjections
from the Nationalist
benches.

On the question of more
finances for black
education, Dr Boraine said
the government was doing
a good job, but the only
thing was "we want more
of it."

The training and mak-
ing available of suitably
qualified teachers was a
prerequisite for the
speeding up of black
education, Dr Boraine
said.

Greater stress should be
placed on providing
suitably qualified
teachers. It did not matter
how many books and
classrooms one provided if
one did not have sufficient
teachers.— PC.

Focus now on Black education

STAR 30/4/76

Political Staff

HOUSE OF ASSEMBLY — Systematic preparations were being made for the ultimate introduction of compulsory school education for Black children, the Deputy Minister of Bantu Education, Dr Treurnicht, told the Assembly yesterday.

He said this goal could be achieved if the money allocated for Bantu education could be increased by 20 percent a year for the next five years.

Speaking in the Budget debate on the Bantu Education Vote, Dr Treurnicht said it should be realised that most of this

money would have to be provided by White taxpayers.

Dr Treurnicht said his department had begun this year with the creation of teaching posts aimed at eliminating the double-shift system at Black schools.

NEW POSTS

Additional posts were also being created to keep pace with the normal increase in the total number of Black pupils, and steps were being taken to reduce the teacher-pupil ratio at Black schools.

Dr A L Borraine (PRP, Pinelands), said the education of the Black man must receive top priority if the Government is to win the "war of the mind

and the spirit" in Southern Africa.

"There must be an acceleration, perhaps as we have never seen before in South Africa, in speeding up the necessary developments of the education of the Black man."

He was one of several opposition speakers who rose during the debate to rap the Government for lack of enough progress towards better Black schooling.

"If we are to believe our military leaders, and if we are to believe the statements of many people in South Africa who should know, then it is quite clear that no matter how much we spend on military hardware, we are just not going to win the war in Southern Africa.

Dr Borraine added: "We believe it is imperative to win the war of the mind and the spirit . . . and one of the ways to do so is to provide the best education for all the people."

Introducing the official Opposition's argument, Mr N J J Olivier (UP, Edenvale) said that while there was appreciation of progress in Bantu education there was also much cause for concern about the present state of affairs.

He listed among problem areas:

- Double-shift schooling which was "destroying proper education."
- Inadequate Government subsidies, resulting in a lack of equipment and school accommodation.

'Stop trying to mould our children'

RDM.
19/5/76.

Staff Reporter

THE National Party's almost pathological desire to control the thought processes of schoolchildren was attacked by Mr Peter Nixon, the PRP spokesman on education in the Transvaal Provincial Council yesterday.

Speaking in the no-confidence debate he said the Nat Party believed:

- Children should be moulded to a pattern of thought.

- The goals of education must coincide with the interests of the State.

- The State should be first and the child second.

- The ideas of children should be canalised to bring about uniformity.

"I do not concede to anyone the right to tell me and my children that he is a better judge of what true nationalism is than I am, or that he is a better judge of Christian character than I am," he said.

Referring to a proposal that West Rand schoolchildren should take part in a pro-Government rally, Mr Nixon said: "I cannot endorse a system which allows young children to become indoctrinated and whereby they are forced, under the guise of patriotism, to identify, or even encouraged to identify, with the attitudes of a political party."

The PRP was appalled when it heard of children at Youth Affairs camps being told by teachers that Darwin's theory of evolu-

tion was nonsense.

"We are appalled when children at these camps are told that apples with bites, butterflies, certain numbers, colours, pop groups, peace signs, and rubber bands are symbols of promiscuity or drugs or communism, or all three."

He wanted to know who gave the department the right to include such questionable and even dangerous material in the camp routines.

Attacking the separation of Afrikaans and English-speaking children in schools, Mr Nixon said: "In what other part of the world is there a nation that uses an education system to divide its people?"

The Leader of the Opposition in the council, Mr Alf Widman (PRP, Orange Grove), demanded a public disclosure of the "frightening goings-in" at education camps.

He asked the MEC in charge of education, Mr Van der Merwe Brink (Nat, Rustenburg), to state whether it was true that camp children were told that Western pop music was communist-inspired, that all pop records should be destroyed, and that Women's Liberation was sinful and in conflict with the Bible.

The Transvaal faced a teacher crisis which was probably the worst in its history, Mr Widman said.

He accused the Nat Party of being complacent, impervious to criticism, being out of touch with the common man, and of being dictatorial, autocratic and bureaucratic.

He claimed two-thirds of teachers in Standards 9 and 10 in physical science, biology, mathematics and geography were not fully qualified.

The Transvaal and South Africa were going through a crisis period, the leader of the three-man United Party team in the council, Mr J. F. Oberholzer (UP, Rosettenville), said.

He said everywhere in South Africa everyone talked of and felt uncertainty about the future.

They wanted to know, too, what the Government was doing to give them the necessary protection.

Mr Oberholzer wanted to know in what ways the pro-

1323
(2) Education - Secondary

Soweto school violence

RVA
9/6/76

Staff Reporter

A POLICE car was set on fire by demonstrating students in Soweto yesterday. Three other cars belonging to the police were damaged.

Trouble started after 10 policemen, a White and a Black, arrived in a Volkswagen at the Naledi High School.

Major C. J. Viljoen, commander at Jabulani police Station, said they went to the school to "make some inquiries about some matter". There was some misunderstanding while they were there and their car was set alight.

About 30 Black and White policemen and five police dogs were rushed to the school.

They used tear gas to disperse the students after they were stoned.

The windows of the principal's office were broken and the telephone wires were cut.

One of the policemen was injured and taken to Baragwanath Hospital. Major Viljoen said a student



The burnt-out police car.

who was slightly injured was also taken to hospital in a state of shock.

The police left the school without making arrests. Major Viljoen said the students will regret their action when they go back today and see the damage they have done.

In another incident, 15 boys from Thulasizwe Higher Primary School, also in Soweto, were taken to Orlando Police Station yesterday for questioning

after allegedly disrupting classes at the school.

The boys were apparently unhappy when other pupils decided to end the strike over the use of Afrikaans as a medium of instruction for mathematics and social studies.

The headmaster, Mr L. Mbuli, said he was forced to call the police when some of the boys dragged pupils out of classes and caused "confusion and commotion".

DD 10/6/76

Hunt: EL schools need more money

CAPE TOWN — The MPC for East London City, Mr John Hunt, yesterday made an urgent plea to the Cape provincial authorities to allocate more funds for building schools in East London next year.

Speaking during the Cape Provincial Council debate on capital works, Mr Hunt said R483 000 had been allocated during the 1976/7 financial year for 12 000 pupils.

But the total allocation for the whole province was R23 232 000. This meant East London, the third largest city in the Cape, had been allocated only 2,07 per cent of the total.

In any event, the R483 000 which had been allocated was for the completion of the new Selborne College building and the extensions of the George Randell school.

"Not a single cent is to be spent on new capital works in the city or its environs, and I must ask the Member for the Executive when framing his estimates for the next financial year to give priority to the building of the new West Bank school on grounds which have already been acquired for this purpose," he said.

Mr Hunt also said the new extensions for the President Primary School should be approved — PC.

48

WELKOM — A donation of R31 000 by an organisation called "Help" has been accepted by the Mid-Free State Bantu Administration Board for the building of a new school for blacks here.

The organisation was established some months ago by several associations with the purpose to build a school and additional

R31 000 donated for black school

DA 22/6/76

class-rooms to other schools in the black township, Thabong, which is believed to have a shortage of school facilities.

Approval for the

building of a junior secondary school has been given already by the Department of Bantu Affairs Administration and Development. The school will have 16 classrooms.

The cost of the project was estimated at R93 000. Help is believed to be planning to raise the remaining R62 000 before the end of next year.

Previously the money was raised through functions and donations. Mines in the Free State gold fields have donated more than R20 000. — DDC.

48

Drop baasskap, top Afrikaner academic tells SA's youth

25/6/76 STAR

The South African educational system should be designed to make young Whites — especially Afrikaners — willing to discard the master-servant relationship between Whites and Blacks.

This is a view expressed by Professor J L Boshoff, principal of the University of the North, in a speech yesterday at the annual meeting of the Suid Afrikaanse Akademie vir Wetenskap en Kuns.

He told delegates that there was one issue which should find expression in the education of White children, but which was seemingly being ignored.

This was the fact that "White exclusiveness and superiority has collapsed. Especially in Africa it has collapsed. And this is an essential truth of the second half of the 20th century which must come to the fore in the education of Whites."

Warning

He warned that Whites would have to maintain their identity through a general "queue" and not through "separate entrances."

"When teachers ask you in the seventies of the 20th century: Do Black students eat with knives and forks, then I almost want to give up hope.

"Education must make the White child — especially the Afrikaans child

— willing and able to replace the master-servant relationship with a person to person relationship, and to do this in a natural, civilised manner, without losing his identity.

"Colour has lost its meaning forever as a factor in relationships between people. It will never come back."

Facts

Professor Boshoff said that instead of being angered by this, educationists should help Whites to accept this graciously.

He stressed the importance of people in multi-racial societies being sensitive to the feelings of others.

"Whites in multiracial South Africa must be especially sensitive, because they hold political power. The man who holds political power carries greater responsibility than the man without power."

He warned against the educational system withholding unpalatable facts from pupils.

"We would do the White child in South Africa... a great disservice if we were to rear him in an atmosphere in which the new is rejected and the old, especially the past, is glorified."

He called for fearless objectivity in education. This was essential for the Whites' survival.

It was good that norms and behaviour patterns

which had become out of date, should now be questioned.

He said Whites, who controlled the funds for education, had to ensure that justice was done to all races in the provision of facilities. This did not necessarily mean that it was wrong if more was spent on a White child than a Black child.

What did matter was that there should not be a large disparity between the per capita amounts spent on White and Black children.

"In our situation we must not allow that education of Whites becomes a bone of contention. And from my experience over the years I can say that this is exactly what is happening. And it is so unnecessary."

Worthy

Professor Boshoff emphasised he did not regard himself as a cultural imperialist. But he believed that Whites could offer Africa the many benefits which came from their Western heritage, with its way of life and Christian values and norms.

"Education must make Whites worthy bearers of this way of life, this cultural pattern.

"But it must also make Whites bearers who are valued so that they can be accepted as good friends.

"This can be done if we want to. And only then will we be truly free."

48

(see table). The attrition during the first four years of schooling is enormous; and though school-leavers at this stage may have attained functional literacy, it will be lost without constant reinforcement;

● **Financing of Bantu education:** In many respects the past few years have seen big improvements. Current expenditure for 1975-76 in SA and SWA is put at R160,2m (R138,8m). Financing is no longer pegged to African taxes plus a fixed R13m/year, as before 1972. Accordingly *per capita* expenditure on pupils has risen dramatically — by 33,3% from 1974 to 1975. However percentage changes mean little: actual *per capita* expenditure stands at just under R40/year (Whites: around R450);

● **Compulsory Afrikaans:** It has been official policy since 1955 that English and Afrikaans get 50:50 use in African secondary schools. However, following the Transkei lead, most Bantustans now teach only in English (even in predominantly Afrikaans areas) from Standard 3. Until recently exemptions from the BED have been readily granted to schools in "White" areas, the overwhelming majority of which teach in English. However, in some areas in the Southern Transvaal, attempts have been made to enforce the 50:50 ruling from the beginning of this year.

Furthermore, also from the beginning of this year, African schools have switched from a 13- to a 12-year system; and the 50:50 rule was extended down into Standard 5. This meant thousands more schoolchildren faced the 50:50 ruling;

● **The philosophy of Bantu education:** This is enshrined in the Bantu Education Act, 1953, which eliminated the role of the mission schools and placed African education on an ethnic basis. Dr Verwoerd made no bones about the matter: "(Bantu education) must teach and train people in accordance with their opportunities in life, according to the sphere in which they live . . . (if) the native in SA today, in any kind of school in existence, is being taught that he will live his adult life under a policy of equal rights, he is making a big mistake."

This is rejected by Africans. In his survey, *What Do Young Africans Think?* (Race Relations, 1972), Melville Edelstein found that: "Pupils would rather live in SA under a multiracial government than live in a Homeland" and that "Pupils would prefer their (future) child to be educated through the medium of English rather than Afrikaans or their vernacular." Yet in recent years Soweto school boards have been constituted on an ethnic basis.

Bantu education is dominated by Afrikaner thinking and Afrikaners themselves — perhaps because English-speakers have chosen to distance themselves from the system;

● **Post-school education:** Since the closing of the "open" universities in 1959, matriculated Africans (5 400 in 1975, 3 441 in 1974) have had to attend the tribal colleges. As the Snyman Report has shown, this is deeply resented and has led to unrest and the intensification of Black consciousness.

Having overcome the enormous obstacles standing between him and matric (the same examination as for Whites), what lies ahead for the Black pupil is Fort Hare, Turfloop or Ngoye.

BLACK EDUCATION
A class of their own

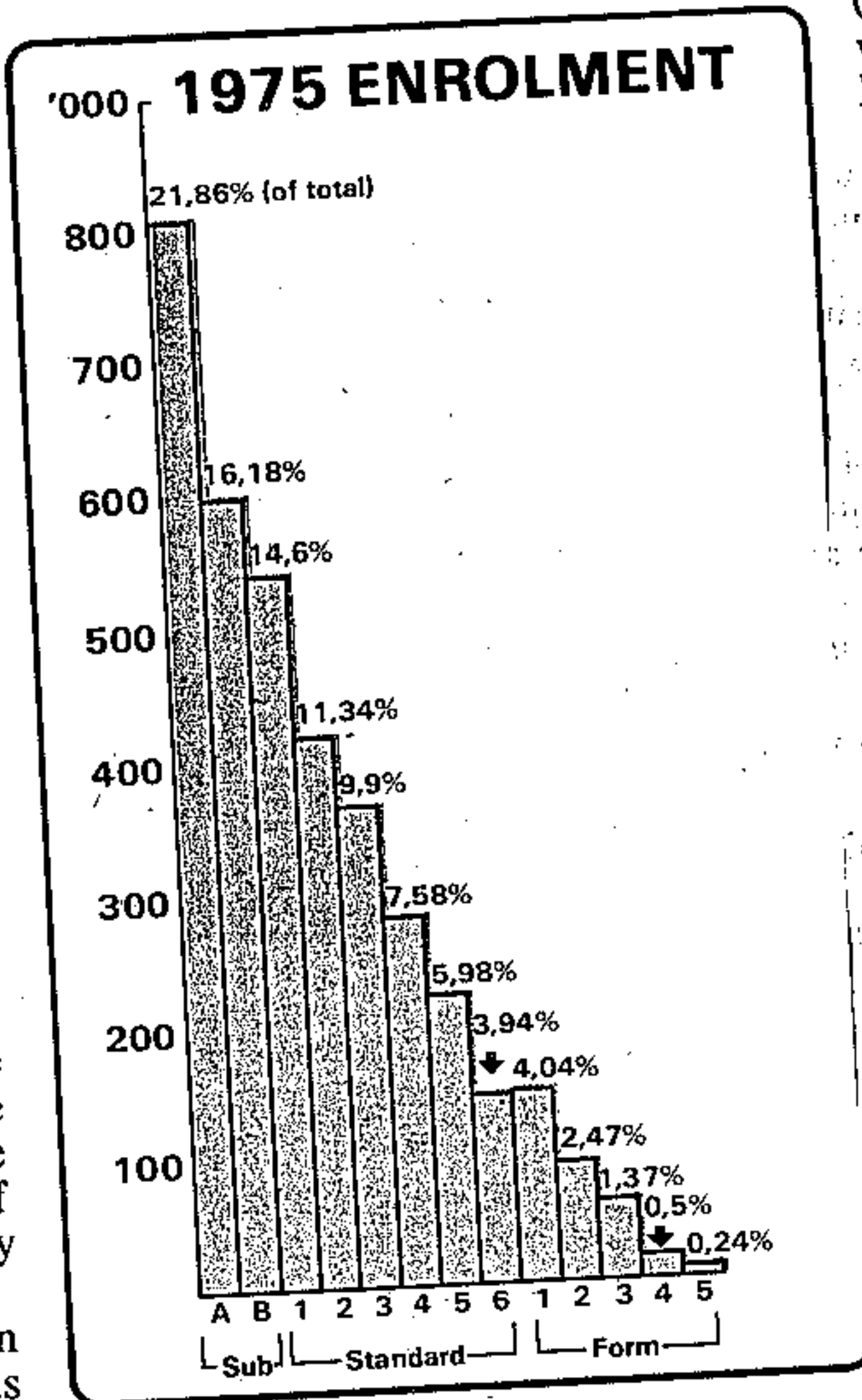
F.M
25/6/76

Though the issue of compulsory Afrikaans proved the flashpoint, it is only one of many points of tension in "Bantu education". These include:

● **School conditions:** According to 1975 figures, there are 3,7m pupils taught by 69 007 teachers in 12 573 schools. This means a teacher-pupil ratio of about 60:1 and double sessions for teachers in the first two years of school. This entails two three-hour stints with different groups to cope with the numbers.

In 1975 enrolment at secondary level reached 318 568 (209 519), a 52% increase in one year. The building of seven new teacher training facilities since 1971 has not been sufficient to meet the growing influx and the greater percentage reaching high schools. In 1975 (outside the Bantustans) there was a shortage of 4 943 qualified teachers in primary schools and 241 in secondary schools;

● **Failure and drop-out rate:** Less than 5% of pupils are in the top four standards



June 176

TEKEN

Swart skole ,nie oor taal gedwing'

Van Ons Korrespondent

WINDHOEK.

DIE grootste mate van toeskietlikheid is deurgaans gehandhaaf met die beleid dat Afrikaans in swart skole in die blanke Suid-Afrika sy plek naas Engels moet inneem, het die Adjunk-minister van Bantoe-Administrasie en -Ontwikkeling, dr. A. P. Treurnicht, gistermiddag in Windhoek gesê.

Dr. Treurnicht het kommentaar gelewer op gister se onluste in Soweto en die beweringe dat die ontevredenheid van die leerlinge daaruit spruit dat die helfte van hul skoolvakke in Afrikaans gegee moet word.

„In die blanke gebied van Suid-Afrika, waar die Regering die geboue verskaf, die subsidies gee en die onderwysers betaal, is dit sekerlik ons reg om die taalbedeling te bepaal. Dit gaan hier ook om skole in gebiede waar geen verpligte onderwys is nie. Hoekom word leerlinge na skole gestuur as die taalbedeling hulle nie aanstaan nie?” het dr. Treurnicht gesê.

STEEDS MINDER

Die amptelike beleid is dat Afrikaans en Engels gelyk behandel word, maar niks is opgedwing nie.

Dit is ook waarom Afrikaans steeds minder as Engels in die skole gebruik word. „Dit is wel so dat daar van owerheidsweë opgetree is in gevalle waar skoolrade oor die taalkwessie opgetree het buite hul bevoegdhede.”

Dr. Treurnicht het gesê hy is nog nie op die hoogte van wat in Soweto gebeur het nie,

weging teen die verpligte gebruik van Afrikaans in die skole.

„Die opdrag van 'n ander se taal ken niemand beter as die Afrikaner nie. Ons standpunt is steeds dat 'n kennis van Afrikaans sowel as Engels die leerling in sy toekomstaak sal bevoordeel.

„Deurgaans is rekening gehou met die taalvaardigheid van onderwysers en die beskikbaarheid van handboeke. Nooit het ons dié beleid onverbiddelik toegepas nie.”

STORMTROEPE

Dr. Treurnicht het gesê dit lyk vir hom baie onwaarskynlik dat daar hier net met verset deur leerlinge te kampe is. „Miskien word daar eerder hier op delikate wyse van jeugdige stormtroepe vir 'n gans ander doel gebruik gemaak.”

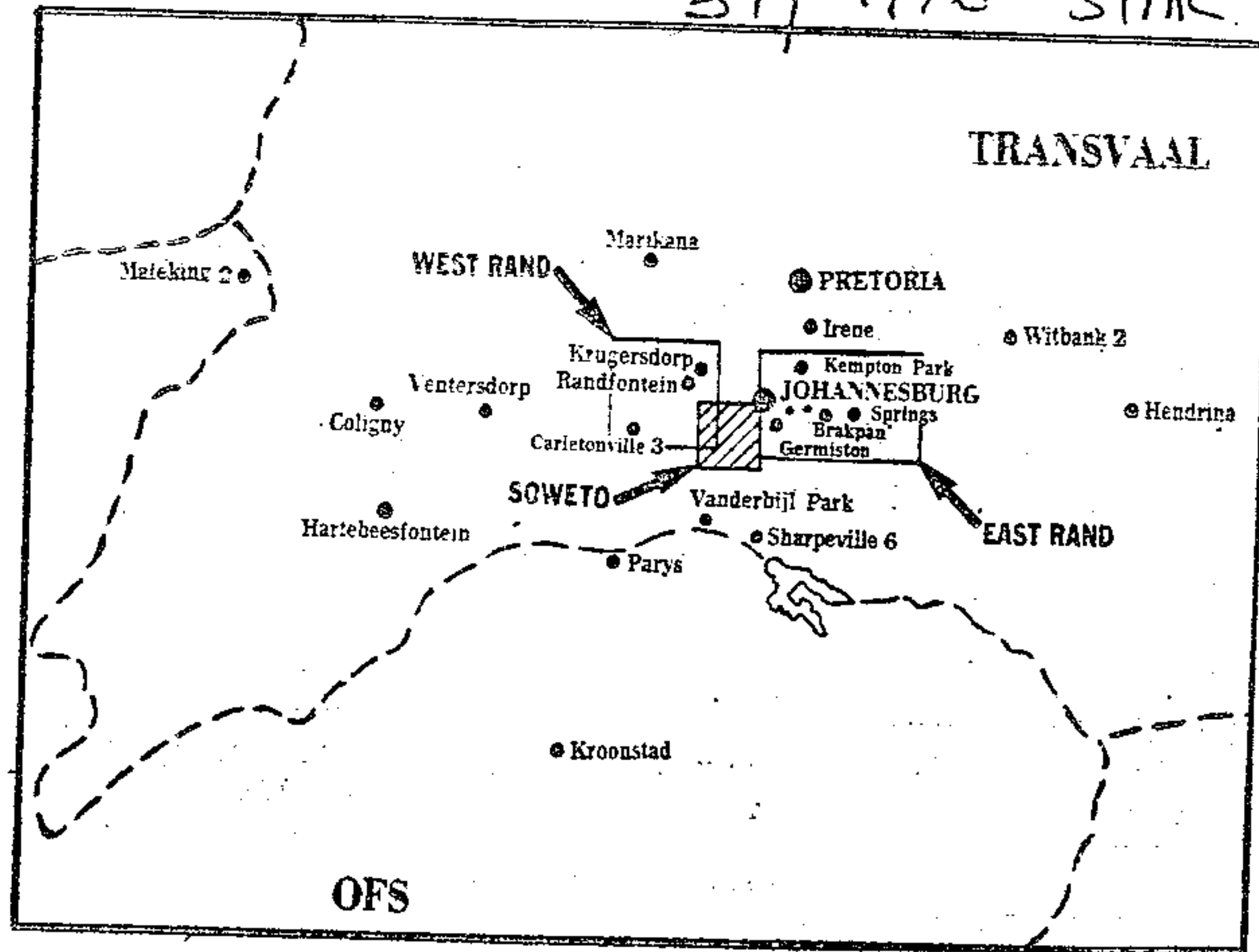
Dr. Treurnicht het gisteroggend in Windhoek as verteenwoordiger van die Suid-Afrikaanse regering opgetree toe die afdeling gesondheidsdienste amptelik aan die regering van Owambo oorgemaak is.



'N DEEL van die skare oproerige leerlinge van Soweto gee die Swart Mag-teken.

50 schools burnt in 10 days

31/7/76 STAR



More than 50 schools including a TEACH school, have been damaged by fire in Black townships in the Transvaal, Natal and the Free State in the past 10 days.

But now there are hopes that the arsonists' terror reign over children and parents in the past few days will be broken after meetings planned in Soweto this weekend.

The first meeting — intended as a mass get-together of civic leaders, students and parents — is scheduled for the Jabulani Amphitheatre tomorrow morning.

PARENTS

The second meeting has been organised by the Black Parents' Association, the body which has been co-ordinating efforts in the townships to assist families of victims of the violence. It will be held at 2 pm tomorrow at the Regina Mundi Catholic Church in Moroka.

Principals in Soweto mention three elements as possibly being responsible

Arsonists have left a swathe of destruction across South Africa. In the last 10 days, at least 54 cases of arson or attempted arson have been reported in Black areas — all but three at schools. Hardest hit was Soweto where 16 fires were reported, followed by East Rand townships (six fires) and West Rand townships (seven fires). In nearly every case, the arsonists struck after dark and the fires were often brought under control before they caused much damage.

50

1) Lethal - General

2)

School opens up to all races

By Chris Sosibo

INANDA Seminary School this week decided to accept children of all races from next year.

White, Coloured and Indian students can now apply for admission at the boarding school for African girls.

This ruling by the school's governing council comes a few weeks after the South African Indian Teachers Association's resolution to ask the Government for the lifting of all colour restrictions in schools.

The association also resolved to ask the Government to remove discrimination in the amount of money spent on education for children of different race groups.

Bishop Desmond Tutu, former Anglican Dean of Johannesburg, in a speech after the recent Soweto riots, also called for the Government to remove race bars in schools. He said this would promote good understanding between people of different races.

The chairman of the governing council of Inanda Seminary, the Reverend B. I. K. Dladla, said the decision to remove race restrictions in the school was welcomed by all members of the council.

The president of the Y.W.C.A. in Natal, Mrs Doris D. Pamla, described the move as "excellent".

"Personally I have no objections to the idea, al-

though we have different cultural backgrounds. By mixing with other races we will be enriching and accepting one another as equal human-beings," she said.

Mrs Pamla is a former teacher at the school, and one of her daughters attends the college.

Mr D. Nair, secretary of the South African Indian Association, said his organisation was pleased to hear of the decision. They hoped it would contribute effectively towards better race relations.

Follow suit

"We are happy that the tradition of this institution and high quality of discipline will now be available to and shared by all race groups," Mr Nair said.

His association hoped other schools would follow suit and join Inanda Seminary in the move.

Opened in 1869 Inanda Seminary is one of the oldest schools in South Africa. In 1974 it was the first school in Natal to introduce secretarial courses for Africans.

Teachers in the mission college are of different race groups, and it is the only school in Natal which is not under the direct control of the South African Government or of the KwaZulu homeland.

Political observers believe the Government will over-ride the decision taken by the governing council of the school.

1 50
2 332

Another Soweto trouble warning

11/8/76

S EXPRESS

By PETER BUNKELL

THE MAN who warned two days before the outbreak of the Soweto riots that another Sharpeville was imminent yesterday issued another warning.

Mr Leonard Mosala said the Government would be making a grave mistake if it failed to make basic changes in its policy on urban Blacks.

And he revealed for the first time some of the demands which urban Black leaders made at their series of confidential meetings with members of the Cabinet and top Government officials.

These are: • An immediate abolition of the Government's plan to force Blacks to become citizens of a homeland.

- That Blacks be granted a meaningful say in the administration of their own affairs.
- A complete restructuring of the Bantu education system.
- A re-examination of school legislation, particularly in so far as it relates to the mobility of labour.
- Improvement of Black wages.
- That Blacks be allowed trade union representation.
- The creation of improved business opportunities.
- Property ownership for Blacks

"Until we receive a state-

ment on the Government's attitudes to our demands, we will not know what course Black action will take.

"What I am prepared to say is that unless Blacks are given a greater stake in the country, there will continue to be trouble."

Mr Mosala said a decision on the Black demands would have to be at Cabinet level. He hoped an official statement would be made during the next Parliamentary session.

"One of the most important developments to emerge from the recent unrest in Black townships is the greater recognition the Government is now giving to urban Blacks.

"The authorities have seen the need for stable leadership in the townships and they have realised the dangers inherent in a leadership vacuum.

"I am convinced that much of the violence and bloodshed could have been averted had there been strong leadership at the time of the recent rioting."

Mr Mosala said it was hoped at least 30 000 people would attend today's mass meeting at the Jabulani Amphitheatre.

Called by the committee of 30, the meeting will be used by Black leaders to report back on the achievements that have been made during recent talks with Government officials.

THE Department of Bantu Administration is believed to have asked African school principals in the Peninsula to enforce a system of 'school passes' to curb African students illegally entering Peninsula schools.

The request was made by top Bantu Administration officials at a meeting with African school principals, school committee chairmen and school board officials at the Ikwezi Community Centre in Guguletu on July 27.

In addition, the principals were asked at the meeting to:

- Clamp down on giving posts to African teachers from other parts of the country.
- Take stern action against teachers who fell pregnant.
- Start what has been described by principals as a 'witch-hunt' to find female teachers who keep their marriages secret.

SHOCKED

The Bantu Administration requests came a few weeks after the first Soweto protests against the use of Afrikaans as a dual-medium of instruction.

School principals interviewed this week said they

were 'very unhappy' at having to impose the Government's influx control laws at schools.

The matter has been raised at the meeting of the South Western African Teachers' Association (SWATA). The president, Mr T. Mgiijima, said he expected a statement to be issued soon. He would not comment further.

QUALIFY

African students not born in the Peninsula or whose parents are not 'legally' here, do not qualify to attend Peninsula schools.

Principals are expected to demand Bantu Administration clearance certificates — referred to as 'school passes' — or birth certificates from students to check if they are legally in the area.

The school passes, addressed to the principal and issued by the Bantu Affairs Administration

'Pass' system for pupils claimed

BY RASHID SERIA

Board (Peninsula area), state: 'The bearer is resident at Langa/Guguletu/Nyanga and is eligible for admission to your school.'

Teachers and school committee chairmen said many principals did not demand the school passes and had admitted 'unqualified' students to their schools.

In some cases, the principals did not enter the students' names on the register in case the authorities decided to check if the registered pupils were qualified.

REGISTERS

And in other cases the principals registered the students because they felt the authorities would not bother to check because of the arduous process.

But, they said, the Bantu Administration learnt that unqualified students were being admitted and officials were sent to check the registers at certain schools. Then school principals were summoned to a meeting at Guguletu.

EDUCATION

A school committee chairman told me: 'I don't know how the principals can be expected to turn children away from schools who are not supposed to be here legally.'

'In many cases their mothers have been living here illegally for many years and it's not the fault of the child that he is not qualified.'

A school principal said: 'Our main concern is to give the child an educa-

tion. So we take him in, even if he is here illegally. It doesn't matter to us. After he passes out of primary school we persuade his parents to send him to a homeland school because there is very little hope of him getting into secondary school.'

Mr A. MacLachlan, the Bantu Affairs Administration Board's chief director, said the meeting was confidential and the discussions were not for publication.

CONFIDENTIAL

'It's so confidential it is even on green paper to the board. The people who have spoken to you will run into serious trouble.'

'As far as I am concerned it's no comment. I am not confirming or denying anything.'

The Chief Bantu Affairs Commissioner, Mr F. Botha, and the Regional Director of Bantu Education, Mr D. Owens, were not available for comment.

Handwritten notes: 150, 259, 3 210, 4 333

Rioting pupils: Echo of parents' frustration?

21/8/76
ARGUS.

Weekend Argus
Reporter

THE African children at the fore of the South African riots were not merely the dupes of instigators — they have been reacting to the frustration and helplessness of their parents, according to a sociologist and an educationist interviewed this week.

The youth saw the positions of their elders in society and were frequently left with little desire to strive for the same, says Mr Frank Sonn, president of the Cape Teachers' Professional Association.

Mr Sonn, who is principal of Spes Bona High School in Athlone, set out a five-point explanation of why the upheaval was generated in the ranks of the youth:

● In the townships, especially the African townships, he said, schools

were often the main centres of organised community activity. Wide-scale demonstrations of grievances could therefore be expected to come from schools.

● The process of separate development has led to a compartmentalising of people. Pupils have little contact with Whites on a normal human basis. It is easy to hate what you do not know, Mr Sonn said.

● Among the working classes the pupil was often the best-educated member of the family, and felt honour-bound to articulate the feelings of the parent.

● The disfranchisement of Blacks had rendered many of the older generation apathetic. The prospect of growing up in that way disenchanted the youth.

'They look at me, their headmaster,' Mr Sonn said, 'and they see me as largely just a Coloured headmaster with limited rights.'

'They rather opt out. Even people with degrees

are often regarded as simply voiceless and useless.'

● Teachers are forbidden to talk about politics in the classroom. While this is a safeguard against those who would abuse the right, Mr Sonn said, it precluded sound guidance from those who were prepared to guide and direct the feelings of the pupils constructively.

GAVE DIRECTION

Mr Sonn said he had recently avoided a class boycott at Spes Bona by talking politics to the pupils.

'I talked politics, I directed their feelings and gave them form. The result was they did not strike,' he said.

To leave the young people's feelings undirected was to leave them to pick up and throw a bottle or stone in an attempt to express their frustration.

Professor Paul Hare, professor of sociology at the University of Cape Town, said studies of unrest among Black students at schools and colleges in the United States showed students were trying to protest against wrongs

they believed their whole society suffered.

The children recognised the values held by the parents, he said, but the parents risked jobs and livelihoods in expressing them.

The children, usually unconsciously, acted out the wishes of the parents — or what they thought would be the wishes of the parents.

In evaluating the behaviour of the youth in riots, Professor Hare said, the psychology of groups had to be taken into account.

'People are willing to do things as a group that they would not be prepared to do as an individual,' he said.

Both men believed also that because pupils were not involved in pursuing a living they had more time to ferment their grievances.

Young people, in addition, were usually more intensely involved about certain issues than older people and the young desired change more earnestly.



Catholic schools open up quietly to all races

By DIANA POWELL, JENNIFER HYMAN AND ERICA RUDDEN

ROMAN CATHOLIC schools throughout the country are being "quietly" integrated — in defiance of Government policy.

Catholic officials are reluctant to give details of schools which have already opened their doors to Black pupils. "At this stage publicity is our worst enemy," said Archbishop Denis Hurley, who heads the church's department of schools in South Africa.

He was approached when the Express learned the church secretly admitted Black pupils to two of its schools in Cape Town, and at least three in the Transvaal. Next year two Catholic schools in Windhoek, and one in Eshowe, Natal, will be open to pupils of all races.

Archbishop Hurley said the church had taken a decision in principle earlier this year to abolish race discrimination in its schools. There are about 30 000 White pupils at the 200 Catholic schools in South Africa.

Anglican too

"The process of implementing this decision is going on quietly throughout the country," Archbishop Hurley said.

Springfield Convent for girls in Wynberg. The principal, Sister Mary Rita, confirmed this but declined to make any comment.

"It is our policy not to make any public announcement at this stage," she said. The Rt Rev Stephen Naidoo, Catholic Bishop of Cape Town, who is responsible for education in the diocese, was away on

retreat this week and not available for comment. The opening of the schools to all races appears to be in direct defiance of the Minister of Bantu Education, Mr M C Botha, who, reacting in March to the church's announcement of its intention to integrate its schools, said: "It is not the intention of the Government to change its education policy or ap-

plication thereof in respect of different population groups or to consider such a change." The Holy Childhood Convent in Eshowe will accept pupils of all races next year, according to the Rt Rev M Biyase, Bishop of Eshowe. He said the school had not yet had any formal applications from Blacks but he expected some Coloured pupils

to apply. "I do not expect any African to enrol just yet, although they will be welcome if they wish to. This is because certain practical difficulties with syllabuses have to be ironed out. This is one of the responsibilities of the Education Commission committee being formed in Pretoria." Bishop Biyase said he did not expect any

Government interference when the convent was integrated. The Bishop of South West Africa, the Rt Rev R Koppmann, announced last week that Windhoek's two Catholic schools, St Paul's College for boys and the Holy Cross Convent for girls, would open their doors to all races next year. A third school in Windhoek, the German Private High School, has also announced its intention to admit Black pupils.

Next week the Commission for Christian Education of the Southern Africa Bishops' Conference will set up a special committee to work out the practicalities of integrating all the church's schools in South Africa — as a matter of urgency.

The Anglican Church is also making moves to eliminate race discrimination in its schools.

A motion calling on Archbishop Bill Burnett to negotiate with the Government over the opening of church schools to Black pupils is on the agenda of the provincial synod of the Anglican Church, which starts in Grahamstown this week.

Heavy support

The Express has been reliably informed there will be heavy support for this motion. The two schools in Cape Town which Catholic officials declined this week to name have had Black pupils on their enrolment lists since March. "We do not particularly want to publicise the fact that we have opened two of our schools unofficially," a church spokesman said. "But that is the position. The authorities appear to be turning a blind eye at the moment and we hope it continues that way." It was learned that one of the schools is the exclusive

154
28
50

(1) 50

(2) 260

(3) 336

State bid to cool tension

1/9/76 STAR

Soweto and Alexandra Township get their own regional office of Bantu Education from today in an obvious move to try to cool the tension that developed between White officials of the department and Black teachers and pupils.

The new regional director is Mr J L C Strydom, formerly Chief Education Planner (industrial training).

SPLIT NEED

His professional staff will consist of four circuit inspectors and 12 inspectors. The new office will cover the more than 260 schools in Alexandra and Soweto.

The Secretary for Bantu Education, Mr G J Rousseau, said today Mr W C Ackermann would remain regional director for the Southern Transvaal.

This regional office would control Black schools on the East Rand in the Vaal Triangle and in other country areas, Mr Rousseau said.

The Transvaal comprises 20 circuits and the need was felt to split the province into three, he added.

The circuit inspectors for the Johannesburg office are Mr O Ter-

blanche, Mr Noel Chunnnett, Mr J E Grobler and Mr J N Vermaak.

Mr Ackermann fell into disfavour with Black teachers and pupils because of his hard line on the use of Afrikaans as a medium of instruction.

There was speculation that he would be moved away from the Witwatersrand and one of his circuit inspectors, Mr M C de Beer, in whose schools the language boycott which led to the June disturbances began, was moved to Kimberley some weeks ago.

White schools to be guarded against arson

11/9/76 DD.

CAPE TOWN — Buildings were set alight at the University of the Western Cape yesterday morning by students protesting against the opening of the Coloured Representative Council.

At 9 a.m. petrol-bombs ignited the gymnasium, the arts faculty and offices belonging to the disbanded Students' Representative Council. Fire engines were prevented from reaching the scene of the fire by stone-throwing students. A second attempt was made later under police escort.

Riot-squads patrolled the campus for several hours after classes closed early.

About 300 nurses demonstrated in the grounds of the Nico Malan Nursing College in the Coloured township of Athlone yesterday, carrying placards condemning alleged police violence.

A spokesman for the college said about half the

nurses taking part were due to go on duty at Groote Schuur, Conradie and Somerset Hospitals.

Asked why they were not reporting at the hospitals, they said: "Why should we, when we are paid half the salaries of our white colleagues?"

Many white schools in the Peninsula will be guarded and patrolled by parents and teachers at the weekend against possible arson or damage attempts.

And at least seven schools were closed yesterday as a precaution.

Principals of schools said patrols would visit the schoolgrounds during the day and night.

The Cape Director of Education, Mr P. S. Meyer, said he had sent a message to schools suggesting vigilance committees be set up on a voluntary basis to watch over school premises at the weekend.

The Regional Director

of Bantu Education, Mr D. H. Owens, said yesterday he was prepared to meet school committees, school boards and principals to discuss any genuinely felt grievances of black pupils.

He said it had been impossible to establish the real nature of the pupils' grievances, since they had refused to communicate with their parents, their school principals and their school committees.

"The authorities are aware only of newspaper reports and representations made on behalf of the scholars by outside parties."

The Cape Muslim Judicial Council has called for a public inquiry into police conduct and the manner of law enforcement during the unrest in the Peninsula.

It said in a statement that it deplored the "violence and brutality that is being unleashed by the police and riot squads." — DDC-SAPA.

(1) 50
(2) 54
(3) 81
50



A mother and daughter weep uncontrollably after the girl was released from police custody yesterday at the Algoa Park police station in Port Elizabeth. She was one of more than 400 pupils arrested for joining illegal gatherings prohibited under the Riotous Assemblies Act. Pupils whose parents paid R30 admissions of guilt and those under 16 were released.

Tearful parents in despair

11/9/76
DD

PORT ELIZABETH — There were tears and looks of despair at the Algoa Park police station here yesterday as scores of parents gathered to secure the release of their children arrested after demonstrations at two big Coloured schools.

Some parents said they did not have the R30 admission of guilt fine demanded for the release of their children and faced the prospect of seeing their children in court answering charges under the Riotous Assemblies Act.

Others stood weeping outside the police station grounds while the police dealt with batches of parents allowed on the police station verandah.

The children, visible from the road through two heavy steel gates, stood in a courtyard and waited for their parents to arrange their release. Most appeared to be senior high school pupils, but some of those seen leaving the station with their parents looked about 13.

Police here yesterday applied an entirely new technique in dealing with unlawful gatherings when they swooped on schools and arrested more than 400 pupils after demonstrations.

Commenting on the

New riot steps?

PRETORIA — The Minister of Police, Mr Kruger, said yesterday he hoped the unrest in Cape Town and surrounding areas would be over within the next few days.

Mr Kruger confirmed he had visited Cape Town on Thursday with the Commissioner of Police, Gen Prinsloo, for discussions with high-ranking police officers.

At the talks decisions were taken on a number of new steps to control the riots, but Mr Kruger said he could not give any details.

Observers here believe the Government will declare a state of emergency unless the unrest and violence which has plagued the country since mid-June comes to an end.

There could also be a stepped-up military intervention with a shoot on sight operation where trouble erupted.

Meanwhile at least two

(1) 50
18
(2)

THE 'COLOURED' FARM LABOURER

The purpose of this paper is to project the Coloured farm labourer as an essential and integral part of the agricultural sector.

According to statistics of the Department of Statistics, 2 175 220 persons of all race groups were engaged in agriculture during 1974. During the same period, of the 819 000 economically active Coloured persons, 109 935 or 13,4% of the total Coloured labour force ^{were} farm labourers.

The Department of Economics and Marketing in its 1975 issue of its publication "Abstracts of Agriculture" stated that the gross value of South Africa's agricultural production had been R2341 million in 1973/74.

In the South African entrepreneurs and the Coloured the approximately 80 000 production so that approximately 80 000 uneconomic units. This may be attributed to the lack of acumen and managerial ability because in many cases of the farm a member of the family unequipped to run the business takes over.

Besides the usual economic factors which affect agriculture as an industry has to contend with additional factors. Viability may also therefore be affected by unfavourable weather conditions such as drought, hail, frost and storms, plagues, pests and when production exceeds the demand because of exceptionally good harvests.

Whereas in other industries workers are engaged on an individual basis the tendency in agriculture is to involve the whole family so that the provision of housing is also considered as part of the remuneration.

Until recently there was no control over the erection of houses and the workers or owner built houses with no regard to health regulations. Houses may now only be built under the control of Divisional Councils and according to definite building and health regulations. The various agricultural unions constantly appeal to their members to provide better houses for their workers because it is realised that if the workers are well-housed it will lead to their contentment and happiness.

technique yesterday. Gen. D. Kriel, Deputy Commissioner of Police in Pretoria, said the technique's success was pleasing.

A feature of all the police action was that not a stone was thrown, nor a baton raised or shot fired. — DDC

more people were shot dead in rioting in the Peninsula yesterday, and the body of a third man killed by bullets, was found at Manenberg, bringing the death toll in violence since midnight on Wednesday to 19.

The Peninsula unrest was discussed at a top-level meeting attended by the Minister for Coloured relations, Mr H. Smit, and Coloured leaders in Cape Town yesterday.

In a statement after the meeting, Mr Smit undertook to bring to the attention of the Government the "frustrations and grievances" of the Coloured population.

usually the agricultural sector that 60% of are operating with knowledge, business sense of the owner farm successfully takes

s of an enterprise, resources beyond their control.

production exceeds the de-

UCT campus confused ^{CT} 22/9/76

Staff Reporter

THE situation on the University of Cape Town campus was confused yesterday after a call by the Students' Representative Council (SRC) for all students to stay away from lectures for three days.

Lecture attendance was reported to be average. A university spokesman said some departments reported attendance as high as 80 percent, and others as low as 25 percent.

The SRC reinforced its call for a stayaway at a meeting yesterday, and asked students to stay "right off" campus. The main buildings will be picketed today, to persuade students not to attend lectures.

The stayaway call followed a majority vote by students this week to have the university closed in "rejection of unequal education". The university Senate rejected closure, and would not recommend it to the Council.

Graduates of an intensive week-long course can now programme learning and visual aides

UPGRADED

IN an ultra-modern concrete, glass and wood complex in Hanover Park, men and women of all races and from all walks of life, are being trained as teachers in the international literacy campaign—Operation Upgrade — now gaining momentum in the Western Cape.

Sixteen men and women recently received their teacher's certificates after an intensive week-long course at the Maryland Adult Education Centre, headquarters of Operation Upgrade in the Cape.

It is the second teachers' training course to be held at Maryland since the Cape centre opened in July this year. The course enables graduates to teach groups of adult illiterates to read and write using the Laubach method of programmed learning and visual aids.

Sixty candidates have already received their tutors' certificates at four courses held at the centre. A tutor may give

The Argus Education Reporter

controlled and all progress tests are sent to Operation Upgrade headquarters in Durban for marking and evaluating a level of achievement.

PSYCHOLOGY

A vital aspect of the teachers' course is instruction in adult psychology which stresses the importance of the manners of the teacher's approach to an illiterate adult.

Picture-word associations, flash cards and various other visual devices are used in the literacy instruction. Courses are conducted in English, Afrikaans and Xhosa.

Teachers are urged to hold classes in their homes, garages, church halls and in the open. The system was developed in the market places of India.

MANAGEMENT

The teachers' courses are being conducted by Sister Marina Lawrence, a Catholic nun of the Schoenstatt Order, who

Among those who received their teachers' certificates at Maryland were school teachers, community leaders, social workers and housewives.

At a demonstration of the teaching methods of Operation Upgrade held in the city last month Mr Ken Geeling, chairman of a large oil company in South Africa, called on industry and commerce to support the literacy campaign by sending representatives of their firms on the teachers' course.

Presenting the certificates to the candidates Mr P. F. Evans-Watt, regional technical liaison officer of the CSRI in the Western Cape, paid tribute to Operation Upgrade and the work of Sister Marina.

ENTHUSIASTIC

All the candidates I spoke to who had completed the recent course were very enthusiastic and had nothing but praise for the Operation Upgrade venture.

Mr Reuben Tana (45) is a community organiser from Langa.

'There is tremendous demand for a literacy course among the migrant workers of Langa and this will be my task I will hold literacy classes at the St Francis Cultural Centre in the township,' he said.



OPERATION UPGRADE, launched by Sister Marina Lawrence (second from left), at Hanover Park with her three colleagues, Sister Vero, and Sister Anthony Doherty, teacher at

practice of law no longer justifies the division between advocates and attorneys.

This division accounted for most of the inefficiency in litigation. Mr P. Nienaber, an attorney from Fort Beaufort wrote.

'I think the time has come for the Association of Law Societies to take active steps to have this artificial division of work abolished. I can find no justification for the rules of the Supreme Court requiring certain pleadings to be signed by both

instruction to individuals and groups of up to five people.

TWENTY HOURS

With a minimum of three hours instruction a week an illiterate person can be taught to read and write in three to six months. It is possible using these methods to teach an adult to read and write in 20 hours.

An Operation Upgrade literacy certificate is recognised as taking a person to the level of standard four. From there he can go on to a night school to further his education.

Standards are strictly

recently completed a management course at the Southern African headquarters of Operation Upgrade in Durban.

Sister Marina, whose grandparents emigrated from India years ago when they renounced the Hindu religion, has three other lecturers assisting her in the training of teachers to fight illiteracy.

CERTIFICATES

They are Brother Anthony Doherty, a Catholic brother, Sister Veronica O'Nolan, a Catholic nun and Mr Jeffrey Johnson, a teacher at the Spes Bona High School.

One of the candidates who is now a literacy teacher is Miss Muriel Mbobosi, a teacher at the Crossroads squatter camp in her spare time at Nyanga East. Miss Mbobosi said she was attending the course so that she could teach the parents of her pupils to read and write.

'Most of the them have never attended school. They can't read the instructions on the medicine bottles or the baby food tins with the result that the children suffer. They don't know how to go about applying for jobs,' she said.

50

long the standard biography. Since then Joseph Swain has published his readable and touching Edward Gibbon the Historian. The title may be misleading for there is much attention devoted to Gibbon's private and political life - all of which makes for very entertaining reading. Swain could, perhaps, have devoted more attention to Gibbon's commercial characters xv and xvii relating

to the
some
Christ
Thomp
the Dec
Gibbon
memor

rates to read and write using



MRS Jeanne Heradine receives her teachers training certificate from Mr P. F. Evans-Watt at an Operation Upgrade ceremony in Hanover Park.

remedied
on and
tion
me of
ward
i a
torian.

Bid to admit Black pupils

ARGUS. 8/11/76.

THE Anglican Archbishop of Cape Town, the Most Rev. Bill Burnett, has been asked by the councils of three private schools to approach the Department of Community Development and the Provincial Administration for permission to accept Black pupils.

In a statement today, Archbishop Burnett said the request was made by the councils of Diocesan College, St George's Grammar School and

Western Province Preparatory School.

The schools concerned said they wished to be free to accept properly qualified pupils from any racial group.

In 1974, a request by the same schools, together with St Cyprian's and Herschel, was made to the Minister of Community Development, who responded by saying: "The Minister has considered the matter carefully but regrets that he cannot see his way clear to grant permission for Coloured pupils to attend

the Church's private schools for Whites."

Archbishop Burnett said St Cyprian's and Herschel had not reconsidered the matter but he had no doubt the council of these schools would not have changed their mind.

If separation was insisted on in Government institutions, there would seem to be the greatest possible advantage to the nation to allow experimentation where White and Black South Africans were prepared for it.

Wide gap in pupil costs

50/33

19/11/26
J

MRS R N ROBB, vice-chairman of the Black Sash and a member of the Athlone Advice Office, said yesterday that "even the most idealistic government in the world" could not provide equal education for Africans in the Republic in the present financial circumstances.

Speaking at a lunchtime meeting of the Institute of Citizenship at the Cathedral Hall, Mrs Robb told members that an amount of R136m would be required to change the African staff-pupil ratio from the present one in 50 to the White standard of one in 30.

A further amount of R330 would be needed to provide the classrooms.

At present only 1,6 percent of African schoolteachers had university level qualifications, eight percent had matriculation and 46 percent had a Junior Certificate. More than 38 percent had Standard 6 level or lower.

Figures

When comparisons were made with the education provided for other race groups it was found that Whites in the Cape had R496 a pupil available each year. For the Coloured group this was R199. Indians received R141 and Africans R28,56 a pupil.

"When faced with these figures, does anyone need to tell you that your education is not as good?" Mrs Robb asked.

The drain on qualified teachers was made worse by salary discrimination, leading the more skilled teacher to take a better-paid job in industry or commerce.

Schoolchildren also tended to refuse official bursaries as these were offered only at homeland schools with the proviso that when the pupil qualified a similar length of time had to be worked in the same territory to pay off the amount owed.

"They know that if they work in another area they lose their rights of residence in the White area, so most schoolchildren do not take these higher bursaries," Mrs Robb said.

SC exam question anger Indian, Coloured

*Argues
20/11/76*

By Rashid Seria

COLOURED and Indian leaders are furious about questions in this year's Coloured Senior Certificate history examination paper, which some have described as 'Nationalist Government propaganda.'

One of the questions which gave offence came under the heading 'Aspects of Southern Africa Today.' Students were told:

'In the present province (Transvaal, Cape, Free State, Natal) no Indian problem exists because the immigration of Asiatics thither was forbidden.'

The students were required to underline the correct word in brackets 'to make the statement true.'

Mr G. M. Munsook, South African Indian Council executive member, and the Rev E. J. Manikkam, the Rylands Management Committee's chairman, said they were shocked that such a 'silly and ridiculous' question could be asked in the Standard 10 final examination.

'What they are in fact implying is that there won't be any so-called Indian problem if Indians are forbidden from a province,' Mr Munsook said.

'I want to say to these examiners that there is no so-called Indian problem. The problems have been created by this Government and the one before it, who placed all sorts of restrictions on the Indian people.'

Mr Manikkam, who is also Cape leader

of the Reformed Church in Africa, said that if the argument was extended, there would not have been a White problem in South Africa if Jan van Riebeeck and the 1820 Settlers had not landed here.

'This type of question should not be asked in an examination. It's not education. It's fermenting trouble,' he said.

'We are at a stage in history when we want to get away from such issues instead of answering examination questions on them.'

Mr Munsook said it was such issues which damaged race relations.

The Rev Alan Hendrickse, CRC executive member for education, said he was 'not at all happy' with the history questions and promised to investigate.

African languages in Cape urged

IT is essential for better race relations in South Africa that the teaching of African languages at Cape schools be stepped up, according to the CRC Director of Education, Mr P. S. Meyer, and the CRC Executive Member for Education, the Rev Alan Hendrickse.

The men were commenting on reports that African languages had been introduced into Free State schools.

Mr Meyer said the

Cape scheme to introduce African languages at primary school level, to encourage students to take them at secondary level, had been received 'very enthusiastically.'

KNOWLEDGE

And even if students decided not to take the subjects at secondary level, they would have a working knowledge of the languages.

African languages, Mr Meyer said, had been

introduced to encourage human relations.

'If one man knows the language of another, he will understand that person better and it could lead to better race relations.'

Mr Meyer said an increasing number of students were taking African languages at university level and his department was not having difficulty finding teachers.

The Rev Alan Hendrickse said although he was not aware of any Coloured schools offering African languages because teachers could not be found, the schools were at liberty to introduce the languages.

'I would, in fact, welcome such a move and would like to encourage it at schools because it is essential for the better South Africa we are building,' Mr Hendrickse said.

Source: Administration of Coloured Affairs, Annual Reports.

Year	Total enrolment	Enrolment excluding apprentices	Apprentices
1972	1 014	483	531
1971	560	177	383
1970	461	159	302
1969	400	138	262

College for 1969-1972.

Table 7. Enrolment of full - and part-time students at the Peninsula

shown in the following table. Enrolment at the Peninsula College, which will offer courses leading to the National Diploma for Technicians for the first time in 1977, is as follows:

There are five Technical Colleges (Athlone in Cape Town, L.C. Johnson in Durban, Highveld in Johannesburg, R.C. Elliott in Kimberley and Bethelsdorp in Port Elizabeth) and the Peninsula College for Advanced Technical Education in Bellville South.

Coloured people

The important point to note in the previous table is that while the number of matriculants shows a strong rising trend, the number of NTC passes, particularly at the higher levels, is extremely small. The principal reason for the low numbers is that Indians encounter difficulty in becoming indentured as apprentices. Firms wishing to indenture an Indian apprentice must usually first prove to the local Apprenticeship Committee that they are unable to find a white willing to be indentured.

EDUCATION - GENERAL

1976 + 77

Manuscript 11 vol 787

6/4/76

50

EDUCATION

GENERAL

TO JUNE 1977

Coloureds in schools for Indians

662. Dr. F. VAN Z. SLABBERT asked the Minister of Indian Affairs:

Whether any Coloured pupils were enrolled in Indian schools in Natal at the beginning of the 1976 school year; if so, (a) how many in primary, secondary and high schools, respectively, and (b) in which areas.

The MINISTER OF INDIAN AFFAIRS:

Yes.

- (a) Primary schools—12.
Secondary and high schools—7.
- (b) Mooi River, Umzinto, Glencoe, Newlands, Colenso, Umkomaas, Dundee, Stanger, Wasbank.

Manuscript II col 777
6/4/76

50

Indian education
587. Mr. R. E. ENTHOVEN asked the Minister of Indian Affairs:

(1) What was the total number of Indian pupils attending school in 1973, 1974 and 1975, respectively;

(2) (a) how many new classrooms were provided in each of these years and (b) how many pupils could be accommodated in these classrooms;

(3) what was the total number of teachers employed in Indian schools in each of these years;

(4) whether double sessions were in operation at any schools; if so, (a) in which standards and (b) how many (i) pupils in each standard and (ii) teachers were affected in each of these years.

The MINISTER OF INDIAN AFFAIRS:

(1) 1973—176 802.
1974—180 715.
1975—183 348.

(2) (a) 1973—133.
1974—129.
1975—86.

(b) 11 852.

(3) 1973—6 682.
1974—6 853.
1975—7 020.

(4) Yes:

(a) Class I to Std. V.

(b) (i)

	Class I	Class II	Std. I	Std. II	Std. III
1973	2 344	3 208	2 697	2 694	554
1974	2 620	4 136	3 795	2 533	1 263
1975	2 369	4 176	4 017	2 899	822

Std. IV Std. V

1973	326	80
1974	354	53
1975	519	17

(ii) 1973—327.
1974—411.
1975—399.

Schools in Lenasia

540. Mr. H. E. J. VAN RENSBURG asked the Minister of Indian Affairs:

- (1) (a) How many primary and high schools, respectively, were there in Lenasia in each of the past five years, (b) what were their names and (c) how many pupils were enrolled in each standard in each of these schools in each of these years;
- (2) how many pupils passed each standard at each of these schools in each of these years;
- (3) whether there was a shortage of teachers at any of these schools during this period; if so, what was the shortage in each school in each of these years;
- (4) what is the estimated number of children of (a) primary and (b) high school age in the area who did not attend any school in each of these years.

The MINISTER OF INDIAN AFFAIRS:

(1) (a)	Primary	High
1971	6	3
1972	6	3
1973	6	3
1974	6	4
1975	6	4

- (b) Primary 1971-'75
 - Alpha State Primary School.
 - Lenasia Model State Primary School.
 - Highveld State Primary School.
 - Progress State Primary School.
 - Greyville State Primary School.
 - Park State Primary School.

- High 1971-'73
 - Lenasia State High School.
 - Trinity State High School.
 - Nirvana State High School.

- 1974-'75
 - Lenasia State High School.
 - Trinity State High School.
 - Nirvana State High School.
 - M. H. Joosub State Technical High School.

(c) Primary

	Class (i)	Class (ii)	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5
Alpha							
1971	105	98	110	89	86	137	158
1972	93	107	106	109	89	107	140
1973	147	88	107	100	117	89	114
1974	140	110	89	101	117	117	94
1975	133	123	108	89	104	98	103
Lenasia Model							
1971	118	110	86	95	80	103	108
1972	113	122	110	104	100	75	115
1973	116	104	118	109	111	97	80
1974	123	123	95	123	98	112	94
1975	124	125	118	100	121	101	—
Highveld							
1971	160	98	82	54	71	79	105
1972	139	155	82	78	58	58	76
1973	137	128	125	79	78	52	66
1974	136	99	130	101	72	68	—
1975	176	98	103	122	102	82	—

Progress								
1971	68	66	69	45	52	56	63	
1972	160	125	113	112	88	101	103	
1973	167	191	134	138	126	115	—	
1974	154	195	158	147	147	128	—	
1975	189	186	169	158	148	—	—	
Greyville								
1971	74	169	175	101	149	108	67	
1972	122	78	161	170	105	138	104	
1973	153	125	81	160	159	108	123	
1974	200	150	143	77	159	142	—	
1975	163	181	154	140	85	146	—	
Park								
1971	140	127	133	131	99	146	147	
1972	151	148	129	127	138	98	143	
1973	166	157	148	125	141	138	92	
1974	145	159	161	146	129	142	—	
1975	154	142	169	162	151	129	—	
High								
		Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10	
Lenasia								
1971		—	364	293	258	143	76	
1972		—	362	331	287	171	74	
1973		—	357	324	273	218	85	
1974		124	203	301	298	197	137	
1975		184	225	180	321	195	103	
Nirvana								
1971		—	287	301	259	210	118	
1972		—	330	275	278	199	123	
1973		—	304	263	255	230	145	
1974		—	160	282	244	248	143	
1975		66	150	175	301	187	160	
M. H. Joosub								
1974		150	230	102	60	—	—	
1975		201	153	182	72	14	—	
Trinity								
	Std. 4							
1971	—	—	229	184	182	66	13	
1972	—	—	296	149	146	94	25	
1973	—	110	280	256	176	84	56	
1974	—	120	206	179	216	102	32	
1975	148	193	175	202	233	107	57	
(2) Primary								
	Class (i)	Class (ii)	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6
Alpha								
1974	129	108	85	96	104	109	95	—
1975	124	116	104	88	100	102	83	15

Lenasia
Model

1974	121	116	91	113	94	107	89	—
1975	111	118	111	96	115	95	—	—

Highveld

1974	115	98	119	96	73	59	—	—
1975	136	98	97	115	99	70	—	—

Progress

1974	174	158	151	144	144	122	—	—
1975	214	153	161	158	145	—	—	—

Greyville

1974	180	146	134	71	144	133	—	—
1975	153	168	152	129	79	137	—	—

Park

1974	142	160	156	142	119	136	—	—
1975	160	134	162	155	145	132	—	—

Statistics for the years 1971 to 1973 are not available.

High

	Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10
Lenasia						
1971	—	210	236	176	74	—
1972	—	265	270	271	37	—
1973	—	185	192	215	136	—
1974	101	157	253	223	103	107
1975	—	183	132	198	109	81

Nirvana

1971	—	224	217	158	114	—
1972	—	265	207	243	143	—
1973	—	243	238	231	122	—
1974	—	136	225	196	156	99
1975	64	155	148	259	90	96

M. H. Joosub

1971	—	—	—	—	—	—
1972	—	—	—	—	—	—
1973	—	—	—	—	—	—
1974	95	201	58	26	—	—
1975	156	252	128	49	—	—

Trinity

	Std. 4					
1971	—	—	126	112	101	24
1972	—	—	229	104	109	54
1973	—	—	166	212	93	15
1974	—	107	199	163	148	59
1975	146	186	159	161	171	56

(3) No.

(4) (a) and (b) Statistics in this respect are not available.

THURSDAY, 8 APRIL 1976

†Indicates translated version.

For oral reply:

X Schools for Indian pupils

655. Mr. R. J. LORIMER asked the Minister of Indian Affairs:

Whether any schools for Indian pupils have been built in the Cape Province since 3 March 1975; if so, (a) how many, (b) where are they situated and (c) how many pupils can be accommodated in each school.

The MINISTER OF INDIAN AFFAIRS:

No. (a), (b) and (c) fall away.

For the information of the hon. member I may mention that a high school for 1 200 pupils is at present under construction in Rylands and should be ready for

occupation by June 1976. A primary school for 800 pupils which should be ready by February 1977 is also under construction in Cravenby.

50
Mansard II vol 800
8/4/76

~~336~~
 50 HANSARA NO. 12
 20/4/76

828

Soweto: High schools/pupils/teachers

473 Mr. M. E. J. VAN RENSBURG asked the Minister of Bantu Education:

- (1) (a) How many high schools were there in Soweto in each of the past five years, (b) what were their names and (c) how many pupils were enrolled in each standard at each of these schools in each of these years;
- (2) how many pupils passed each standard at each of these schools in each of these years;
- (3) whether there was a shortage of teachers at any of these schools during this period; if so, what was the shortage in each school in each of these years;
- (4) (a) what number of pupils from Soweto attended high schools in the homelands during each of these years and (b) in which homelands;
- (5) what is the estimated number of children of high school age in Soweto who did not attend any school in each of these years.

The MINISTER OF BANTU EDUCATION

The attention of the hon. member is drawn to the fact that my Department does not keep separate statistics for each residential area. I am also not prepared to instruct my Department to obtain the statistics as requested, as this will imply the appointment of additional staff. The statistics reported are based on information already available.

(1) (a)

1971	14
1972	19
1973	21
1974	22
1975	28

(3) (4) and (5) The information is not available.

(c) The total enrolment of pupils in secondary schools were as follows—

1971	not available
1972	12 655
1973	14 731
1974	18 231
1975	25 573

(2) The number of pupils who passed the Junior Certificate and Senior Certificate examinations were as follows:

	Junior Certificate	Senior Certificate
1971	1 542	155
1972	2 004	170
1973	2 774	217
1974	3 149	276
1975	3 712	482

(3), (4) and (5) The information is not available.

THURSDAY, 22 APRIL 1976

† Indicates translated version.

For written reply:

Schools in Coloured townships of Johannesburg

539. Mr. H. E. J. VAN RENSBURG asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) (a) How many (i) primary, (ii) secondary and (iii) high schools were there in the Coloured townships of Johannesburg in each of the past five years, (b) what were their names and (c) how many pupils were enrolled in each standard in each of these schools in each of these years; (2) how many pupils passed each standard at each of these schools in each of these years; (3) whether there was a shortage of teachers in any of these schools during this period; if so, what was the shortage in each school in each of these years; (4) what is the estimated number of children of (a) primary, (b) secondary and (c) high school age in the area who did not attend any school in each of these years.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Table with 4 columns: Year, (i) Primary Schools, (ii) Secondary School, (iii) High Schools. Rows for years 1971, 1972, 1973, 1974, 1975.

THURSDAY, 22 APRIL 1976

Large table with columns for Names of Schools, Enrolment (1 (c)), and Number of Passes (2). Includes sub-sections A PRIMARY SCHOOLS, B SECONDARY SCHOOLS, and C HIGH SCHOOLS. Rows list various schools like Coronationville, Eldorado Park, etc.

1974

1 (b)

1 (c)

2

Names of Schools	Enrolment					Number of Passes									
	Adapt. Classes	Sub A	Sub B	Std I	Std II	Std III	Std IV	Std V	Sub A	Sub B	Std I	Std II	Std III	Std IV	Std V
A PRIMARY SCHOOLS															
Bosmont No. 1	16	104	113	123	95	90	76	57	74	91	101	93	69	72	49
Bosmont No. 2	12	123	114	103	127	109	94	94	107	109	99	125	107	93	84
Bosmont No. 3		150	89	105	94	84	69	70	115	83	94	85	71	62	58
Coronadoville Hosp.		8	2	4	4	1	1		Hospital School: Any passes are recorded at pupil's ordinary school						
Coronadoville					169	164	156	117				127	140	132	114
Coronadoville Prep.		166	149	159	202	208	118	87	130	136	134	175	185	100	79
Dovell Avenue	13	143	145	137	124	91	110	62	56	76	101	57	75	71	44
Eldorado Park No. 1		171	181	189	111	95	85	70	126	140	157	103	80	64	63
Eldorado Park No. 2		105	59	32	28	123	115	89	64	40	17	26	110	109	81
Estherhuyzen	9	178	181	185	154	104	84	88	112	81	94	103	83	73	82
Klipdorp No. 1		161	127	160	123	108	88	56	133	145	157	119	92	82	52
Klipdorp No. 2		91	113	59	65	65	94	136	70	96	53	105	59	54	
Krauss street	24	172	154	116	134	123	94	29	122	114	103	111	108	81	122
Newclare		294	214	168	186	185	147	142	219	178	150	170	157	123	210
Noordgesig		337	230	297	286	292	244	89	217	190	214	232	208	210	77
Parkdale		173	176	170	112	103	89	29	120	138	114	86	66	77	122
Protea		66	60	67	46	26	29	30	40	43	45	35	34	28	29
Riverlea	21	160	176	143	128	142	75	86	113	141	122	110	132	61	77
Vonwartha		206	190	178	209	175	150	91	146	123	146	151	129	128	83
Wilhelmina Hoskins	15	142	167	194	131	181	116	79	101	110	138	91	158	98	75
St. Theresa's (R.K.)		109	66	49	41	26	26	30	Private School: Figures not available						
B SECONDARY SCHOOLS															
Alexandra		132	121	106	77	49	28	28	99	80	64	32	57	35	15
C HIGH SCHOOLS															
Chris J. Botha			Std VI	Std VII	Std VIII	Std IX	Std X	Std V	Std VI	Std VII	Std VIII	Std IX	Std X		
Coronadoville		401	361	213	314	113	80	282	245	257	161	74	52		
Eldorado Park		367	478	314	92	114	24	119	117	27	10	7	30		
Klipdorp	116	255	116	33	10	20	13	71	66	39	37	18	5		
Noordgesig	154	171	90	90	125	17	17	129	111	31	27	16	9		
Riverlea	242	185	51	51	138	49	49	178	137	93	27	50	21		
D SECONDARY SCHOOLS															

1975

1 (b)

1 (c)

2

Names of Schools	Enrolment					Number of Passes									
	Adapt. Classes	Sub A	Sub B	Std I	Std II	Std III	Std IV	Std V	Sub A	Sub B	Std I	Std II	Std III	Std IV	Std V
A PRIMARY SCHOOLS															
Bosmont No. 1	13	131	90	102	95	105	74	67	98	78	92	92	89	69	58
Bosmont No. 2		89	118	109	102	121	105	90	75	106	114	102	121	105	96
Bosmont No. 3	10	87	116	101	98	89	79	65	71	109	87	83	80	65	62
Coronadoville Hosp.		3	5	4	4	2	2		Hospital School: Any passes are recorded at pupil's ordinary school						
Coronadoville					174	145	158	148				153	123	145	144
Coronadoville Prep.		159	146	158	107	118	91	102	131	127	143	91	103	79	86
Dovell Avenue		98	110	117	107	118	76	47	88	81	92	73	59	50	32
Eldorado Park No. 1	15	221	137	124	174	137	78	54	161	140	108	122	90	67	46
Eldorado Park No. 2		217	113	144	137	106	73	117	130	90	80	87	62	49	101
Eldorado Park No. 3		217	113	109	115	73	118	117	130	108	112	77	96	106	106
Estherhuyzen		158	121	84	99	120	88	49	127	122	139	120	94	48	42
Klipdorp No. 1		167	178	180	169	114	67	61	112	110	113	89	99	78	50
Klipdorp No. 2		176	125	159	111	111	98	50	110	110	72	36	60	50	79
Krauss street		69	72	83	45	61	55	127	147	132	129	84	107	79	111
Parkdale	28	199	167	158	111	146	95	127	206	179	147	113	136	119	111
Newclare No. 1		260	209	130	168	156	139	72	120	169	123	101	122	122	186
Newclare No. 2		164	201	138	128	211	211	117	264	179	191	209	251	88	58
Noordgesig		372	241	260	252	288	211	72	119	119	152	117	98	58	69
Parkdale		240	158	197	141	117	84	48	47	48	41	43	28	131	69
Protea		70	53	53	44	33	33	117	111	111	73	88	52	96	78
Riverlea		144	138	139	136	117	139	72	108	111	138	126	110	132	69
Vonwartha		121	81	84	119	70	123	117	82	66	73	88	88	96	69
Wilhelmina Hoskins	9	165	149	157	168	100	154	87	124	146	117	142	132	132	69
St. Theresa's (R.K.)		121	85	57	54	37	24	26	Private School: Figures not available						
B SECONDARY SCHOOLS															
Alexandra		125	106	120	95	68	69	59	71	100	73	55	45	34	26
C HIGH SCHOOLS															
Chris J. Botha			Std VI	Std VII	Std VIII	Std IX	Std X	Std V	Std VI	Std VII	Std VIII	Std IX	Std X		
Coronadoville		353	350	253	300	166	73	269	285	285	210	108	33		
Eldorado Park	194	440	294	300	142	64	64	336	163	163	129	74	16		
Klipdorp	164	207	114	58	22	8	8	111	324	324	55	13	4		
Noordgesig	253	163	125	60	21	13	13	108	118	118	40	12	78		
Riverlea	180	166	166	40	27	15	15	118	118	118	30	20	10		
	268	209	145	145	86	44	44	218	137	137	121	52	12		

863

X THURSDAY,

(3) No.

(4) Unknown.

~~188~~
50

Coloured schoolchildren

698 Mr. T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) (a) What is the total number of Coloured children at school in the Republic at present and (b) what is the estimated number of Coloured children that will have passed (i) Standard II and (ii) Standard VIII by 1984;
- (2) how many Coloured schools are there at present in the Republic;
- (3) whether there is a backlog for Coloured schools in the Republic; if so, (a) what is the backlog, (b) what is the estimated cost of eliminating the backlog and (c) when is the backlog expected to be eliminated.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (a) Figures for 1976 not yet available. Total enrolment end 1975 = 625 585.
(b) (i) and (ii) No reliable estimate can be made.
- (2) 1915.
- (3) Yes.
 - (a) 2 003 classrooms calculated according to present needs for classroom space and excluding future projections and accommodation which must be replaced.
 - (b) R26 000 000.
 - (c) As funds can be made available and co-ordinating planning can be undertaken accordingly.

Pupils/examinations

871
 720 Mr. T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) How many Coloured pupils in the Republic entered for the (i) junior certificate, (ii) Standard IX and (iii) matriculation or equivalent examination at the

22 APRIL 1976

872

end of 1975 and (b) how many of these (i) passed and (ii) failed in each examination.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) (i) 15 490.
- (ii) The standard IX examinations are conducted internally at schools and the Administration of Coloured Affairs does not have the information at its disposal.
- (iii) 3 746.
- (b) (i) Junior Certificate: 11 462.
 Standard IX: Not available.
 Senior Certificate or equivalent: 2 374.
- (ii) Junior Certificate: 4 028.
 Standard IX: Not available.
 Senior Certificate or equivalent: 1 372.

50

HANSARD NO. 13

White pupils

927

783 Dr. G. F. JACOBS asked the Minister of Statistics:

- (a) How many White pupils were attending provincial, provincial-aided and private schools, respectively, during the latest year for which figures are available,
- (b) what was the combined total enrolment in each class of these schools and
- (c) in respect of what year are these figures given.

The MINISTER OF STATISTICS:

(a) Provincial schools	840 644
Provincial-aided schools	18 342
Private schools	44 076
	Total 903 062

(b) Grade 1	89 403
Grade 2	82 649
Standard 1	81 195
Standard 2	77 716
Standard 3	78 669
Standard 4	78 169
Standard 5	74 901
Special classes	11 090
Standard 6	78 865
Standard 7	74 839
Standard 8	75 492
Standard 9	56 102
Standard 10	43 776
Not classified	196
	Total 903 062

In addition there were 13 110 pupils in provincial special schools such as schools for mental deviates and hospital and clinic schools.

(c) 1975.

50

948

Hansard No. 14

point of view
fathers and
and the
downright
trust and
in their own

Average expenditure on White pupils
782 Dr. G. F. JACOBS asked the Minister of Statistics:
(1) What was (a) the average expenditure by public authorities per (i) primary and (ii) secondary White school pupil and (b) the general average expenditure per White school pupil during the latest year for which figures are available;

It is a common occurrence... understanding... and this can lead to a... employee or assumes that the employee's... "Grandmothers" funerals... and it is difficult to ascertain who... the family circle is often not clear

as far as
in the

(2) in respect of what year are these figures given.

rural areas, though there are many... mothering or affection is concerned. However it is noteworthy to see that

The MINISTER OF STATISTICS:

- (1) (a) (i) Not available.
(ii) Not available.
(b) R605.
(2) Financial year 1974-'75.

child eventually succumbs to kwashiorkor (unemployed) feels the pinch and has... of remittances and possibly termination... she becomes fashion-conscious and money frequently to support and

Police: Assaults/unlawful arrests

785. Mrs. H. SUZMAN asked the Minister of Police:

and the
there
frequency

Whether any money was paid to members of the public during 1975 in respect of (a) assault and (b) unlawful arrest by members of the Police Force; if so, (i) what were the total amounts paid and (ii) in respect of how many complaints in each category.

city and leaves her child/children in... being of the child. A young mother refers to a set of circumstances after "gogulation" (from the word "ngogo" in

The MINISTER OF POLICE:

- (a) Yes.
(i) R30 888-43.
(ii) 34.
(b) Yes.
(i) R20 105-00.
(ii) 31.

Dr. Anthony Barker, a missionary doctor... marries another man, the father has... to the Magistrate's office for support... to the local Magistrate who then summons... where the father does not voluntarily... still be supported by her parents).

In 9 of these cases the actions resulted from assault and unlawful arrest and detention.

goes by
she sends
work in the
cal well-
It
ned the word
ld only.
ne mother
maintenance
mother applies
s older, and
Young and can

upbringing of the child when the child stops breast-feeding; thus the father... father to support the child and mother, the father's mother often takes over the... then with her mother. In the latter case when there is difficulty in getting the... with her ("mother-in-law") boy friend's mother, or where there is not a boy friend... age of 16 years will usually succumb to these circumstances and she will stay... illegitimate births are more the rule than the exception. A young girl from the

Child-rearing and schooling

I would go as far as to say that drinking in groups in houses is a general... week-end pastime. Rugby is very popular and those who participate do so all... year round. Competitions are run among themselves with neighbouring sides, but... lack organisation. I feel a great deal can be done by way of personnel... relationship by capitalising on this enthusiasm.

50

3.

Harvard No 14
7/5/76

Expenditure on education of Whites

839 Dr. G. F. JACOBS asked the Minister of Statistics:

What was the total expenditure from Revenue Account on the education of Whites, including university education, in the Republic of South Africa by Government departments other than the Department of National Education and the four provincial administrations, during the financial year ended 31 March 1975.

The MINISTER OF STATISTICS:

R11,0 million.

time in presentation?

hire, or materials and

ation and any

ses?

feel too

Compare your two lists

restricted negotiate with the organizers so that you can achieve your objective.

2. PLANNING THE PRESENTATION.

2.1 Constructing your plan:

Two methods for planning your talk:

VERTICAL PLAN

and

HORIZONTAL PLAN

2.1.1 The Vertical Plan

- 1) Take a sheet of paper. Think about your subject. Jot down 20 to 30 words associated with it.
- 2) Working on a 5 minute talk, ring the three words you think are the most important on your list.
- 3) What do these words say to you? What specifically do you want your audience to think and do at the end of your talk? Now, write the aim of your talk in one short sentence.
- 4) Write your aim at the top of a clean sheet of paper.

The Body

- 5) Leave about six lines for the introduction. Write your three main points down leaving a few lines in between each.
- 6) Go through your list of ideas again. Underline those points that support your three main points.
- 7) Write two sub points under each main point.
- 8) At this stage you should refer to books, interview specialists, check figures and statistics, find quotations, apt examples or demonstrations. Your talk should be an expression of your own ideas on the subject, backed by outside opinion.

~~80~~
50

HANSA NO. 15

12/3/76

994

Audio/visuals

Is it possible to show any of these materials such as a videotape?

WEDNESDAY, ...
...
...
...
...
...

... for your ... ion been decided?

... be playing at home or ... is the meeting room to you?

- (a) ... suitable as a meeting place for your audience and as a background for your subject?
- (c) Is it the right size for the audience expected?
- (d) Will everyone be able to see?
Is there a dais or platform?
Is there enough room for the proper positioning of one or more projection screens?
- (e) Will everyone be able to hear?
Will you need to use a microphone?
Is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?
- (f) Can the room be darkened easily?
Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50

13/5/76

Teachers in White schools

798. Dr. G. F. JACOBS asked the Minister of Statistics:

Audio/visuals

Is it essential to show any audio, such as a film videotape?

(1) How many teachers were employed in White provincial, provincial-aided and private schools, respectively, in the latest year for which figures are available;

for your been decided?

(2) how many of these teachers (a) were professionally qualified (i) and had university degrees and (ii) but had no university degree, (b) had a university degree without professional qualifications and (c) held no professional qualifications nor a university degree;

laying at home or the meeting room ou?

(3) in respect of what year are these figures given.

as a meeting audience and as for your subject?

The MINISTER OF STATISTICS:

(1)		1975	1973
Provincial schools	41 487	39 893	
Provincial-aided schools	1 167	1 190	
Private schools	2 995	2 824	
Total	45 749	43 907	

at size for the ected?

(2) (a) 41 332.

(i) 12 938.

(ii) 28 394.

(b) 1 096.

(c) 1 479.

be able to see? s or platform? h room for the ning of one or n screens?

(3) The figures in respect of question 2 refer to 1973. Information according to professional qualifications and university degrees for 1974 and 1975 not yet available.

be able to hear? to use a microphone? lic address system ed? Will there be noises and can ed during your

(1) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

(a) What equipment will you have at your disposal? Will there be an experienced projectionist available?

(b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?

(c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50
 Howard 16
 17/5/76

3.

Compare your two lists of restricted negotiate with your objective.

2. PLANNING THE PRESENTATION.

2.1 Constructing your plan
 Two methods for planning

VERTICAL PLAN

2.1.1 The Vertical Plan

Indian pupils: Examinations 1021

808. Mr. G. W. MILLS asked the Minister of Indian Affairs:

- (1) How many Indian pupils (a) entered for the Standard VI examination, (b) passed (i) the normal high school course and (ii) the practical course and (c) failed at the end of 1975;
- (2) how many Indian pupils who entered for the junior certificate examination in that year (a) passed (i) A level and (ii) O level and (b) failed;
- (3) how many of the total number of Indian senior certificate candidates for 1975, including those who wrote supplementary examinations early in 1976, (a) passed (i) with matriculation exemption and merit, (ii) with matriculation exemption only, (iii) without obtaining matriculation exemption and (iv) the ordinary grade, and (b) failed.

tion exemption and merit, (ii) with matriculation exemption only, (iii) without obtaining matriculation exemption and (iv) the ordinary grade, and (b) failed.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 12 237.
 (b) (i) 6 822.
 (ii) 4 784.
 (c) 631.
- (2) The Department does not have a Junior Certificate examination. There are also no longer A and O levels. The figures hereunder are in respect of the Standard VIII examinations of schools.
 (a) Passed at the academic level 6 716
 (b) Passed at the practical level 4 195
 (c) Failures 2 055
- (3) The final figures in this respect are not yet available. The results of the 968 candidates who wrote the supplementary examination and the 241 appeal cases are now being processed. However, of the 4 327 candidates who wrote the Senior Certificate examination at the end of 1975 1 010 passed with matriculation exemption, 2 669 without matriculation exemption and 648 failed. There is no longer an O level nor are there merit passes.

Price increases granted by Price Controller

893. Mr. G. H. WADDELL asked the Minister of Economic Affairs:

- (a) In respect of what products has the Price Controller granted price increases since 3 October 1975 and (b) what was the percentage increase in each case.

The MINISTER OF ECONOMIC AFFAIRS:

- (a) and (b) The information requested by the hon. member is not available at

e in ntation?

e, or als and

and any

too an achieve

subject.

words you

ifically do he end of k in one

of paper.

Write nes in

between each.

- 6) Go through your list of ideas again. Underline those points that support your three main points.
- 7) Write two sub points under each main point.
- 8) At this stage you should refer to books, interview specialists, check figures and statistics, find quotations, apt examples or demonstrations. Your talk should be an expression of your own ideas on the subject, backed by outside opinion.

Senate Hansard 10 Q. W. 70

21/5/76

50

Pupils/schools in Republic

42. Senator L. E. D. WINCHESTER
asked the Minister of Statistics:

(a) How many pupils in each race group are in schools in the Republic at present and (b) how many schools are provided in the Republic in respect of each race group.

The MINISTER OF STATISTICS:

(a) Whites	903 062
Coloureds	640 476
Asians	184 144
Bantu	3 698 921
(b) Whites	2 493
Coloureds	1 953
Asians	365
Bantu	12 378

The data relate to ordinary primary and secondary schools.

50

Hansard 16

21/5/76

Indian pupils

807. Mr. G. W. MILLS asked the Minister of Indian Affairs:

1059

What was the total enrolment in March 1976 of Indian pupils in each standard from Class I to Standard X and in

special classes in Government, State-aided and private schools combined.

The MINISTER OF INDIAN AFFAIRS:

The statistical returns as supplied on the first Tuesday in March 1976 are at present being processed. The result will be made available to the hon. member as soon as it is available.

Venue

Has the venue for your presentation been decided?

If so:

- (a) Will you be playing at home or away, and is the meeting room familiar to you?
- (b) Is it suitable as a meeting place for your audience and as a background for your subject?
- (c) Is it the right size for the audience expected?
- (d) Will everyone be able to see? Is there a dais or platform? Is there enough room for the proper positioning of one or more projection screens?
- (e) Will everyone be able to hear? Will you need to use a microphone? Is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?
- (f) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

Senate Hansard 6 Q. No. 37 22/3/76

Teachers/pupils

17. Senator L. E. D. WINCHESTER asked the Minister of Statistics:

50

(a) What is the ratio of teachers to pupils for each race group and (b) what amount is spent by the State on the education of pupils in each race group.

The MINISTER OF STATISTICS:

(a) For 1975:	
Whites	1:20,1
Coloureds	1:30,6
Asians	1:26,9
Bantu	1:54,1
(b) Whites	R628 million
Coloureds	R108 million
Asians	R 45 million
Bantu	R140 million

The expenditure is in respect of the financial year 1974-75 and includes expenditure by all government bodies on all types of education.

Hansard No 19
7/6/76

3.

50
~~260~~

Courses in teaching/education

1137
Mr. W. T. WEBBER asked the Minister of Bantu Education:

- (1) How many Bantu students in (a) the Republic, including the homelands, and (b) South-West Africa were enrolled during 1975 for (i) the lower primary teachers' course, (ii) the primary teachers' course, (iii) the junior secondary teachers' course, (iv) the secondary teachers' diploma course, (v) the university education diploma non-graduate course, (vi) the post-degree university education diploma course, (vii) the B.Ed., B.Ped. or other degree courses in education, (viii) special courses in art or homecraft, (ix) the trade instructors' course, (x) diploma courses in special education for the deaf or blind, (xi) courses for training staff for pre-school institutions and (xii) any other full-time teachers' training courses, with specification of each course;

Compare
restrict
your ob

2. FLANNIN

2.1 Co
Tw

MINISTER OF BANTU EDUCATION

	(a)	(b)	(2)
(i)	—	365	145
(ii)	14 215	211	6 075
(iii)	1 228	—	489
(iv)	229	—	96
(v)	28	—	4
(vi)	90	—	1091
(vii)	195	—	39
(viii)	103	—	85

(ix)	17	—	8
(x)	39	—	36
(xi)	59	—	49
(xii)	262	—	2

- 1 Candidates for supplementary examination included. in :ation?
- 2 Higher Secondary Teachers' Diploma. or manufacture of materials and equipment?
- Hire of accommodation and any special assistance?
- Travelling expenses?
- umstances. If you feel too organizers so that you can achieve

your talk:

id HORIZONTAL PLAN

per. Think about your subject. words associated with it.

ute talk, ring the three words you important on your list.

s say to you? What specifically do ence to think and do at the end of write the aim of your talk in one

4) Write your aim at the top of a clean sheet of paper.

The Body

- 5) Leave about six lines for the introduction. Write your three main points down leaving a few lines in between each.
- 6) Go through your list of ideas again. Underline those points that support your three main points.
- 7) Write two sub points under each main point.
- 8) At this stage you should refer to books, interview specialists, check figures and statistics, find quotations, apt examples or demonstrations. Your talk should be an expression of your own ideas on the subject, backed by outside opinion.

80,123

Hansad 19 9/6/76

Indian group areas

1173

971. Mr. D. J. DALLING asked the Minister of Community Development:

Audio/visuals

Is it essential to show any audio/visuals such as a film or videotape?

(1) What is the total extent of Indian group areas in (a) Natal, (b) the Transvaal and (c) the Cape Province; when decided?

(2) what is the extent of (a) Laudium, (b) Lenasia and (c) Actonville.

The MINISTER OF COMMUNITY DEVELOPMENT:

(1) (a) 31 570,7 ha.

(b) 4 636,5 ha.

(c) 671 ha.

(2) (a) 260 ha.

(b) 1 185 ha.

(c) 140 ha.

ying at home or a meeting room?

as a meeting audience and as your subject?

size for the ed?

able to see? or platform?

Is there enough room for the proper positioning of one or more projection screens?

(e) Will everyone be able to hear? Will you need to use a microphone? Is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?

(f) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

(a) What equipment will you have at your disposal? Will there be an experienced projectionist available?

(b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?

(c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

Haward 19 9/6/76 50

2.

Coloureds in senior posts in education

(3) 263.

1167

852 Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many Coloured persons in (a) the Republic and (b) South-West Africa are serving as (i) inspectors of education, (ii) assistant or subject inspectors, (iii) organizers of adult education, (iv) professors, (v) lecturers at universities and teacher-training and technical colleges and (vi) principals of educational institutions;
- (2) how many Coloured persons are serving on the administrative staff of the Education Section of the Administration of Coloured Affairs;
- (3) how many of the Coloured teachers in the Republic and South-West Africa who resigned during 1975 resigned for reasons other than superannuation or marriage.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (a) (i) 25.
- (ii) 12.
- (iii) 4.
- (iv) 1.
- (v) University: 38.
Training Colleges: 168.
Training Schools: 83.
Technical Colleges: 15.
- (vi) 1 693.
- (b) (i) One.
- (ii) One.
- (iii) None.
- (iv) None.
- (v) None.
- (vi) 32.

(2) 5.

Venue

Has the venue for your presentation been decided?
If so:

- (a) Will you be playing at home or away, and is the meeting room familiar to you?
- (b) Is it suitable as a meeting place for your audience and as a background for your subject?
- (c) Is it the right size for the audience expected?
- (d) Will everyone be able to see? Is there a dais or platform? Is there enough room for the proper positioning of one or more projection screens?
- (e) Will everyone be able to hear? Will you need to use a microphone? Is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?
- (f) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50, 53

Hansard 19

9/6/76

2.

Technical subjects at multi-lateral high schools

Audio/visual

885 Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

Is it a show as such as videotape

How many Coloured pupils in the Republic passed the (a) junior certificate and (b) senior certificate examination at multi-lateral high schools with one or more technical subjects in their courses during 1974.

venue for your presentation been decided?

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Will you be playing at home or abroad and is the meeting room suitable for you?

(a) Junior Certificate Examination: 134.

(b) Senior Certificate Examination: 31.

Is the room suitable as a meeting place for your audience and as a background for your subject?

(c) Is it the right size for the audience expected?

(d) Will everyone be able to see? Is there a dais or platform? Is there enough room for the proper positioning of one or more projection screens?

(e) Will everyone be able to hear? Will you need to use a microphone? Is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?

(f) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

(a) What equipment will you have at your disposal? Will there be an experienced projectionist available?

(b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?

(c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

Hausad 19
9/6/76

Audio/visuals

Is it essential to show any audio-visuals such as a film or videotape?

Examinations passed

887. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) (a) How many Coloured and Rehoboth Baster pupils in South-West Africa were entered for the junior certificate examination at the end of 1975 and (b) how many of these (i) passed in the first and second class, respectively, and (ii) failed;
- (2) (a) how many such pupils were entered for the matriculation or senior certificate examination and (b) how many of these (i) passed in the first and second class, respectively, and (ii) failed at the end of 1975 and in the supplementary examinations early in 1976;
- (3) how many of those who passed the matriculation or senior certificate examination qualified for matriculation exemption.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (a) 499.
- (b) (i) First class—40.
Second class—300.
- (ii) 159.
- (2) November 1975/March 1976.

for your decision?

holding at home or in the meeting room?

as a meeting audience and as a subject?

What size for the room?

Will you be able to see the speaker from all parts of the room for the holding of one or more screens?

Will you be able to hear the speaker? Will you be able to use a microphone or a public address system? Will there be any background noises and can they be controlled during your presentation?

Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50

Hawad 19
10/6/76

Bursaries for Coloureds

1174

Audio/visual

728 Mr. T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

Is it possible to show an audio/visual as such as videotape?

- (1) How many (a) Coloured pupils, (b) Coloured students at teacher training institutions, (c) Coloured students at universities and (d) other Coloured students were granted (i) non-repayable and (ii) loan bursaries by the Administration of Coloured Affairs and his Department, respectively, in 1975;
- (2) what were the total sums awarded in (a) non-repayable and (b) loan bursaries in that year;
- (3) what was the number of teaching posts (a) filled and (b) not filled at the latest date for which figures are available.

the venue for your presentation been decided?

where will you be playing at home or abroad and is the meeting room suitable for you?

is the venue suitable as a meeting for your audience and as a background for your subject?

is the room the right size for the presentation?

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

(1) (a) (i) None	None	
(ii) None	None	
(b) (i) 2 243	88	
(ii) None	None	
(c) (i) 530	45	
(ii) None	None	
(d) (i) None	1	one?
(ii) None	None	em
(2) (a) R835 862	R56 900	e be
(b) None	None	
(3) (a) 22 132	916	y?
(b) 75, that is, posts in respect of which formal approval for filling had not yet been granted at the time of the survey (31 March 1976). Recruiting is effected locally to fill vacant posts temporarily until they can be advertised for permanent appointment. Appointment documents for the interim filling of the vacancies indicated were not available in Regional offices when the survey was made.	11	plies

available?

(b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?

(c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

Hansard 20

19/6/76
Audio/visuals

Is it essential to show any audio/v: such as a film or videotape?

50
~~80~~

Total enrolment of Coloured and Rehoboth Baster pupils 1258

1851 Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

What was the total enrolment of Coloured and Rehoboth Baster pupils in

each standard from Sub A to Standard X and in adaptation classes in Government, State-aided and private schools, combined, in (a) the Republic and (b) South West Africa, excluding trade schools for apprentices, but including special and reformatory schools, in March 1976.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

(a) Figures for 1976 not yet available: Total enrolment of Coloured pupils in the Republic at the end of 1975 is as follows:

Adaptation Classes	3 364
Sub-Standard A	108 906
Sub-Standard B	93 119
Standard I	87 253
Standard II	73 141
Standard III	65 393
Standard IV	55 176
Standard V	43 567
Standard VI	32 780
Standard VII	25 046
Standard VIII	15 828
Standard IX	6 515
Standard X	3 719

Total 613 807

Nursery Classes — 26 Only in respect of Special Schools.

Classes with single subject grouping — 77 Only in respect of Special Schools.

(b) Sub-Standard A	4 685
Sub-Standard B	4 393
Standard I	3 771
Standard II	3 249
Standard III	2 763
Standard IV	2 389
Standard V	2 144
Standard VI	1 747
Standard VII	1 128
Standard VIII	611
Standard IX	308
Standard X	157
Adaptation Classes	56

27 372

These numbers also include Nama pupils in S.W.A.

ded?

home or ng room

eting e and as subject?

for the

to see? atform? for the one or is?

to hear? a microphone? ess system Will there be and can ng your

ed easily? ower supplies als or

u have at there be an ist

visuals or (e.g. films, videotapes, sound tapes, slides, etc.) already available?

(c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50) Hansard 20 19/6/76

2.

Teacher/pupil ratio 1261

999. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured, Rehoboth and Nama Relations:

What was the average teacher/pupil ratio in each standard in Coloured schools

in the Republic in 1973, 1974 and 1975, respectively.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

As the figures are not readily available it is not possible to give a categorical reply.

ed?

... meeting at home or away, and is the meeting room familiar to you?

- (b) Is it suitable as a meeting place for your audience and as a background for your subject?
- (c) Is it the right size for the audience expected?
- (d) Will everyone be able to see? Is there a dais or platform? Is there enough room for the proper positioning of one or more projection screens?
- (e) Will everyone be able to hear? Will you need to use a microphone? Is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?
- (f) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50

Hansard 21

22/6/76

Coloured teachers in South-West Africa
 (241) Mr. W. G. SINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:
 (1) How many Coloured teachers in South-West Africa (a) were profes-

sionally qualified and had (i) a university degree, (ii) a matriculation or equivalent certificate, (iii) a junior or equivalent certificate and (iv) other qualifications, (b) had no professional qualifications but had (i) a university degree, (ii) a matriculation or equivalent certificate, (iii) a technical or other vocational qualifications and (iv) other

your decided?

ing at home or meeting room

familiar to you:

1283 X

qualifications, had not attained matriculation level and held no technical or other vocational qualifications, as at 1 March 1976;

(2) what was the total number of Coloured teachers employed in the territory at that date.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

(1) (a) (i) 16.
 (ii) 194.
 (iii) 359.
 (iv) 18.
 (b) (i) 0.
 (ii) 39.
 (iii) 9.
 (c) 121.
 (2) 756.

as a meeting audience and as for your subject?

the right size for the audience expected?

everyone be able to see? here a dais or platform? here enough room for the proper positioning of one or more projection screens?

everyone be able to hear? you need to use a microphone? here a public address system already installed? Will there be any distracting noises and can they be silenced during your presentation?

the room be darkened easily? are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

50

Howard 21

24/6/76

886. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

(1) How many Coloured, Rehoboth Baster and Nama students in South West Africa were enrolled in March 1976 or at the latest specified date for each of the years of training for (a) the Lower Primary Teachers' Certificate, (b) the Primary Teachers' Diploma, (c) the Lower Primary Specialist Certificate, (d) the Lower Secondary Teachers' Diploma, (e) the Secondary Teachers' Diploma (non-graduate), (f) the Secondary Teachers' Diploma (graduate), (g) the Adaptation Classes Teachers' Diploma, (h) post-graduate degree

courses in education, (i) the Commercial Teachers' Diploma and (j) the Technical Teachers' Diploma;

(2) how many teachers qualified in the territory at the end of 1975 for (a) the Lower Primary Teachers' Certificate, (b) specialist certificates at the end of one-year courses for teachers with the L.P.T.C., (c) the Primary Teachers' Certificate, (d) the Primary Teachers' Diploma, (e) the Lower Secondary Teachers' Diploma, (f) the Secondary Teachers' Diploma (non-graduate), (g) the Secondary Teachers' Diploma (graduate), (h) the Adaptation Classes Teachers' Diploma, (i) post-graduate degree or B.Ped. courses in education, (j) the Commercial Teachers' Diploma and (k) the Technical Teachers' Diploma.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (a) First year—45, Second year—30. (b) First year—30, Second year—21, Third year—19. (c) 10. (d) First year—2, Second year—0, Third year—1. (e) None. (f) 5. (g) First year—2. (h) Second year—1 (private student). (i) Second year—1, Third year—2. (j) None. (2) (a) 20. (b) 10. (c) 2.

1s,

Venue

Has the venue for your presentation been decided? If so:

- (a) Will you be playing at home or away, and is the meeting room familiar to you? (b) Is it suitable as a meeting place for your audience and as for your subject?

- (d) 8. (e) 1. (f) 0. (g) 7. (h) 1. (i) 1. (j) 1. (k) 0.

size for the ted?

able to see? or platform? room for the ing of one or screens?

able to hear? use a microphone?

is there a public address system already installed? Will there be any distracting noises and can these be silenced during your presentation?

- (f) Can the room be darkened easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available? (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available? (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

PRP men clash on education

20/11/76

STAR

**John Patten,
Political Correspondent**

Progressive Reform Party congress delegates are at loggerheads over a resolution calling for compulsory integration in schools and universities after one of the angriest debates in the party's history yesterday.

The heated debate deadlocked as delegates clashed over a call for the establishment "by law that in an open society it would be illegal to deny access on racial and/or religious grounds alone to any educational institution paid for or subsidised by public funds."

The delegates are expected to vote on the con-

troversial clause today which would mean a reformulation of the PRP's education policy.

Educationist Mr Steyn Krige, who moved the motion, said it was meant to indicate the essential principles outside which the PRP should not and could not move. It started from the premise that the PRP was committed to an open society, was opposed to apartheid and was committed to fight discrimination.

He was opposed by Mr Dave Dalling, MP, who said legalised ways of forcing conformity were never a liberal policy. This was the kernel of why the PRP

opposed the Nationalists who enforced segregation. Forced integration was the very opposite of an open society.

He quoted from the inaugural merger speech of PRP leader, Mr Colin Eglin, to show the party supported freedom of association with the right of parents to send their children to segregated or integrated schools.

The congress today approved a resolution calling on Swapo to commit itself unequivocally to a peaceful achievement of independence for South West Africa, reports Sapa.

CONVINCED

The resolution says that because the PRP is convinced that the Turnhalle constitutional talks cannot succeed without the participation of all democratic groups and without the mutual trust of the delegates it directs an appeal to Swapo to meet the demands of the Turnhalle that it commit itself to a peaceful solution.

The resolution also appeals to delegates to the talks to invite the participation of non-ethnic groups and to the white delegates to breakaway from political parties in South Africa.

Let's act, says delegate

Political Reporter

A Durban delegate, Mrs Margaret Ambler, told the Progressive Reform Party's national congress that instead of passing resolutions condemning the Government, the party should be "doing something."

In a fiery speech at the congress in Johannesburg yesterday she said: "The revolution has started and all the Government has done is crush the dissen-

sion at any cost without effecting any change."

She added: "Anyone here today can argue that if we don't have immediate change, the revolution will continue.

"Can we honestly sit by, passing resolutions, speaking out about oppression, while other South Africans are suffering?"

"I have always believed in trying to change the system through the ways in which we have all worked for so long. But I ask myself, and we must all ask ourselves, whether there is a whole lot more we should be doing."

Soweto men in education summit talks

23/11/76 STAR

Top Government officials will meet Soweto educationists on Monday to discuss a new system for black education.

This will include more high school facilities in townships and an improvement in the quality of teaching.

The meeting between Department of Bantu Education planners and Soweto principals and school board executives, takes place in Johannesburg.

It will discuss a recommendation from the Bantu Education Department that senior secondary schools in Soweto be made State schools.

If this is accepted it will mean that Soweto's nine senior secondary schools will become the responsibility of the Government for building upkeep, equipment, extensions and supply of clerks.

At present Government policy decrees that all new high schools have to be built in the homelands. There are signs that this policy will vanish in the next two years.

DECLINED

Mr Jaap Strydom, regional director of Bantu Education for Soweto and Alexandra, declined to comment on the possibility of new high schools for Soweto.

But he did say there were definite plans for improving black education.

In Soweto most of the 4 000 teachers have only a standard eight certificate besides a teaching diploma.

State-funded night schools are likely to spring up in the townships next year.

They will form the core of an imaginative programme to improve the qualifications of thousands of black teachers.

Long-held theories on IQ now doubted

29/11/76 SCAR

The Star Bureau
NEW YORK—Reports by the eminent British scientist, the late Cyril Burt, on hereditary intelligence are now widely considered to be without scientific value.

While this might seem unremarkable if aimed at a young and ambitious researcher, Burt was a major figure in British and American psychology.

He was the first psychologist to work for a school system — London's — and, through his research and pioneering analyses of the problems of backward children, he came to be regarded as the father of educational psychology.

His view that intelligence was predetermined at birth and largely unchangeable helped to shape a rigid, three-tier school system in England

based on an IQ test given to children at the age of 11.

The scientific articles now being questioned were presented as having been based on studies of the IQs of identical twins reared in separate homes.

They had been considered landmarks in psychology because they appeared to be models of scientific rigor.

INFLUENCES

Twin studies of the sort that Burt made, or said he made, are considered a valid method for estimating the relative strength of the influences of heredity and environment on some outcomes.

Identical twins have the same heredity and any differences between them are presumed to be attributable to environmental differences.

In 1955, Burt published a report on 21 pairs of

identical twins who had been separated after birth and reared in different adoptive homes.

He said the statistical correlation between the IQ scores of the separated twins was about 80 percent.

Three years later Burt published again when his collection of twins had grown to "over 30" pairs. Against odds of millions to one the calculated correlation came out to be exactly the same.

In 1966 he published his final report with the group then standing at 53 pairs. Against even stiffer mathematical odds the correlation was again reported as about 80 percent.

The curious consistency went unnoticed for years and the numbers were taken as strong evidence that IQ was heavily determined by genetics.

They were especially valued because Burt's studies were the only ones purporting to show that the separated twins were reared in different socio-economic levels.

This is a crucial point because the opponents of the Burtian view contend that the high correlation in IQ is the result not of genetic similarity but of the fact that both twins were adopted into similar environments.

INCONSISTENCIES

In 1972, Kamin, a Princeton psychologist said he had discovered many inconsistencies, methodological errors and omissions of crucial information such as the ages of the people tested.

Many of Burt's references in his papers were to unpublished reports, making it impossible for others to verify information, he said.

50

WHY THE GENERAL DECLINES TO COMMENT ON THE STAR'S STORY OF POLICE CADET TRAINING

A report was published in The Star on Monday on ethnology taught to cadets at the Police College in Pretoria. It drew on a textbook used at the college and showed that

young policemen were being taught to think in racial stereotypes. The Commissioner of Police, General Prinsloo, has refused to comment on the article until he knows: (1)

Who wrote it; (2) Where the writer got his information; (3) What his motives were in writing it; (4) Why the police were not asked to comment earlier. Meanwhile, two

people HAVE commented . . . Franz Auerbach, a leading Transvaal educationist, who is unhappy with the textbook; and Dr D Stoffberg, Police College lecturer . . .

The educationist, Franz Auerbach:

They even talk of magic

A 17-year-old refugee from a communist country told me 10 years ago that World War 2 was started by Britain and France.

To me this was startling.

But communists teach their young that the Western capitalist states started the war because it was they who encouraged nazi dictator Adolf Hitler before 1939.

I was reminded of this example of a different world view when I read The Star's article on police college teachings.

The article quoted incredible generalisations about population groups.

It seemed to show that the textbook abounded in racial stereotypes which,

while still common in speech and some people's attitudes, are rarely found in textbooks today.

The book is of a fairly academic nature.

In a way, its two parts give it away.

They are "Criminology" and "Ethnology."

PARTS

Surely in most western manuals of a similar kind the parts would be "Criminology" and "Sociology" with perhaps a subsection in ethnology or social anthropology.

The matter is not just academic.

It reflects a basically different view of man.

It reflects the view that human beings commit

crimes largely because of who they are, less because of their cultural and socio-economic experience and environment.

A closer look showed the major slip clearly.

"Race" is defined in two places.

First, in the sub-section called "Crime and Race" towards the end of the "Criminology" text; again at the beginning of the second part of the book, "Ethnology."

In the second, more detailed definition, "Race" is defined only in terms of physical and biological characteristics.

But in the "Crime and Race" section of "Criminology," we read "According to its ethnological sense a race is a group of

people possessing the same physical and mental characteristics."

And it is this view, generally discredited by scientists, that makes it possible to suggest that mental traits are racially hereditary.

"The Bantu do not think in an abstract way... cannot talk logically. . . ."

PARENTS

The many logically talking black people we have seen on TV disprove that statement in the police textbook.

For if quite a few blacks can think abstractly and talk logically, then failure to do these things, even if observed in many

Africans, cannot be due to racial characteristics.

It must be due to cultural and environmental factors.

And though I learn my culture from my parents (and others), I don't inherit it from them.

Yet much of what the excellent article quoted from the textbook is based on the presumed racial nature of mental traits.

The belief that races change very little is perhaps most starkly shown in the "Ethnology" subsection on "Religion of the traditional religious system."

This has 6 1/2 pages.

Only the last few lines are headed "The influence of Western Civilisation."

When reading it, bear in mind that this is the total textbook reflection of 200 years of mission work, of eminent black South African church leaders, of the fact that six years ago 69,2 percent of the African population of South Africa was Christian (and only a quarter of those belonged to the Separatist churches).

TIMES

I quote the section: "Contact with the whites in this respect occurred mainly in the mission field."

"Approximately 50 percent of the Bantu are already in name members of some Christian church."

"In times of distress, however, they usually

revert to the traditional worship.

"Magic has been forbidden by legislation in spite of which, however, witch doctors and herbalists still flourish today, since a Bantu experiences many problems in adapting himself to the fast pace of present day life and repeatedly resorts to power medicines and magic."

The clear inference of the sneering "in name" is that Africans are not generally to be accepted as Christians even if they profess christianity.

Sadly, it tones in well with "The Bantu are very rowdy."

"They assemble at street corners where they can easily spot danger approach from any direction."

A general impression of heathen at heart and uncivilised. By race. Publications Board, please note.

BEINGS

Give the book its due. It also says: "Don't call an adult Bantu a Boy or an Umfaan."

"Call them by their names."

But grafted on to the general interpretation of the text, this injunction will do little to dissolve in the young police trainee the stereotype of racial inferiority.

And it will do little to encourage in him the attitude that all human beings are entitled to respect for their personal dignity.

The major flaw is the racial world-view from which the whole text is written.

It is a survival from an earlier age.

Will the textbook be replaced?

The lecturer, Dr Stoffberg:

We go out of our way to stress good relationships

Police College lecturer Dr D Stoffberg is unhappy about The Star article on cadet training.

It did not give a correct picture of the tuition student policemen receive at the college, he said.

And he challenged its claim that relations between the police and urban blacks were at a low ebb.

This, he said, was not true in all cases.

The article questioned

whether the reason for the poor relations lay in the contents of the textbook dealing with characteristics of the different racial groups in South Africa.

Dr Stoffberg who lectures in criminology and anthropology but is not himself a policeman, said the textbook was compiled 10 to 12 years ago.

Since then the tuition at the college had been greatly amended, he added.

Dr Stoffberg said the lecturers themselves were all experts and taught their subjects as they saw fit in the light of ever-changing circumstances.

He added that this particular textbook, just one of many used, was certainly not the alpha and omega of what the men were taught.

In earlier years, said Dr Stoffberg, tuition was given by policemen.

In the past three years it had been recognised

that certain specialised subjects should be taught by outside experts in those subjects, he went on.

This had followed recognition that there was much in the country that had to be straightened out, he said.

And, Dr Stoffberg added, the Police College lecturers went out of their way to stress the importance of good relationships between the various population groups.

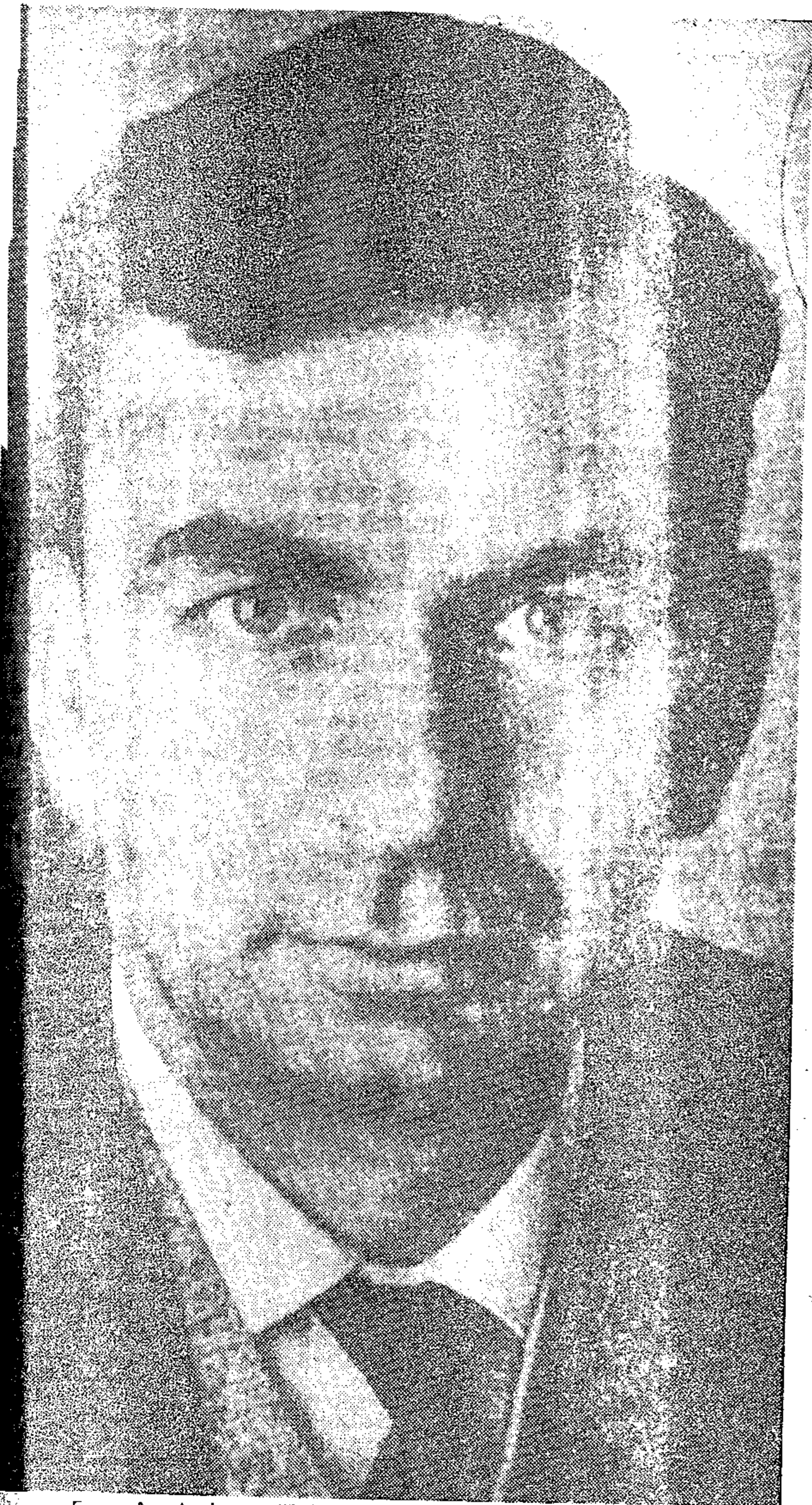
This was particularly

true, he said, in the case of the urban Africans . . . something which is not given much attention in the textbook.

Dr Stoffberg defended the idea behind educating policemen in the characteristics of different population groups in South Africa.

Different sections thought and acted differently and had different customs and habits, he said.

It was well for a policeman who had to deal with



Franz Auerbach . . . "Publications Board, please note," he says.

333
50
80

BLINDED BY SHOT

2/12/76 ARGUS

A BLIND MAN told the Cillie Commission of Inquiry yesterday he felt no hatred towards the police for their action during the recent unrest which cost him his sight. 'It was my misfortune,' he said.

Mr Eksteen said before he was shot with birdshot, he had heard the police calling for the crowd to disperse. He said 'he didn't worry about it' because he was on his way to see his friend.

REPORTER

The 200th witness to give evidence before the Commission was Mr John Battersby, a reporter on The Argus.

Mr Battersby told the Commission of an incident on August 4 when, he said, he believed the riot police had 'a show of force' at UWC. This was at the time when protest was on the wane.

He said Professor R. E. van der Ross, Rector of UWC, was 'visibly upset and angry' and hurried to speak to Colonel A. P. van Zyl, head of the anti-riot squad.

The police told him they had been summoned to the campus because there was trouble and assured him of their assistance if ever he needed it to restore order.

ASKED TO LEAVE

The police were asked to leave the campus and they agreed to do so.

In order to do so, however, the squad, numbering nearly 80 armed with machine guns and batons and with dogs, had to drive through the campus and pass the cafeteria.

The effect of the riot police convoy on the students was quite electric. They jeered and boomed and hurled abuse at the police. They kicked the police vans as they drove down the avenue and bashed the sides of the vans with their fists and other objects.

'What amazed me was that this show of force (on the part of the police) far from having a deterrent effect, seemed to unite the students in a new effort of protest.

'It had the effect of throwing fuel onto dying embers,' Mr Battersby said.

Referring to the peaceful march by Black school children on September 1,

he said: 'If peaceful and orderly protest of the kind described was permitted, as is the case in most countries of the Western world, much bloodshed and suffering could have been spared.'

Mr Battersby then told the commission of a baton charge which occurred on the Parade on September 8. He said before this, the group of students had been conducting a peaceful demonstration.

A MISTAKE

'I believe the police made a mistake to chase the youths in the direction of the city centre at the height of a lunch-hour rush. They could have chased them either towards the station or towards Sir Lowry Road which are both exits from the city.

Mr Battersby then referred to the protest march by Black students last Saturday November 27.

'I followed the marchers accompanied by Argus photographer Mike Mackenzie. After the youths were dispersed for the second time in Plein Street we entered Barrack Street — and the White man who had earlier driven into the youths rode up to Mr Mackenzie, got off his bike and approached him threateningly.

'He said something about the men on the border.

A policeman then told Mr Mackenzie he would have his camera confiscated, and that he had no right to be there.

'I told him we were from The Argus and were reporting the incident.

'He warned us we would be locked up for hindering the police in their duty and told us to get back to our office.

'I thought this was an unreasonable threat and I took the policeman's number — 31719.

'He then told the man on the motorcycle to see to Mr Mackenzie. I don't know what his exact words were but this was the gist of what he said,' Mr Battersby said.

154
50

NAT'S NEW YEAR HOT

By CAROLINE CLARK

Sun Trib
12/12/76

Govt over a barrel as church schools move to mix it

RACIAL INTEGRATION of church schools is likely to be the political hot potato of the New Year for the Government.

The Catholic Church, in defiance of apartheid policy, is ready to accommodate blacks at some of its schools and is pushing forward with integration.

Now the Methodist and Anglican Churches are to approach the Government for permission to open their education facilities to all races.

Segregation in schools is one of the cornerstones of Nationalist policy and the Group Areas Act makes occupation of premises by "disqualified persons" illegal. But as one leading churchman pointed out this week, to some extent the Government is over a barrel on this issue for a number of reasons:

- The Government needs to place the children of

black diplomats serving in South Africa in church schools.

- If the Government refuses permission for desegregation of schools the Anglicans and the Methodist the Catholics, may decide to defy the ruling.

- The Government would be in a hopelessly embarrassing situation at home and abroad if it took action against the churches on this issue.

As one Anglican priest put it: "If the Government allows private church schools to take black children, other black children should be allowed to go to ordinary black schools with Bantu education." "The Government wouldn't like it if the church refused to take diplomats' children and they were to go to ordinary black schools with Bantu education." One Catholic priest involved with church



Hope for the future --- but this school is in Britain

NEW YEAR HOT

RACIAL INTEGRATION of church schools is likely to be the political hot potato of the New Year for the Government.

The Catholic Church, in defiance of apartheid policy, is ready to accommodate blacks at some of its schools and is pushing forward with integration.

Now the Methodist and Anglican Churches are to approach the Government for permission to open their education facilities to all races.

Segregation in schools is one of the cornerstones of apartheid policy and the Group Areas Act makes occupation of premises by "disqualified persons" illegal. As one leading churchman pointed out this week, to the extent the Government is over a barrel on this issue for a number of reasons:

- The Government needs to place the children of



...ope for the future — but this school is in Britain.

By CAROLINE CLARK

black diplomats serving in South Africa in church schools.

- If the Government refuses permission for desegregation of schools the Anglicans and the Methodists, like the Catholics, may decide to defy the ruling.

- The Government would be in a hopelessly embarrassing situation at home and abroad if it took legal action against the churches on this issue.

As one Anglican priest put it: "If the Government allows private church schools to take black diplomats' children, other black children should be allowed in too. The Government wouldn't like it if the churches refused to take diplomats' children and they were forced to go to ordinary black schools with Bantu education."

One Catholic priest involved with church schools

POTATO

told me: "If there's room for some blacks, why not a few more?"

The Catholic, Anglican and Methodist Churches, which run some of the most exclusive private schools in South Africa, all took firm decisions to integrate this year.

Earlier this year the Catholic bishops conference decided to go ahead with integration. In October the Methodist conference in Pietermaritzburg voted to open its schools to all races. And last week at the Anglican synod in Grahamstown it was agreed unanimously that the Government should be approached to allow integration.

It is agreed in church circles that if the Government refuses permission to the Anglicans and Methodists, the two are likely to follow the Catholics and open their schools anyway.

Eight centres open for black teachers

Most church leaders are reluctant to speak publicly on the issue, especially about which schools are integrating and when.

The Rev. Charles Stephenson, president of the Methodist Church, told me: "We have taken the decision and we will be approaching the Government."

"We are a multi-racial church and we have worked for this for years. But we realise it is contrary to present policy and that the set-up is very delicate. We are not completely independent in this regard, and we do not expect the implementation of our decision overnight."

THE DEPARTMENT of Bantu Education has established eight new adult education centres aimed at improving the education standards of black

37 CAROLINE CLARK

ats serving in South Africa in church

Government refuses permission for desegregated schools the Anglicans and the Methodists, like may decide to defy the ruling.

Government would be in a hopelessly embarrassing position at home and abroad if it took legal action at the churches on this issue.

Anglican priest put it: "If the Government were to force church schools to take black diplomats or black children should be allowed in too, Government wouldn't like it if the churches took black diplomats' children and they were forced to run black schools with Bantu education." Catholic priest involved with church schools



here?

told me: "If there's room for some blacks, why not a few more?"

The Catholic, Anglican and Methodist Churches, which run some of the most exclusive private schools in South Africa, all took firm decisions to integrate this year.

Earlier this year the Catholic bishops conference decided to go ahead with integration. In October the Methodist conference in Pietermaritzburg voted to open its schools to all races. And last week at the Anglican synod in Grahamstown it was agreed unanimously that the Government should be approached to allow integration.

It is agreed in church circles that if the Government refuses permission to the Anglicans and Methodists, the two are likely to follow the Catholics and open their schools anyway.

Eight centres open for black teachers

THE DEPARTMENT of Bantu Education has established eight new adult education centres aimed at improving the education standards of black teachers and thus the quality of the system.

Mr G. J. Rousseau, Secretary for Bantu Education, said in an interview this week: "We will prove the quality of black education until we have better teachers. We intend to try to improve the quality of teachers, especially on the academic side."

"The aim of these centres is to improve the general standard of the teachers and help them with their studies. They will be able to achieve higher academic qualifications."

Mr Rousseau said the centres would start work early in the New Year, and that more would follow.

"This is just the start. We will continue to investigate and register more new centres."

The centres established so far are in Soweto, Cape Town, Port Elizabeth, Daveyton, Bloemfontein, Mball near Pietermaritzburg and Lamontville, Durban.

Non-teachers will also be able to attend.

Efforts to improve black education standards were promised at a meeting of school board members, school principals and officials of the Department of Bantu Education at the end of November.

Most church leaders are reluctant to speak publicly on the issue, especially about which schools are integrating and when.

The Rev Charles Stephenson, president of the Methodist Church, told me: "We have taken the decision and we will be approaching the Government."

"We are a multi-racial church and we have worked for this for years. But we realise it is contrary to present policy and that the set-up is very delicate. We are not completely independent in this regard, and we do not expect the implementation of our decision overnight."

The Government is unlikely to take the integration of private schools lying down.

One leading churchman said: "Our main stumbling block is the Group Areas Act, which prevents disqualified persons occupying some premises. Schools and classrooms are not named in this category, but even if we won a court decision the Government could just come out with a new regulation."

Subsidies are another factor. Some private schools and classrooms are the provinces and the Government could demand that they be withdrawn.

A senior spokesman for the Transvaal Education Department said this week: "As far as I am concerned white schools can cater only for white children. Any other decision would have to be taken at a high level — Cabinet level."

The Minister of National Education, Dr Piet Koornhof, was not available for comment but Mr M. C. Botha, Minister of Bantu Education, said earlier this year after hearing the Catholic Church's announcement:

"It is not the intention of the Government to change its education policy or application thereof in respect of different population groups or to consider a change."

// Star 5/12/76

HOW CAN SOUTH AFRICA GIVE LESSONS TO NINE MILLION CHILDREN WITH ONLY ONE TEACHER TO 150 CHILDREN?

If circumstances were favourable, compulsory education for all African children might be possible within five years — Deputy Bantu Education Minister, Dr A P Treurnicht, House of Assembly, 29.4.76.

Absolutely free and compulsory education remains our ultimate aim . . . but we dare not promise people things knowing that it is impossible to provide them. — Punt Janson, The Star, 5.7.76.

An imaginative scheme for social betterment would have to include a new deal for quality education, with details for the crash programme needed at once. — Franz Auerbach, The Star, 27.9.76.

Education: the dream and the promise . . .

If compulsory education for all is a promise then we must not dream that conventional solutions alone will provide it.

If compulsory education for all is a dream, then we dare not promise what it is impossible to provide.

The result of separate education departments for different population groups is vast inequality in provision of resources and supply of qualified teachers to schools.

A few facts . . .
● Of the nine-million young people aged between five and 19 in South Africa, only one million are white.

● Each year R550 is spent educating one white child; R55 is spent on each black child.

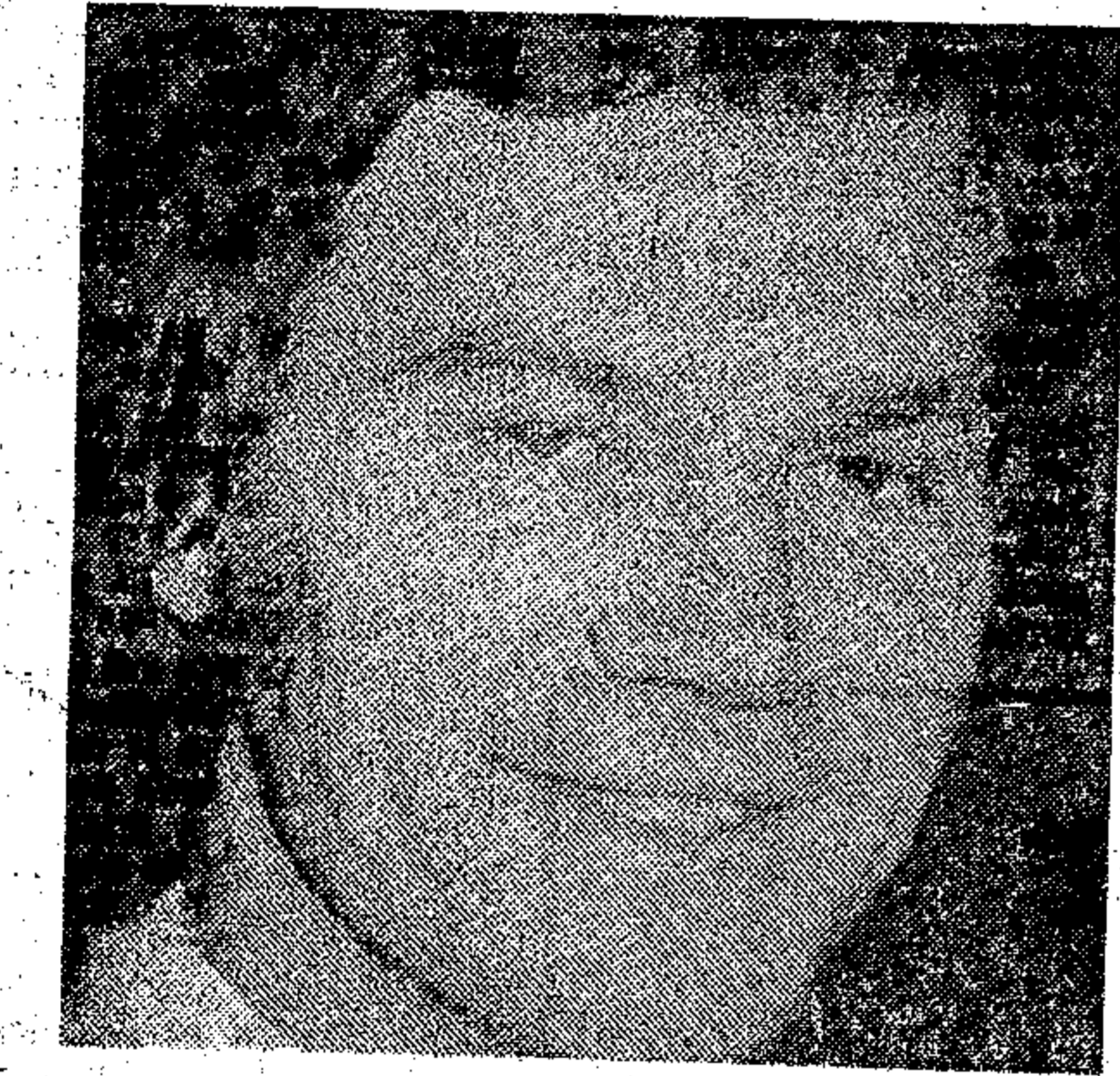
● It is now acknowledged that there is a critical shortage of adequately qualified teachers in Transvaal Education Department schools but there seems little likelihood of even beginning to cope with the parallel problem in black education.

PUPILS

● If we count as qualified a teacher at present teaching who has at least a matriculation certificate and any further qualification, then we have a little over 60 000 qualified teachers.

Of these only about 8 000 are black.

● If we accept that to provide equal educational opportunities we need adequately qualified teachers and a teacher-pupil ratio of one to 25,



By PETER NIXON

The MPC who is Progressive Reform Party spokesman on education in the Transvaal Provincial Council.

Probably the most under-used teacher in a school is the headmaster and his deputies.

They are to a large extent administrative officers doing a job requiring mostly managerial skills.

Though the central function of the teacher is to teach, it need not be his function to attend to those things which do not require his particular expertise.

A doctor need not nurse; a manager need not type; a teacher need not provide the follow-up services.

RULES

Teachers are not professionals in the true sense of the word.

They do not work within a structure where they have authority to exercise their rational professional judgement free of pressures and influences which might distort it.

Teachers work within the rules set by the education department while they are employed in a school under a headmaster who has considerable power over their professional advancement.

ASPECTS

But now I would like to attempt to answer the question I asked earlier.

Because of the shortage of qualified teachers and

the demand for greater professional recognition of the teacher, do not allocate teachers to a specific school.

Allocate them to a particular region consisting of a number of schools.

Entrust the teaching of the various aspects of the curriculum within the region to the regional pool.

Each regional pool would then co-operate with assistants, most of whom would be permanent members of school staffs.

Some of these assistants would be administrative or secretarial.

They will mark tests and homework and keep records.

Some would be technical, say in laboratories.

STAFFS

Some would be tutors to undertake, under the direct control of professional teacher, the more routine or standard aspects of teaching.

The regional pool of teachers would then arrange with the headmasters how their involvement would be integrated into the school day.

Thus the permanent staffs of the schools, who would not necessarily be qualified teachers, would include adults of many talents and qualities.

The permanent staff would organise sport, promote music, supervise

prep, help in the libraries, keep discipline, produce plays, train choirs, and help teachers in a variety of ways.

The responsibility of the headmaster would then be to keep a healthy, protective and stimulating environment for the children at his school.

LINES

At the same time, the responsibility to teach more formally the different defined aspects of the curriculum would fall on the professional teachers who serve the region in which the school falls.

Along these lines, two objectives could be achieved.

The teacher who can concentrate on his professional task can teach a far larger number of pupils simultaneously.

(How many pupils attend each class offered by Star Schools?)

For example, why can a teacher not lecture 100 pupils on the League of Nations, knowing follow-up research and essay work will be supervised by an assistant thoroughly briefed by the teacher?

LABS

Or why can a science teacher not explain scientific principles to a large group while a technical assistant is living at the school to prepare such demonstrations, help pupils in the labs and mark practical work?

A positive aspect is that the teacher is restored to a position in the schooling system in which he can best use his professional judgment and training in

association with his colleagues.

Clearly the relative self-government of each regional pool of teachers, as well as the obvious differences between the regions, will require a far more flexible approach to testing and certifying achievement.

It will also probably entail a movement away from the system of standards because pupils will advance at different speeds through the grades.

But the assurance will be there that a controlled standard is uniformly kept in a particular region.

DETAILS

At secondary schools especially such a system would probably require greater differentiation between individual schools in the region.

For example, certain aspects of the curriculum would only be taught at certain schools.

What I have proposed is not intended as a detailed new scheme of schooling.

But I do believe it illustrates the type of radical thinking required to provide a quality education to all children against the background of a severe shortage of teachers and glaring inequality of educational opportunity.

Many people have said education is the finest bulwark against revolution.

Perhaps it is time for the politicians to hand over education to the educators.

They might be able to succeed where the politicians have failed.



Dr Treurnicht . . . he spoke of a possible five-year limit.

Parents to get more

power

21/12/76
Pretoria Bureau

Black parents are to get far greater power of control over black schools throughout the country.

The reorganisation will affect about 1400 school committees and 360 school boards.

The Secretary for Bantu Education, Mr G J Rousseau, said details of the new system had been finalised to such an extent that it was ready for publication in the Government Gazette — which would make the change official.

Its main features will be:

- No more nominated members on black school committees — in the present system five members are elected and four nominated by the Department of Bantu Education. All nine will now be elected
- School boards will consist of from six to 12 elected members, and three nominated members. The smallest boards will have at least twice as many elected members as nominated members.

School boards consist of five elected parent-members and four nominees.

African school boards command far greater powers than is the case in any of the other race groups. For instance, teachers attached to community schools are appointed, promoted and dismissed by the school boards, while the department subsidises the salaries.

(50) (B32)

50

22/12/76 DD

New deal for black parents

PRETORIA — Black education in South Africa was to be reorganised to give a bigger say to pupils' parents, the Secretary for Bantu Education, Mr Rousseau, said yesterday.

Under the new arrangement all the members of school committees would be elected by parents, with no more nominations by the Department of Bantu Education.

The changes would affect more than 1 400 black school committees and 360 school boards. In contrast with the wholly elected school committees, the school boards would be made up of 12 elected members and three who were nominated. — SAPA.

(50) (332)

HOMELANDS MUST STILL PAY THEMSELVES

HIDDEN SHOCK BEHIND THE FREE-BOOK DEAL

den
Tns
2/1/77

By LINDA VERGNANI

THE GOVERNMENT'S new deal in African education will apply only to some blacks. More than two million children in the homelands will not benefit — their education has to be paid for by the homeland authorities.

The Government's announcement disguises its failure to keep a promise made two years ago that school books would be free by 1977.

Mr G. J. Rousseau, Secretary for Bantu Education, confirmed this week the homelands would have to budget for their own books. The plans announced applied only to schools under the control of the Department of Bantu Education, he said.

In a statement issued this week, Mr M. C. Botha, Minister of Bantu Education, announced that pupils from Standard Three to Matriculation would be supplied with free textbooks from January 1978, while in 1979 the programme would be extended to pupils in Standard One and Standard Two.

In May 1975, Mr Punt Janson, then Deputy Minister of Bantu Administration, said in the Assembly: "I can tell honourable members today that we have reached the stage where we intend supplying all textbooks free of charge to all pupils in all school categories by 1977."

Asked about Mr Janson's statement at his Pretoria home this week, Mr Botha interrupted while Mr Janson's statement was being read from Hansard and said: "Yes, well, and we have made considerable progress, but it all depended upon the availability of money and that you should know."

Told that Mr Janson had said books would be given free to all school pupils "by 1977", Mr Botha said: "I told you that all these things depend upon the availability of money and Punt Janson could not say two or three years ago what we would be doing in 1977 if we haven't got the money."

"It all depended upon the availability of money. We had a planning (sic) in mind but execution of that depends upon the availability of money and if you want particulars with regard to dates and standards and books etcetera please ask the department. Good Lord, I'm not the department."

Asked why there had been a delay, Mr Botha said: "There is only one

thing that faltered things and that was the availability of money, nothing but that."

Among the changes announced in the Minister's statement were:

- The introduction of written undertakings by parents to keep their children in school until Standard Two;

- Improvement of conditions of service of black teachers;

- A scheme to reduce the pupil-teacher ratio.

Astounded

Chief Gatsha Buthelezi, Chief Executive Councillor of KwaZulu, said he was astounded to learn of Mr Janson's pledge. And he warned that unless African education was looked at as a whole "I



Ex-Deputy Minister Janson: "Free books by 1977"



Minister Botha: "I'm not the department"

Buthelezi warns: Make education free

don't think it will solve any problems, particularly in view of the situation that has arisen in the country revolving around African education."

The homeland budgets were "determined on a basis of parliamentary allocation." If the Government was not going to enable KwaZulu and other homelands to make the same changes in education as in the "white" area "I don't think it will solve any problems."

And he reiterated that African education must be made free before it was made compulsory.

Mr Obed Kunene, editor of the Zulu newspaper Ilanga, said the change was something the Blacks had been crying out for for years. "The announced proposals are to be welcomed but one cannot help but observe that they will af-

fect only a limited area of the black community — namely the schools in the so-called white areas."

He said the education needs of the rural and urban communities were the same, so he wondered whether the changes will go any length towards satisfying the grievances of the Black people generally.

Monumental

"While appreciating the explanations offered about the monumental task of breaking down aspects of the existing structure and the expenses involved, the fact these proposals will take a few years to implement is not likely to impress us blacks much. In the present climate what we would like to see is an immediate im-

plementation of anything that spells change."

The Secretary for Bantu Education, Mr G. J. Rousseau said a meeting had been held with the secretaries and ministers of education of the homelands to give them an idea of what the Department of Bantu Education was doing, but whether they would fall in line would depend on their own budgets.

He said in the areas controlled by the Department of Bantu Education, Form Three, Four, and Five would be supplied with free textbooks this year. As a result of a previous supply of books by the department, 75 per cent of Form One and Two had textbooks and 50 per cent of Standard Three, Four and Five.

Funds permitting, all standards, except Sub A and B where few textbooks were required, would have free textbooks by 1979.

Take ~~wif~~ wives and give both to sons
 & daughters & take wives for your
 sons and husbands for your daughters
 and they shall give both to sons
 & daughters, and
 do not deny
 And
 the city which
 there & pray
 in its peace
 for you.

The Director of Education for KwaZulu, Mr G. L. Steyn, said: "We are hoping that by 1979 or 1980 we will be able to supply all textbooks free, but it all depends on the availability of funds."
 He said this year his department would be supplying a considerable number of textbooks for all children from Standard Five to Form Five (matric). All science, mathematics, biology, geography and language books would be supplied free to these standards.
 In the junior schools, children from Standards One to Four would be supplied with arithmetic books and readers.
 This year, parents enrolling their children in Sub A would be asked to undertake to keep their children at school for at least four years - a scheme which is also being introduced by the Department of Bantu Education.

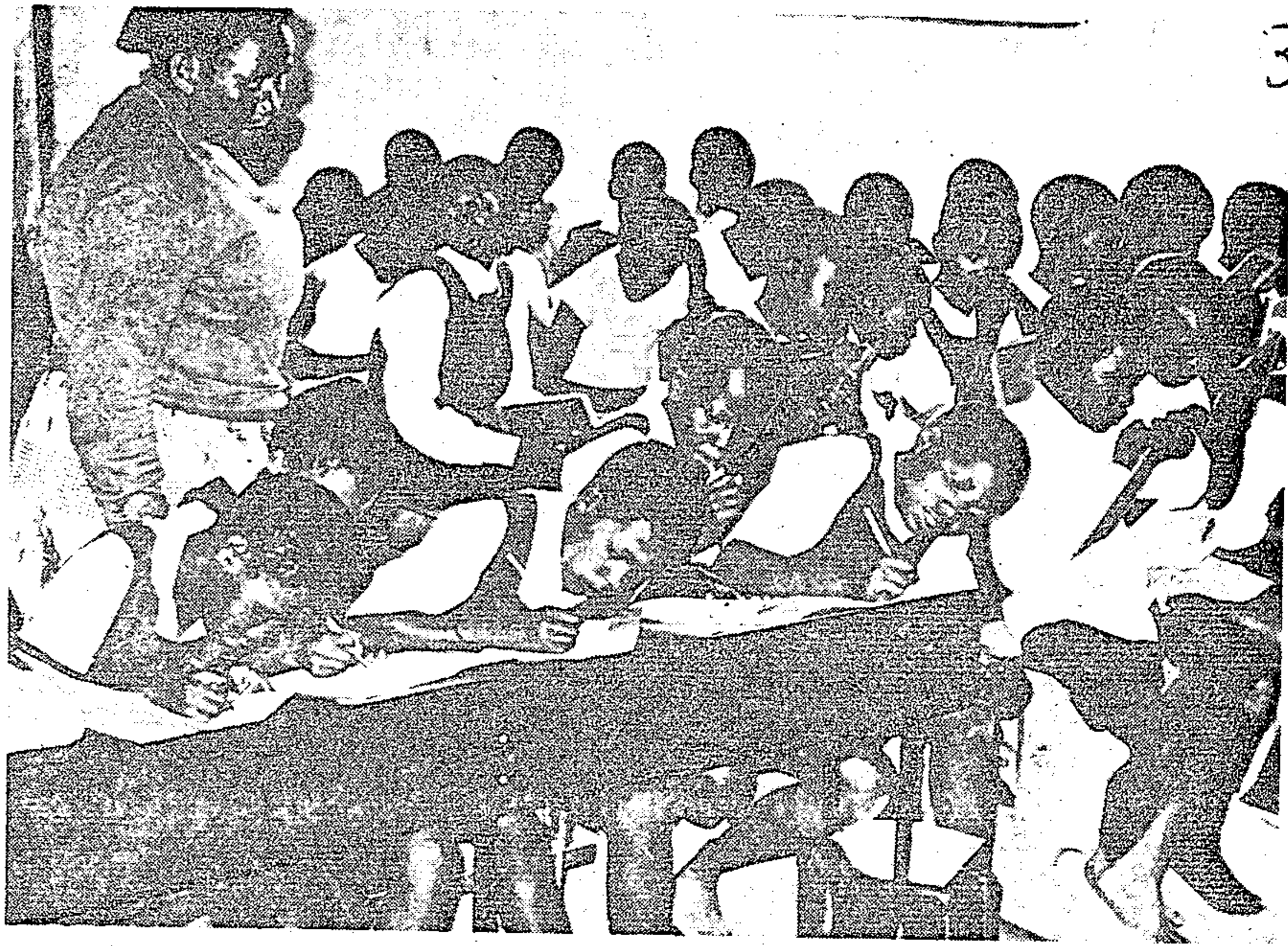
ply there and
 a peace of
 have banished
 to God because
 will we peace

II and I have planted you a ~~truly~~ noble
 vine, a true seed and how have you
 turned a degenerate plant of a strange
 vine into me.

Because if you wash yourself
 with nitre

332
50

Why the kids don't want to go back



THE new deal in African education announced this week by the Government is a case of too little, too late.

Students, supported by Black educationists, have made it clear that the system of Bantu Education will have to be relegated to the scrap-heap and replaced by national education for all races before schools can be expected to return to normal in Soweto and elsewhere.

And what the Department of Bantu Education has offered — in an announcement clearly timed to influence the opening of Soweto schools next week — fails far

By JENNIFER HYMAN

- Free, compulsory education equal to that of Whites;
- Immediate supply of free text books and equipment as in White schools;
- The State to be responsible for the building, financing and upkeep of all schools.

When Soweto schools re-open on Wednesday, they are unlikely to see more than a handful of pupils. Even the most optimistic of headmasters expect only a thin trickle —

shows little sign of improving. "We are in for the high jump in 1977," said one school board chairman.

Mr T W Kambule, principal of the oldest and largest secondary high school in Soweto, Orlando High, told the Express that at best he hoped for a 10% turnout of pupils on Wednesday.

The following day, Friday, Mr Kambule was detained by Security Police following a 3 am raid on his home.

win back the confidence of pupils and teachers.

"But they are 20 years too late," said Mr H H Dlamlenze, secretary-general of the African Teachers' Association (Atasa).

What the Department of Bantu Education has proposed amounts to a phased introduction of free education for Africans, ensuring compulsory attendance of enrolled pupils up to Standard 2. The Department proposes dropping the term "Bantu" from the system's title.

But, says Mr Dlamlenze, "it is not the name but the content of the system that we find offensive." The Government intends

S. Express
2/1/77

● Free, compulsory education equal to that of Whites;

● Immediate supply of free text books and equipment as in White schools;

● The State to be responsible for the building, financing and upkeep of all schools.

When Soweto schools re-open on Wednesday, they are unlikely to see more than a handful of pupils. Even the most optimistic of headmasters expect only a thin trickle — the more pessimistic doubt whether there will be any turnout at all in the high schools. And the outlook for the coming year

shows little sign of improving. "We are in for the high jump in 1977," said one school board chairman.

Mr T W Kambule, principal of the oldest and largest secondary high school in Soweto, Orlando High, told the Express that at best he hoped for a 10% turnout of pupils on Wednesday.

The following day, Friday, Mr Kambule was detained by Security Police following a 3 am raid on his home.

His detention, like that of Morris Isaacson High School headmaster, Mr L M Mathabathe, will be seen by pupils as yet another example of Security Police harassment and a strong reason to continue their boycott.

Mr Kambule said he expected a slow trickle of students at first, with most adopting a "wait and see" attitude.

"The numbers might very well increase, provided the pupils can see that there is no police harassment or activity in the schools.

"It will take one incident," said Mr Kambule, "only one incident involving the police for the whole thing to break down once more."

Mr V Kraai, chairman of the Soweto West High School Board, said school attendance next week would be "very poor or non-existent".

"The children are overwhelmingly afraid of the police and they want their colleagues released as a sign of good faith."

His message, confirmed by others was: It will take a long time for this fear to subside enough to bring children back to the classrooms. During this time there would have to be absolute restraint on the part of the police and no incidents on school grounds.

"The children simply don't want to be shot," said Mr Kraai.

This fear persists in spite of assurances from Brigadier Jan Visser, Divisional Commissioner of Police in Soweto, that his men will not enter school premises or harass pupils when schools reopen on Wednesday.

Another problem many schools will encounter is a probable shortage of teachers, many of whom have taken fright at the threat that the Department will transfer them to other areas if the boycott continues.

This would inevitably mean country areas since the student boycotts have covered most urban areas on the Reef.

Mr Kambule said many qualified teachers had spent their vacation looking for jobs in industry and commerce.

"Even our unqualified teachers are only staying on until they can find other jobs," he said. "It is easier for qualified teachers to bale out and they are the ones we need most and are most short of."

Mr G J Rousseau, secretary for Bantu Education, said his department had not intended to frighten teachers with talk of transfers.

"We will not remove any teacher until such time as it is evident that there is a significant drop in enrolment at his school," he said.

He confirmed that pupils would adopt a "wait and see" attitude before returning to school in significant numbers.

"There will also be a drop in enrolment as a result of the pupils who have fled the country," he added.

Black educationists see the "new deal" announced this week as a clear attempt to

H H Dlamlenze, secretary-general of the African Teachers' Association (Atasa).

What the Department of Bantu Education has proposed amounts to a phased introduction of free education for Africans, ensuring compulsory attendance of enrolled pupils up to Standard 2. The Department proposes dropping the term "Bantu" from the system's title.

But, says Mr Dlamlenze, "it is not the name but the content of the system that we find offensive." The Government intends making parents of children enrolling in Sub A (the Bantu Education equivalent of Grade I) sign an undertaking that they will keep their children at school at least until Standard 2.

Clearly designed to stem the huge drop-out rate in primary schools (the vast majority of African schoolchildren never go beyond Standard 2), this move too does not measure up to Black demands.

In a memorandum to the Department on October 22, Atasa called for full compulsory education to be introduced, initially in certain districts where facilities were available.

By 1980, the memorandum said, all children turning six should be compelled to go to school and remain there until they were 16.

Mr Dlamlenze said this week that it was not sufficient to merely try to keep children who had enrolled at school for four years.

"What is needed is legislation to force parents to send their children to school, just like the laws which exist for Whites."

The Government plans to supply all classes from Standard 3 to Form 5 with free text books by 1978, gradually extending this to Standard 1.

Again this is seen as a move which does not go far enough.

Says Mr Dlamlenze: "We believe the Government should take full responsibility for the entire education of our children, including all text books, stationery and equipment — just as it does for White schools."

"The Government says it intends financing the building of State high schools in urban areas and encouraging existing high schools to seek the status of State schools.

This would mean that the responsibility for renovations and upkeep — as well as the paying of teachers — would pass from the schools to the Department.

Mr Dlamlenze welcomed this decision but said the Department should accept the responsibility for financing all schools, not just high schools.

The demands of teachers and parents meet those of the students in certain aspects. But the students articulate their wishes more simply and more militantly.

They will not be satisfied, says the Soweto Students' Representative Council, until Bantu Education has been totally scrapped and the education of Blacks integrated into a "universal education system", on a par with Whites.

Black children want, basically, a form of national education in which pupils of all races would enjoy the same standards of tuition, the same syllabus, the same facilities and the same equipment.

Since 1953, when Bantu Education was introduced, such demands have been pie in the sky. But there is every indication that if they cannot have this particular pie, the children of Soweto would rather have no pie at all.

Schools accept only Blacks fluent in English

By JEAN DE MAY

WINDHOEK'S two newly desegregated Catholic schools will not accept Black pupils who are not fluent in English.

The Catholic Bishop of Windhoek, the Right Reverend Rudolf Heppman, said Black pupils would cause problems because "South West is an Afrikaans-speaking country" and most Black schools used

Afrikaans for instruction.

Seven Coloured pupils, who speak English well, will be admitted to Holy Cross Convent and St Paul's School when they open on January 17.

The Bishop added that any Black pupil with sufficient knowledge of English would also be admitted.

The Bishop said last month that the schools would accept Coloured pupils, with or without the

permission of the South West African Department of Education.

Mr P van Niekerk, Deputy Director of Education, said he was aware of the situation, but declined to comment.

The Bishop said the decision to accept other races was made "because the Church should take immediate action to eliminate discrimination in education".

50
101

Homelands are on their own

The Department of Bantu Education was not responsible for financing homelands education, the secretary, Mr G J Rousseau, said today.

Only those areas under the department's jurisdiction would benefit from the new scheme of free textbooks.

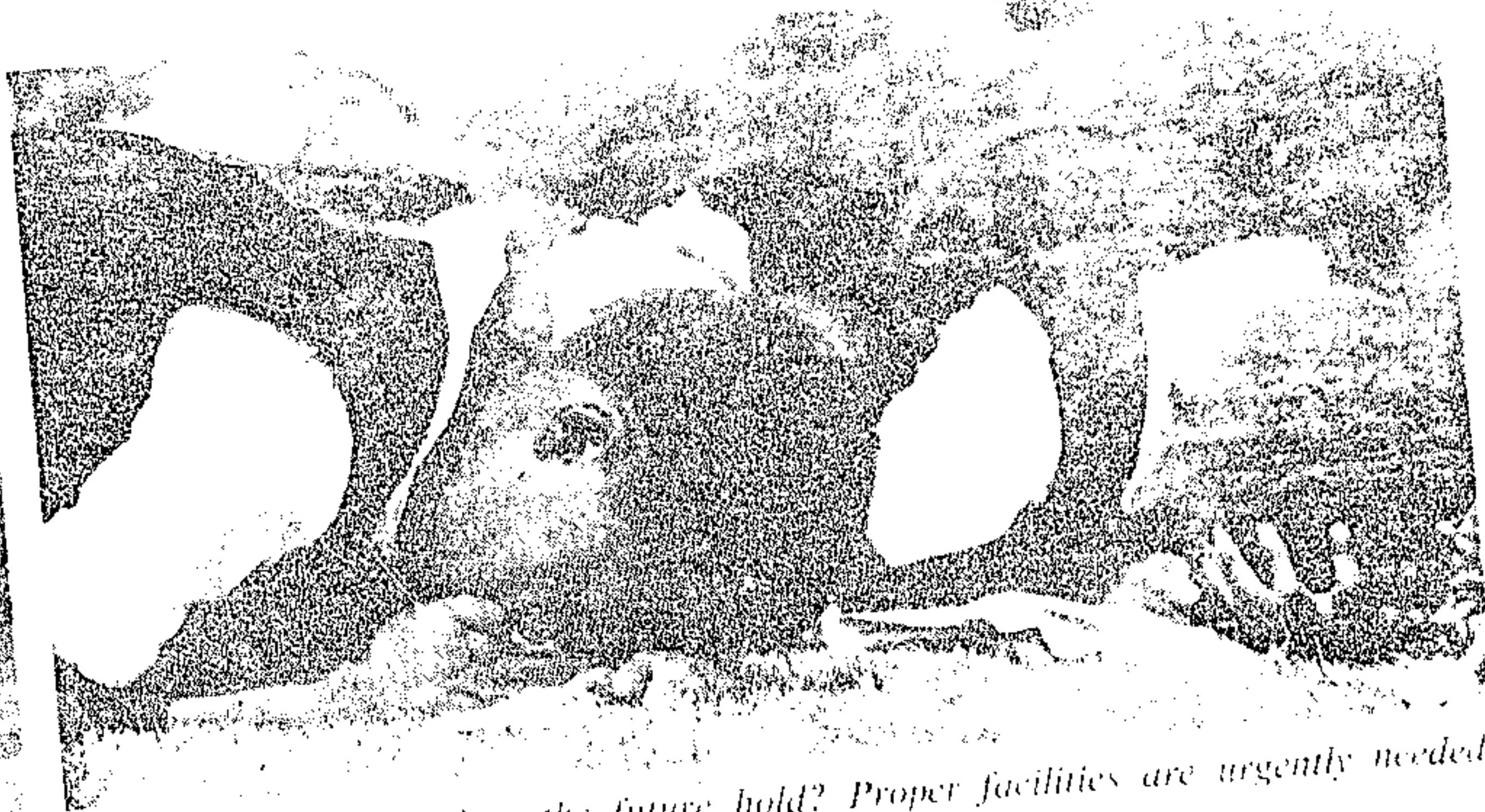
He said the issue was discussed at a meeting he had with the homeland Ministers of Education.

"The Ministers were told their homelands would have to pay for their own education. They decide for themselves whether or not to supply free textbooks to their schools. This does not fall under our jurisdiction," said Mr Rousseau.

COMPULSORY PLAN

He emphasised that the department did not have enough money to supply free books to all its areas this year already.

Most homeland leaders, among them Chief Gatsha Buthelezi, of KwaZulu, have repeatedly urged the Government to implement the first phase of compulsory education in their homelands.



What does the future hold? Proper facilities are urgently needed

A rose by any other name

FIN. MAIL 7/1/77

50

Vast sums of public money are needed to pull Bantu Education out of the doldrums. Even the Defence Vote should forfeit an increase if necessary

If there is one department which should escape the pruning shears as Senator Horwood prepares his 1977-78 Budget, it is Bantu Education. If the children in Soweto and elsewhere all go back to school, enrolment this year will be 4.3m. But free, universal, and compulsory education is still a long way off.

Recent announcements that free text-books will be phased in over the next couple of years, and that parents entering their children in Sub A will be required to undertake to keep them in school until Standard 2, are welcome, if long overdue, steps in the right direction.

There has been progress in other ways as well over the years. In 1955, when Bantu Education came into operation with the take-over of the mission schools, the annual grant from the Exchequer was pegged at R13m. Every additional cent had to come from direct taxes paid by Africans. The net result was that between 1955 and 1964 the amount available for African education rose from R15m to no more than R24m.

The absurd pegging principle was consigned to the scrapheap in 1972: by fiscal 1975-76 the vote had risen to R147m. Last year the vote for the so-called White areas was R78m, the Bantustans having been hived off on their own.

The new arrangements apply only in the "White" areas. Pretoria says it is up to the various Bantustan authorities to decide their own spending priorities. But

it is nonetheless up to Pretoria to ensure that they get enough money to speed up progress in the same direction.

KwaZulu's Gatsha Buthelezi was quite right when he said last week that education must be free before it is made compulsory. The African Teachers' Association of South Africa (Atasa) made the same point in a memorandum to Joubert Rousseau, Secretary for Bantu Education, in September:

"We wish to emphasise that the stress (should not be) on compulsion, but on the responsibility of educational authorities to provide schools, adequately trained teachers, books and other school requisites for children, and to bring the school within the reach of every child."

Precisely. It is no use expecting parents to keep their children at school if they can't afford it. Yet another essential step therefore is to supply Black pupils with stationery. This is not done at present.

Nor is it practicable to expect children to stay in school if conditions for both them and the teachers are impossible — the inevitable result of high pupil-teacher ratios, overcrowding, and too few classrooms. More recent figures are not readily available, but in 1975 Bantu Education Minister MC Botha told Parliament that 960 000 pupils and more than 10 000 teachers were involved in the "double session" system in Sub A and Sub B, the equivalent of the grades in

White schools. These pupils constituted no less than 72% of the enrolment in those standards. To abolish the system would cost R14m extra in teachers' salaries and R37m for additional classrooms.

Twenty per cent of all new teacher posts are now to be directed towards reducing the number of double sessions, and the various Bantu Affairs Administration Boards (Baabs) have been asked to provide the additional classrooms. Rousseau tells the *FM* the double sessions will be done away with as funds become available.

That is the root of the problem: money. What better way to mop up some of the growing number of unemployed than to embark on a school building programme? It will stimulate dozens of industries currently languishing in the doldrums, and it won't bruise the balance of payments.

Increasing the number of teachers is also largely a question of money. Rousseau claims that conditions of service for African teachers (leave, pension arrangements, and the like) are now the same as those for teachers of other races. But salaries still lag behind. So it's small wonder that Rousseau should complain that "as quickly as we can produce them, teachers are taken up by industry".

With not many more than 10% of the 68 000 African teachers in 1975 having a Matric certificate, this drain is about the last thing the Department can afford. Competitive pay-scales are the only means of stemming it — and of attracting enough people to enable the overall

teacher-pupil ratio to be reduced from 1 to 51 (which it is at present) to 1 to 22 (the ratio in White schools).

Around 80% of the Department's budget goes on salaries, so it's here that so much depends on how generous Owen Horwood is going to be. With the best will in the world there's not much that Rousseau can do if he doesn't have the financial wherewithal.

As from January 1, grants of R50 a course are available to teachers enrolling for school subjects at Unisa. This, too, is to be welcomed, as is the adult night school system which is about to get off the ground. Eight centres have so far been established (in Johannesburg, Pretoria, Boksburg, Bloemfontein, Cape Town, Grahamstown, Port Elizabeth, and Pietermaritzburg), with 12 more envisaged by mid-year.

Until now only voluntary organisations have offered literacy training for adults. But there is a crying need for adult education: Rousseau tells the *FM* 27 000 adults wrote Matric last year, and 13 000 the Junior Certificate. These centres will offer literacy courses as well as instruction up to Matric.

Another important move is that the Department is now prepared to take over senior secondaries (Standards 9 and 10) from the various school boards and committees in the locations. This means that the Department of Public Works, and not the community itself, will be responsible for maintenance and the erection of additional facilities. There is a great shortage of senior secondaries — Soweto has over 250 primary schools, but only 41 secondaries, of which only 10 are senior secondaries.

More will be built, says Rousseau, depending on the availability of funds and the inflow from the primaries. Jaap Strydom, who was last year appointed

education chief of Soweto and inherited the job of patching up the aftermath of June 16, says that at least three new senior secondaries will be registered in Soweto in the next four years, and that they will be financed by the State.

The Baabs, however, will still remain responsible for the erection and maintenance of all schools up to and including junior secondaries.

Increasing the holding power of the schools and the staying-power of the pupils is of great importance in stemming the notoriously high drop-out rate: at the moment only one pupil in a hundred gets as far as Matric.

There is certainly a growing demand for secondary education. Between 1974 and 1976 the number of secondary pupils in Soweto mushroomed from 15 000 to 35 000. Many others who completed primary education in the cities entered secondary schools in the Bantustans where, unlike "White" urban areas, boarding facilities are available.

Employers and the registered trade unions have an important role to play in increasing the incentive to stay at school. The industrial colour bar may well be a contributing factor to the high drop-out rate. A study by the Institute of Race Relations shows that African school-leavers feel they have limited occupational opportunities: few white collar jobs are seen as being open to them, and the prospects of obtaining skilled or unsupervised work in industry are also seen as severely restricted.

What, after all, is the point of swotting night in and night out for your Matric only to find that you bump your head against the colour bar or find that some trade union had slammed the door of the shop in your face?

Another problem which still has to be tackled is that of lowering the school

admission age for Africans from seven to six, which is what it is for other children. The Atasa memorandum said:

"Let all children who turn six years of age, say in 1980, be compelled to go to school and remain until they are 15."

The Department is aware that this has to be done — and that there is a political dimension to it, since Africans regard it as pure discrimination that other children go to school a year earlier. Some people in Bantu Education even take the view that lowering the admission age is more urgent than introducing compulsory schooling.

Merely changing the name of Bantu Education will fool no-one. For too long, and to our lasting shame, African education has been treated like Cinderella. With every justification, the pupils of Soweto, Nyanga, Galeshewe, Mhluzi, and a hundred other locations dismissed it as inferior. After all, those oft-quoted figures confirm the fact: R40 a head for Africans; 10 to 15 times that amount for Whites, depending on the province.

Rousseau himself concedes that the quality of Bantu Education is below that of White education: "The *standard* is the same, in that there is a common core syllabus, but the *quality* is determined in the classroom itself, where we have problems like the shortage of qualified teachers."

Putting the two on an equal footing will cost hundreds of millions. Doubling last year's Vote will be a useful start. We can't print the money, so it will have to come from somewhere else. And that means making cuts, or at least foregoing increases, in other Votes.

Defence (because it is the biggest) is the most conspicuous target — however heretical that may seem to some. Who would argue that guns can secure a happier future than books?

50
54

Students 'ruined' by schooling

Lecturers at the University of the Witwatersrand have claimed that school education had "intellectually ruined" some of their students, says the deputy vice-chancellor, Professor Ellison Kahn.

Speaking to about 500 students enrolled for the pre-university school, he said the university environment was very dif-

ferent from that of schools in South Africa, where discipline was relatively strict.

"At university, the student must look after himself."

Professor Kahn said university staff, particularly in the physical sciences, had complained to him about the effect schooling had when it came to teaching certain subjects at university level.

50

Teacher shortage not so severe

The Transvaal teacher shortage is not as severe as it was last year, a spokesman for the Transvaal Education Department said today.

But there is still a shortage of teachers in certain subjects and areas, and particularly of male teachers, he said.

The subjects worst hit seem to be the trade subjects, science, maths, biology, geography, technical subjects and industrial arts.

The general secretary of the Transvaal Teachers'

Association, Mr J H S Ballard, said today that it seemed as if most schools had their full staff complements.

"Normally we have frantic calls from headmasters at this time of the year asking us to get them maths or science teachers, but so far we haven't had any."

He added that this was surprising as the recruitment of teachers has not increased, but stressed that a true picture of the teacher situation will be obtained only in a few weeks' time.

52, St.

Coloured SC failure rate up by 10 pc

E N C E

THE percentage of failures in the Department of Coloured Affairs senior certificate examinations rose by almost 10 percent from 1975 to 1976.

Last year the pass rate was 53,5 percent — making the failure rate 46,5 percent. This figure was released by the Department of Coloured Affairs yesterday with the list of pupils who passed.

The latest edition of Education, magazine of the Cape Teachers' Professional Association, says the 1975 pass rate was 63 percent — 10 percent higher than last year's.

FIRST CLASS

Mr Franklin Sonn, president of the CTPA and principal of Spes Bona High School said: 'When one considers the unrest at schools and the critical time of the academic year when these occurred, as well as the fact that most candidates did not have a September mark, the results have not been too disappointing.'

He congratulated those candidates and schools who 'in spite of extremely difficult and unusual conditions, have produced such outstanding results.'



Mr Franklin Sonn

There were a total of 116 first class passes in the Cape alone.

Peninsula schools seemed to fare better than inland schools in the Cape. Among the top 10 candidates in the whole country last year, four came from Spes Bona High School and of the others, all but one came from the Cape.

Spes Bona also obtained the second highest number of first class passes in the Cape when 13 of their pupils received a C aggregate symbol and higher. Harold Cressy High School in the city centre beat them by one when 14 of their pupils achieved first class passes.

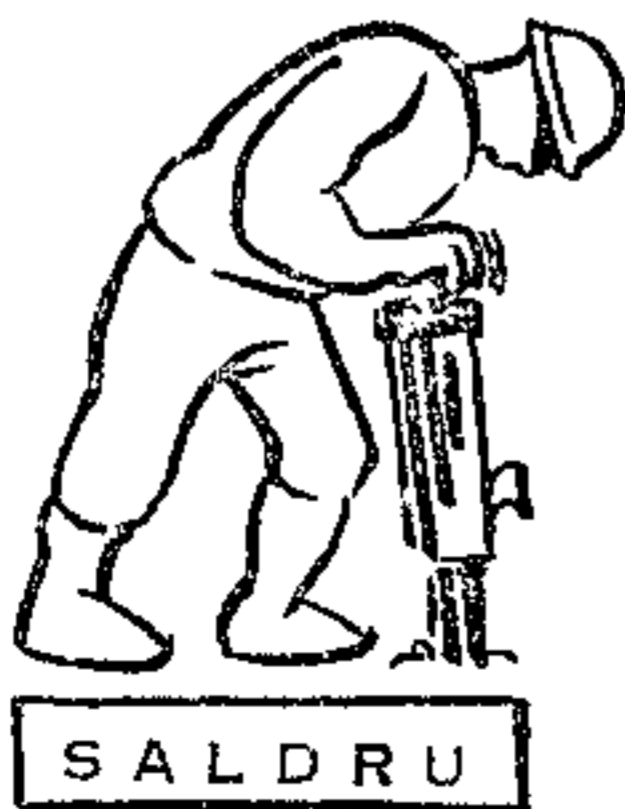
Third was South Peninsula High School with 10 first class passes.

Preli The top pupil in the rtion of this paper may b country was Abubakar Adams of Spes Bona, who mission of Saldru, Schoo achieve an A aggregate iversity of Cape Town.

There were only seven pupils who received B aggregates in the entire country.

Mechaniza

ts on



(Handwritten scribbles)

Blacks at White schools in PE

Cape Times 20/1/77
Own Correspondent

PORT ELIZABETH. — Holy Rosary Convent and St Dominic's Priory in Port Elizabeth have opened their doors to Black pupils.

The first of an expected 32 African, Coloured and Indian pupils enrolled yesterday for Holy Rosary Convent's pre-school and primary classes. The others will enroll today when the senior school reopens.

One Coloured pupil entered

Std 3 at St Dominic's Priory yesterday. A spokesman said four inquiries were received from Black parents for boarding facilities, but the boarding house closed two years ago and the inquiries were not followed up.

The Roman Catholic Bishop of Port Elizabeth, the Rt Rev John Murphy, said the open doors policy followed a decision taken at the Pretoria conference of Catholic bishops of Southern Africa last February.

Coloured pupils at Catholic schools

The Argus Religious Affairs
Correspondent

ARGUS 20/1/77

COLOURED pupils were 'quietly' admitted to some Roman Catholic schools in Cape Town and other centres last year, as a 'trial run' before the opening of other Catholic private schools this year.

This was confirmed today by Monsignor J. P. Galvin, Vicar-General of the Catholic Archdiocese of Cape Town.

'It is not a question of defying the Government or the law, but it is a matter of conscience,' Monsignor Galvin said. 'As the Catholic Bishops have pointed out, people have a right to education — and Christian education.'

He referred to the decision on principle taken by the South African Catholic Bishops' Conference last February, that Catholic schools should open their doors to all races.

RUN PRIVATELY

While there are diocesan schools throughout the country, most Catholic schools are run privately by religious orders. These include the Dominican, Marist Brothers, Salesian, Christian Brothers and Holy Cross schools and convents.

The Argus learned today that the Dominican Order pioneered school integration by admitting Coloured pupils at selected schools in various parts of the country, including Cape Town, to test pupil and parent reaction. The experiment was so successful that it was decided to open other schools this year.

SPRINGFIELD

Springfield Convent, Wynberg, was involved in the experiment, while this year more than 30 African, Coloured and Indian children have enrolled at Holy Rosary Convent and St Dominic's Priory, both Dominican institutions, in Port Elizabeth.

Two of the children seeking enrolment at Holy Rosary Convent are the daughters of the local Transkei Consul, Mr Hamilton Mpunzi.

In Cape Town this year, Marist Brothers, Rondebosch, has also had applications from Coloured pupils, but it is understood no decision has yet been taken.

ENROLMENTS

Archbishop Denis Hurley of Durban, who heads the Catholic schools committee, said it had been decided all statements should come from the Pretoria secretariat of the Catholic Bishops' Conference.

A spokesman there said details of schools concerned would only be known next week, when all Catholic schools had opened and reported on their enrolments.

The Argus Johannesburg correspondent reports Catholic schools on the Reef are accepting Coloured pupils. Catholic schools have had dozens of inquiries and applications for enrolment.

INDIAN PUPIL

St Theresa's Convent in Rosebank and St Catherine's Convent in Florida have admitted Coloured girls this year. One Transvaal school admitted an Indian pupil.

Marist Brothers and Linmeyer had applications from Coloured parents, but they were referred to the Department of Community Development for Government consent before admission.

154
50

28/5/77
23

50

RC schools firm on open policy

ARGUS 21/1/77

The Argus Religious Affairs Correspondent

MANY private Catholic schools in the Cape are to admit pupils of all races from the opening of the 1977 school year in spite of a statement from the Administrator, Dr L. A. P. A. Munnik, that he would consider closing the schools concerned.

While the Administrator referred specifically to the opening of two Dominican schools in Port Elizabeth to all races, in fact, the whole Dominican Order is similarly opening its schools.

Sister Marian, Mother Vicar of the Dominicans in Cape Town, said in a statement: 'In accordance with the decision of the South African Catholic Bishops' Conference at its plenary meeting in February 1976, the Dominican

Sisters' private schools have become open schools.

'They are accepting children without reference to so-called race classification.'

1976 DECISION

The Bishops' Conference's 1976 decision stated: 'The Conference favours a policy of open Catholic schools, and encourages schools and associations of schools to promote the implementation of this policy according to cir-

cumstances.'

Dominican convents in the Peninsula affected by the decision are Holy Trinity (Matroosfontein), Sacred Heart (Somerset Road), Springfield (Wynberg), St Agnes (Woodstock), Star of the Sea (St James), St Catherine's (Claremont), St Dominic's (Wittebome), St Joseph's (Simonstown), St Mary's (Gardens) and St Michael's (Rondebosch).

Following reports that two Dominican schools in Port Elizabeth were admitting Coloured pupils this year, Dr Munnik yesterday met Mr F. A. Loots, MEC in charge of education, and Mr P. S. Meyer, Cape Director of Education, to discuss the issue.

A CONDITION

In a subsequent statement the Administrator said that one of the conditions of registration with the Provincial Administration for private White schools read: 'Only European teaching staff shall be used for the instruction of European pupils.'

'No non-European pupil may be admitted to a school for European pupils.'

'If the conditions for the registration of private schools are not complied with, I shall take a serious view of the matter and consider withdrawing registration and closing the school concerned forthwith.'

Schools:

Joint church stance?

The Argus Religious Affairs Correspondent
LEADERS of the Roman Catholic, Anglican and Methodist Churches are expected to meet soon to discuss a joint approach to the Government on the opening of private church schools to all races.

A church spokesman said today the proposed joint approach might help to 'defuse what now looks like a confrontation issue, and bring it to the conference table'.

The Rev Charles Stephenson, President of the Methodist Conference, today confirmed that preliminary steps had been taken in Durban for the joint church meeting.

The leaders of the other two churches involved are Archbishop Denis Hurley, who is chairman of the Catholic schools committee, and Archbishop Bill Burnett, Metropolitan of the Anglican Church. Archbishop Hurley's office is handling the negotiations for such a conference.

BIGGEST NUMBER

Mr Stephenson said today he had told Archbishop Hurley that 'when a meeting is called we shall be glad to send a representative.'

While Catholic Church orders run the majority of private schools and convents in the country, Anglicans and Methodists hold most of the remainder, and both are committed to open their schools to all 'as soon as practicable.'

Archbishop Burnett is due to see the Administrator of the Cape, Dr L. A. P. A. Munnik, this afternoon to discuss Anglican church schools in the Cape and the church's wish to open these schools to all.

Mr Stephenson said today the Methodist Church would be watching the developments with interest, placing its hope in meetings such as that between Archbishop Burnett and Dr Munnik.

While both the Cape and Transvaal Administrators have threatened to close private schools that admit Black pupils this year without permission, Gov-
authority has

Dr Munnik has said his position is 'not inflexible', and is today meeting Archbishop Burnett on the issue, while Transvaal Administrator Dr S. G. J. van Niekerk has denied weekend newspaper reports that parents might be prosecuted for sending their children to 'mixed' schools.

Nationalist Senator Dr Denis Worrall said today 'the vast majority' of English-speaking people wished to decide for themselves to which schools they would send their pupils.

'What they decide to do with their private schools is their business,' he said.

'Attendance at these (private) schools is not compulsory, so this is not a form of integration,' Senator Worrall added.

Die Burger, official mouthpiece of the National

(Continued on Page 2, col 6)

Swaziland	0,6	0,4	7	2,5
Mozambique	53	0,7	88	2,8
North of Lat. 22° S.	6	65,4	3	27,8
Total	31	100,0	318	100,0

Sources: Mine Labour Organisations (Wenela) Annual Reports.

Notes: (1) As at 31st December

(2) In 1963 15 000 (4,7%) of the total were in coal mines of the Transvaal, the rest in gold mines. By 1970 the number was 34 000 (8,4%). Details of black workers in most other mines (e.g. Platinum, Copper, Natal collieries, etc.) are not available.

TABLE 2

Geographical Sources of African Labour Employed (1) by Mines affiliated to the S.A. Chamber of Mines (2) 1906-1974

1906 1936 1945

50

TABLE 2

Geographical Sources of African Labour Employed (1) by Mines affiliated to the S.A.

said today the proposed joint approach might help to 'defuse what now looks like a confrontation issue, and bring it to the conference table'.

The Rev Charles Stephenson, President of the Methodist Conference, today confirmed that preliminary steps had been taken in Durban for the joint church meeting.

The leaders of the other two churches involved are Archbishop Denis Hurley, who is chairman of the Catholic schools committee, and Archbishop Bill Burnett, Metropolitan of the Anglican Church. Archbishop Hurley's office is handling the negotiations for such a conference.

BIGGEST NUMBER

Mr Stephenson said today he had told Archbishop Hurley that 'when a meeting is called we shall be glad to send a representative.'

While Catholic Church orders run the majority of private schools and convents in the country, Anglicans and Methodists hold most of the remainder, and both are committed to open their schools to all 'as soon as practicable.'

Archbishop Burnett is due to see the Administrator of the Cape, Dr L. A. P. A. Munnik, this afternoon to discuss Anglican church schools in the Cape and the church's wish to open these schools to all.

Mr Stephenson said today the Methodist Church would be watching the developments with interest, placing its hope in meetings such as that between Archbishop Burnett and Dr Munnik.

While both the Cape and Transvaal Administrators have threatened to close private schools that admit Black pupils this year without permission, Government authority has been granted for the admission of Blacks to a Port Elizabeth Government school.

The first Black children to be admitted to a White Government school will be those of Mr Hamilton Mpunzi, Transkei consul in Port Elizabeth.

APPROVAL

The chairman of the Summerwood School Committee said Mr Mpunzi's application to enrol three children at Summerwood School has been approved by 'the relevant authorities'.

Mr Mpunzi has also sought permission to enrol his other children at Pearson High School in Port Elizabeth.

In the past the children of Black diplomats have been enrolled at private schools.

At the same time there are indications the authorities may welcome church moves to negotiate the issue.

position is 'not inflexible', and is today meeting Archbishop Burnett on the issue, while Transvaal Administrator Dr S. G. J. van Nickerk has denied weekend newspaper reports that parents might be prosecuted for sending their children to 'mixed' schools.

Nationalist Senator Dr Denis Worrall said today 'the vast majority' of English-speaking people wished to decide for themselves to which schools they would send their pupils.

'What they decide to do with their private schools is their business,' he said.

'Attendance at these (private) schools is not compulsory, so this is not a form of integration,' Senator Worrall added.

Die Burger, official mouthpiece of the National

(Continued on Page 2, col 6)

	1966	1967	1968	1969	1970
SWAZILAND	0,6	0,4	7	2,5	
Mozambique	53	0,7	88	2,3	
North of Lat. 22° S.	6	65,4	3	27,8	
Total	81	100,0	318	1,1	100,0

Sources: Mine Labour Organisations (Venela) Annual Reports.

Notes: (1) As at 31st December

(2) In 1963 15 000 (4,7%) of the total were in coal mines the rest in gold mines. By 1970 the number was 34 000 of black workers in most other mines (e.g. Platinum, etc.) are not available.

Mixed schools stand firm

From Page 1

Government wants good relations between the races and these are best fostered by bringing youngsters together at an early age."

The Rt. Rev. John Murphy, RC Bishop of Port Elizabeth, said two schools in the city had admitted 33 black pupils and they would not be asked to leave.

Mr Van Nickerk said that first thing this week inspectors would be sent to Transvaal Catholic schools to check on attendance of non-whites.

"Where non-whites are found at white schools the Director of Education, Professor J. H. Jooste, will advise principals that admitting these children is not in accordance with conditions of registration and if they persist in keeping these children at white schools then the schools' registration will be withdrawn."

Diplomats

Asked how action against Catholic schools could be justified when the Government itself had asked Catholic schools to take the children of black diplomats, Mr Van Nickerk said:

"There are no black diplomats in South Africa. There are only diplomats. All are treated as citizens of another country and are not classified in terms of South Africa's race classification."

St Catherine's Convent at Florida, Transvaal, this week enrolled 12 coloured pupils.

The headmistress, Sister Bernadette, said: "There are three criteria which we apply when enrolling pupils and race is not one of them. We accept anyone who has correct moral character, intellectual ability and can pay our fees.

"We have no intention of backing down now," Sister Bernadette said. "The bishops have asked us to do this."

Black parents who have sent their children to the Holy Rosary Convent in Port Elizabeth said this week they wanted the best

Black pupils' exams: Move to make up for lost time

PR6US 26/1/77

350

AN ANNOUNCEMENT today by the Regional Director of Bantu Education, Mr D. H. Owens, that wider arrangements are being made for examination sittings has further opened the way for Black pupils to make up time lost during last year's unrest.

Mr Owens said Peninsula pupils who attended schools elsewhere in the Cape last year would be able to write special examinations at local schools in February.

Many of the pupils concerned in this arrangement were recalled from school by their parents after threats against them during the unrest.

Mr Owens said arrangements were also now being made for detainees to write the special examinations. They would write at their places of detention.

CALL TO PUPILS

In addition, he called on private or part-time pupils who registered for senior certificate examinations last year, and who did not write, to re-enter without delay.

These candidates should re-register at the centres they initially entered, Mr Owens said. They would have to pay registration fees once more. Pupils, who did not enter in November would not be able to enter now.

All pupils recalled from schools outside the Cape Town area would be able to attend local schools for revision programmes, he said.

MORE ATTEND

Meanwhile, attendance at schools in Langa today gave Mr Owens grounds for 'cautious optimism' that an end to the schools' boycott may be in sight.

The increased attendance at Langa schools was between 10 and 20 percent over yesterday's figures.

The watch on schools' attendance was today taken out of the hands of the Bantu Affairs Administration Board (BAAB) and is now being carried out by officials of the Department of Bantu Education. These officials do not wear uniforms and the move is calculated to further ease tension.

Hansard Vol 36 28/11/77

50

(50%)

What advice would you give?

Draw up a table showing the opportunity costs involved in each.

Bantu pupils

consider which of the two

30. Mr. L. F. WOOD asked the Minister of Bantu Education:

The M

(a) What percentage of and (b) how many Bantu pupils were enrolled in each standard from sub-standard A to Form V as at 31 March 1976.

Both

on it will be necessary to buy scrap values, but 200 units can Bellville contract.

The MINISTER OF BANTU EDUCATION:

3000 units

be used for

Type B has

for 50c each

e job, but could be sold

	(a)	(b)
Substandard A	20,28%	666 735
Substandard B	16,52%	542 898
Standard 1	14,60%	480 262
Standard 2	11,34%	372 694
Standard 3	9,93%	326 365
Standard 4	7,80%	256 469
Standard 5	7,70%	253 331
Form I	6,52%	214 454
Form II	2,92%	96 018
Form III	1,54%	50 631
Form IV	0,58%	18 988
Form V	0,27%	8 576
	100%	3 287 820

Type A would

500

1 000

Parow job:

Materials

all the materials for the

travel and

It is estim

It require the lorries to

2 years ago

mile.

Transport

lorries bought for R5 000 each be R400 p.a. plus 10c per

will be ade

The Company

workers, each earning R2 000,

of an extra fo

Staff The

will require the services ration at R3 000 p.a., and

penalty of

for R40 000

up on payment of an agreed

In November the firm is invited to do a job in Bellville instead

accepted, and plans are made to start the following January. But

In August 1974 the firm's tender of R20 000 for a job in Parow is

Plausible Ventures Ltd. is a construction firm based in Cape Town.

penalty of

for R40 000

4.

Hansard | Col 24 28/1/77

Capital expenditure on schools for Bantu pupils

50

*11. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

What was the capital expenditure by his Department during the financial year 1975-'76 on schools for Bantu pupils in the Republic.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

My Department had no direct capital expenditure on the erection or maintenance of schools during the 1975-'76 financial year. For the information of the honourable

member it should be mentioned that the erection of the different types of schools is the responsibility of the following instances:

Type of school: Government schools. *Erected by:* Department of Public Works.

Type of school: Community Schools (in Bantu residential areas). *Erected by:* Bantu Affairs Administration Boards.

Type of school: Farm, mine and factory schools. *Erected by:* The owner of the premises on which the school is situated.

Schools in the homelands are erected by the homeland governments.

My Department renders financial assistance to farm owners for the erection of school buildings. Expenditure in this connection is limited to a maximum of R1 000 per school with one classroom and R1 800 per school with two or more classrooms. R19 309 was spent on this in the 1975-'76 financial year.

School shortage hits Randburg

Planning and co-operation prevented chaos in western Randburg primary schools this year, but, notwithstanding, almost 300 five-year-olds failed to gain admission to schools in the area.

These children were diverted to other nearby schools which could accommodate them.

But it is feared that unless more schools are hurriedly erected in this fast-growing area the position next year could become "impossible."

The glut of school-going-age children has been attributed to rapid development and the influx of young couples with children.

The five primary

schools in the area — Risidale, Northcliff, Cliffview, Rand Park and Boskop — last year catered for nearly 3 400 children. The schools this year report increases in enrolments of up to 100 pupils.

"Many of the schools had to turn away children who will turn six by June, and although the schools worked together as a unit, referring pupils to other schools who had places for them, many did not get into schools and will have to be catered for next year," said Mr Ray Dunlee, Progressive Reform Party MPC for Randburg.

The area has only one high school and the enrolment at the beginning of this year topped 1 160 pupils. Mr Dunlee estimates that about 300 pupils from the area had

to attend school elsewhere because they could not get into the high school.

After a joint meeting late last year, the parent committees of the affected schools made representations to the School Board to approach the Transvaal Education Department about the overcrowding. Mr Dunlee has also sent a "strongly worded" letter to the TED.

A new Rand Park primary school is opening next year and it has been recommended that its present prefabricated buildings be used to start a new school.

It has been proposed that the second Rand Park primary, scheduled for 1979, and a second high school scheduled for 1980, be built as soon as possible.

Schools say Nat fears of mixing are false



Children of the Transkei Finance Minister mix with white pupils at the White Umfolozi High School. Special exceptions were made for the children because they had been schooled outside South Africa and did not speak Xhosa.

NATIONALIST fears that recent moves towards integration by White private schools will open the floodgates for hundreds of Black pupils are unfounded.

Express Reporter

An Express survey this week of private schools around the country shows there are several common problems in the way of integrating these schools, even if the school boards and principals were agreeable.

- These problems include:
- The long waiting lists for white pupils at these schools;
- Forward planning which in most cases has not made allowance for an influx of additional students;
- The high cost of accommodating such an influx;
- What criteria to use in deciding which Black students should be admitted;

are given preference anyway, in place of the few pupils who don't take up their places on the waiting list.

Other principals spoke of the forward planning by the school councils which assessed the schools' needs for up to 20 years ahead.

"We have made no provision for a large influx of Black pupils," said a headmistress.

"If we are given leave to admit them, the council will need to re-assess its budgeting for the future to allow for them."

"They will be forced to do this because we don't want to be pushed into a position where we accept Black pupils instead of white."

curriculum.

"And of course the bigger a school the better it is to compete with the big State schools at sport."

"But others go for a smaller definite plan towards that and stick to their plans."

He mentioned a famous preparatory school which admits only 120 pupils.

"A school of this nature will really have a problem when it comes to admitting Black pupils because of the curriculum and the standard of old boys."

"This is all part of the old school's tradition and I don't think the admission of Black pupils through a few numbers will be enough."

Schools say Nat fears of mixing are false

SE
30/11/55

NATIONALIST fears that recent moves towards integration by White private schools will open the floodgates for hundreds of Black pupils are unfounded.

An Express survey this week of private schools around the country shows there are several common problems in the way of integrating these schools, even if the school boards and principals were agreeable.

These problems include:

- The long waiting lists for White pupils at these schools;
 - Forward planning which in most cases has not made allowance for an influx of additional students;
 - The high cost of accommodating such an influx;
 - What criteria to use in deciding which Black students should be admitted;
 - The danger that academic standards at these schools would be lowered by a sudden influx of Black students.
- On the problem of long waiting lists, the headmaster of one Church school said: "We're full until 1982, so if the Government decides we may integrate it will hardly affect us because we simply won't have room for Black pupils."

However, he added: "But we'll try to solve this particular problem by taking the children of clergy, who

are given preference anyway, in place of the few pupils who don't take up their places on the waiting list."

Other principals spoke of the forward planning by the school councils which assessed the schools' needs for up to 20 years ahead.

"We have made no provision for a large influx of Black pupils," said a headmistress.

"If we are given leave to admit them, the council will need to re-assess its budgeting for the future to allow for them."

"They will be forced to do this because we don't want to be pushed into a position where we accept Black pupils instead of Whites rather than as well as Whites."

One headmaster admitted that his school would probably admit "one or two Blacks" straight away "to preserve the school's credibility."

"But most school councils decide on the size of the school and plan towards that," he added.

"There are advantages in a big school - big by private school standards - of up to 600 pupils, because then one can employ specialist teachers and offer a wider

curriculum. "And of course the bigger a school the better it is to compete with the big State schools at sport."

"But others go for a smaller school, plan towards that and stick to their plans."

He mentioned a famous preparatory school which admits only 120 pupils.

"A school of this nature will really have a problem when it comes to admitting Blacks, because so many of the children are second generation, even third generation of old boys."

"This is all part of the 'old school' tradition and I foresee that the admission of Blacks will throw a few spanners in the works there."

The third problem faced by private schools is that of money.

It costs up to £1-million to establish a medium-size secondary school, and nearly all private schools are watched for money.

A member of a school council spoke bluntly of this, saying it would be "putting the cat among the pigeons" if his council were to propose embarking on a major expansion programme to allow for extra Black pupils. "We'd probably have to put us out to sea."

○ Children of the "Tranche" (Tranche Hill) White Unford High School, special case because they had been schooled elsewhere

Express Reporter

50

Hansard 2 vol 93 1/2/77

Std. X examinations

191. Dr. F. VAN Z. SLABBERT asked the Minister of Statistics:

- (1) How many White pupils passed the Std. X examinations at the end of 1975 and 1976, respectively;
- (2) how many of them passed in (a) mathematics, (b) chemistry and (c) physics in each of these years.

The MINISTER OF STATISTICS:

- (1) 41 038 White pupils passed the standard X examinations at the end of 1975 and the ensuing supplementary examinations. No data as yet available for 1976.
- (2) Not available as requested. However of the 38 915 pupils who passed the 1975 standard X examinations conducted by the Provincial Education Departments, 20 978 passed in mathematics, 15 206 in physical science including physics and chemistry.

Source: Human Sciences Research Council.

Hansard 2 vol 79/1/2/77

50

Expenditure on Coloured Schools

94. Dr. F. VAN Z. SLABBERT asked the Minister of Public Works:

What was the capital expenditure on schools for Coloured pupils in the Republic during the financial year 1975-'76.

The MINISTER OF PUBLIC WORKS:

R11 268 816.

50

Indian Pupils

212. Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

What was the total number of Indian
pupils attending school in Natal, the Trans-
vaal and the Cape Province, respectively,
in 1975 and 1976, respectively.

The MINISTER OF INDIAN AFFAIRS:

	1975	1976
Natal	159 852	164 020
Transvaal	22 569	23 036
Cape Province	927	952

Hansard 2 col 121 3/2/77

Expenditure on Indian Pupils

220. Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

- (a) What was the per capita expenditure excluding expenditure of a capital nature during the 1975-'76 financial year on Indian pupils in the Republic in (i) primary and (ii) secondary and high schools and (b) what was the average per capita expenditure on all pupils.

The MINISTER OF INDIAN AFFAIRS:

- (a) (i) R156,68.
(ii) R281,79.
(b) R189,53.

50

50

Expenditure on Indian education

216. Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

What was the total expenditure from
Revenue Account and Loan Account, re-
spectively, on the education of Indians in
the Republic during the financial years
1974-'75 and 1975-'76, respectively.

The MINISTER OF INDIAN AFFAIRS:

	1974/75	1975/76
Revenue Account	R	R
Indian Affairs	38 088 961	42 295 125
Public Works	714 078	665 306
Total	38 803 039	42 960 431
Loan Account		
Public Works	4 284 627	6 679 517
Grand Total	43 087 666	49 639 948

Manuscript 2 vol 126 3/2/77

50

Expenditure on Indian Education

263. Mr. B. W. B. PAGE asked the Minister of Indian Affairs:

What was the total expenditure from Revenue Account on the education of

Indians in the Republic during the financial years 1974-'75 and 1975-'76, respectively, by (a) the Department of Indian Affairs and (b) other State Departments.

The MINISTER OF INDIAN AFFAIRS:

	1974-'75	1975-'76
(a)	R38 088 961	R42 295 125
(b)	R 714 078	R 665 306

Hansard 2 col 158 4/2/77

50

X Expenditure on Bantu pupils

152. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (a) What was the per capita expenditure, excluding expenditure of a capital nature, during the financial year 1975-'76 on Bantu pupils in the Republic in (i) primary and (ii) secondary and high schools and (b) what was the average per capita expenditure on all pupils.

The MINISTER OF BANTU EDUCATION:

(a) (i) R34,40.

(ii) R135,89.

(b) R41,80.

Bantu homelands and South West Africa excluded.

50

Expenditure on education for Bantu.

162. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

What was the total expenditure from Revenue Account and Loan Account, respectively, by his Department on the education of Bantu in the Republic during the financial years 1974-'75 and 1975-'76, respectively.

The MINISTER OF BANTU EDUCATION:

	1974-'75	1975-'76
	R	R
Revenue Account	59 176 810	66 871 199
Loan Account	none	none

Homelands and South West Africa excluded. Education in the homelands is controlled by the homeland governments.

Schools hit by cash slump

Lynda Loxton

Many schools are having to think twice before they buy anything as the tight money situation hits fundraising efforts.

Although schools in affluent areas in Johannesburg are still well-off, others in middle to lower income areas have started to feel the pinch.

"The Transvaal Education Department provides all our basic needs and we use school funds for extra educational equipment, cleaners, library books and other little luxuries," said the principal of one Johannesburg primary school.

But some schools are finding it almost impos-

sible to hold fetes, raffles or make appeals for money to parents.

"I suppose they're finding it harder to make ends meet and can't be as generous as usual. We have found that the only way to raise funds is to hold concerts," said another principal.

Several schools have already had to cut back on the number of extra cleaners they employ and pay out of school funds or delay plans to buy over-

head projectors and other educational aids.

"But because of careful planning it has not yet come to the stage where we are desperate, although we are uncertain what this year will hold for us," said a southern suburbs headmaster.

Schools in the northern suburbs report that "because of very active parent-teacher associations, we are still coping and have had little trouble raising funds."

"L'Immoraliste", French Studies 1976

elles générations: analyse et (attitudopédagogique de l'AFSSA, No. 3,

Textes vivants (recueil) (video-tape) sonoteaching of French

ized methods (produced at the West

1972-73

* Géographie de la France * WESC-TV-ETAT 578

* L'enseignement en France * WESC-TV-ETAT 773

* Côtes, rivières et ports de France * WESC-TV-ETAT 777

Commentaire de la France, les ports de France, Côte, littoral, pêcheurs, pêcheurs

L'enseignement en France, 1977

Commentaire de la France, Volume II: Géographie et

réalisés par les professeurs de la Faculté de Lettres de l'Université de Bordeaux, en 1972-1973

de la littérature française, Volume III: Économie de la littérature française, 1977

Textes vivants - Collection de Français littéraires (publication de la Faculté de Lettres de l'Université de Bordeaux)

La poésie française des nouvelles générations: analyse et

in Southern Africa, No. 5, 1976

d'analyse bachelarienne de "L'Immoraliste", French Studies

L'enseignement en France, 1977

(Bordeaux) from 1964 to 1972 and reported in French Studies

Secretariat of the French-South African Association (since 1971)

Paris, 1975, 286 pages (manuel de civilisation française)

Commentaire de la France, les ports de France, Côte, littoral, pêcheurs, pêcheurs

Université de Bordeaux, 1976

comedy by Georges Courteline Les Boulingrin (Cape Town, 1976)

comedy by Tristan Bernard L'anglais tel qu'on le parle (1975)

Le meilleur d'écriture de Tristan Bernard L'anglais tel qu'on le parle (1975)

tour of South Africa: Cape Town, Stellenbosch, Johannesburg

acting in comedy by Georges Feydeau Mais n'te promets rien que tu pourras tenir (Cape Town, 1976)

project: creation of a Center for the study of French civilization

in the United States and France

Jean-Paul Sartre and André Gide - L'Immoraliste

André Gide - Les Caves du Vatican (1976) (while

Dr. Pierre PETIT, Thérèse Desqueyroux (leave)

French Department, Benjamin Constant - Adolphe, cours magistraux: Mr. Pierre PETIT,

University of Cape Town, 97 rue Mazarin,

Rondebosch, 7700, 33000 Bordeaux, France.

South Africa. - 2 -

formal 1
re 1976 pendant

RESEARCH AND PU
Le métier
Univer
Methodol
Univer
Commente
Paris, civil
of the
L'eau, st
d'anal
in Sou
La poési
appro
(pub
series
civi
Class

MISCELLANEOUS:

ADDRESS: until 1st Dec 1976 (while)
Angois Mauriac - Thérèse Desqueyroux
French Department, Benjamin Constant - Adolphe, cours magistraux: Mr. Pierre PETIT,
University of Cape Town, 97 rue Mazarin,
Rondebosch, 7700, 33000 Bordeaux, France.

ADDRESS

DIVERS:

Free school books to Bantu pupils

(153) Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (1) (a) In what standards are all school books issued free of charge to Bantu pupils and (b) what was the cost of such issue in 1976;
- (2) what is the estimated additional annual cost of supplying free school books to Bantu pupils in all standards.

The MINISTER OF BANTU EDUCATION:

- (1) (a) None. For the current year school books have been supplied as follows:

Forms III to V: All textbooks

Standard 5 and Forms I and II:
No new textbooks, but 50% has been provided in 1975-'76.

Standards 3 and 4: Approximately 65% of the books required for the languages, Mathematics, General Science and Social Studies.

Standard 2: Approximately 75% of the books required for Mathematics.

Standard 1: Approximately 50% of the books required for Mathematics.

All class readers required are supplied in both official languages and the Bantu language concerned to all standards in primary schools. Up to the present it was not possible to supply prescribed books and exercise books.

Special schools are supplied with all school requisites.

(b) R1 570 000.

- (2) R5 million.

50

Double-session system

32) Mr. L. F. WOOD asked the Minister of Coloured, Rehoboth and Nama Relations:

- (a) How many schools falling under his Department and the Administration of

Coloured Affairs, respectively, operated under the double-session system during 1976, (b) how many (i) classes, (ii) pupils and (iii) teachers were involved and (c) in which standards did the system operate.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

	Department	Administration of Coloured Affairs
(a)	29	564
(b) (i)	75	2 169
(b) (ii)	2 466	69 790
(b) (iii)	75	2 169
(c) Sub-standard A to Standard 3.		(c) Sub-standard A to Standard 5.

Standard 3 Q cols 244 - 245
10/2/77

Double sessions in Indian schools

(50)

210 Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

Whether double sessions were in operation at any Indian schools in Natal, the

Transvaal and the Cape Province during 1976; if so, (a) at how many schools in each province, (b) in which standards and (c) how many (i) pupils in each standard and (ii) teachers were affected.

The MINISTER OF INDIAN AFFAIRS:

Yes, in Natal only.

(a) 53.

(b) Class (i) to Std. 6.

(c)	(i)	Class (i)	2 088
		Class (ii)	3 443
		Std. 1	3 361
		Std. 2	3 119
		Std. 3	1 269
		Std. 4	442
		Std. 5	279
		Std. 6	28
		Total	14 029

(ii) 421.

Harmond 3 Q col 246 10/2/77

Pupil/teacher ratio in Indian schools

(213) Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

What was the average pupil/teacher ratio
in (a) primary and (b) secondary Indian
schools in the Republic in 1976.

The MINISTER OF INDIAN AFFAIRS:

(a) 29,93:1.

(b) 21,67:1.

50

Harvard 3 @ col 245 10/2/77

Classrooms for Indian pupils

50

211 Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

(a) Whether any new classrooms were provided for Indian pupils in Natal, the Transvaal and the Cape Province during 1976; if so, how many in each of these provinces and (b) how many pupils could be accommodated in these classrooms in each province.

The MINISTER OF INDIAN AFFAIRS:

(a) Yes.

Natal	246
Transvaal	31
Cape Province	50

(b) Natal	9 400
Transvaal	1 105
Cape Province	1 850

Standard 3 Q nos 246-247 10/2/77

Indian pupils in each standard

217. Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

50

(a) How many and (b) what percentage
of Indian pupils were enrolled in the
Republic in each standard from sub-Std. A
to Std. X as at 31 March 1976.

The MINISTER OF INDIAN AFFAIRS:

	(a) Pupils	(b) Percentage
Class (i)	21 429	11,403
Class (ii)	21 541	11,463
Std. 1	20 151	10,723
Std. 2	20 009	10,648
Std. 3	19 754	10,512
Std. 4	18 235	9,704
Std. 5	16 177	8,609
Std. 6	14 112	7,510
Std. 7	11 892	6,328
Std. 8	12 489	6,646
Std. 9	6 616	3,521
Std. 10	4 330	2,304
Adjustment class ..	1 182	0,629
Total	<u>187 917</u>	

Harvard 3 Q col 247 10/2/77

Indian pupils: School-leaving examinations

218 Mr. R. E. ENTHOVEN 'T HOOFT asked the Minister of Indian Affairs:

50

- (1) How many Indian pupils (a) wrote and (b) passed the school-leaving examination at the end of 1976;
- (2) how many of the pupils who passed qualified for Matriculation exemption;
- (3) how many pupils (a) wrote and (b) passed the (i) Std. VIII and (ii) Std. VI examinations at the end of 1976.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 4 198.
(b) 3 630.
- (2) 1 101.
- (3) Statistics are not yet available. I may mention that the Std. VIII and Std. VI examinations are internal examinations. The results of the various schools are at present being processed.

Standard 3 Q no 254-255 10/2/77

Indian students: Primary/secondary part-time classes for adults

50

261 Mr. B. W. B. PAGE asked the Minister of Indian Affairs:

(a) How many Indian students were attending academic (i) primary and (ii)

secondary part-time classes for adults at the latest date for which figures are available and (b) in respect of what date are these figures given.

The MINISTER OF INDIAN AFFAIRS:

- (a) (i) Departmental schools 26
- (ii) Departmental schools 382
- M. L. Sultan Technical College 2 157
- (b) Departmental schools as at 8 December 1976. M. L. Sultan Technical College as at 31 December 1976.

50

MONDAY, 14 FEBRUARY 1977

† Indicates translated version.

For written reply:

Expenditure in respect of education

28. Mr. L. F. WOOD asked the Minister of Statistics:

- (1) What was the total expenditure on (a) Revenue and (b) Loan Account in respect of education, for the financial year 1975-'76;
- (2) what amount was spent on (a) Revenue and (b) Loan Account by (i) the Department of National Education, (ii) the Department of Coloured, Rehoboth and Nama Relations, (iii) the Department of Indian Affairs, (iv) the Department of Bantu Education, (v) other State Departments and (vi) each of the four provinces.

The MINISTER OF STATISTICS:

(1) (a) R983 million.

(b) R116 million.

(2)

	(a) R million	(b) R million
(i)	194,2	6,3
(ii)	102,9	—
(iii)	43,8	—
(iv)	66,3	0,6
(v)	124,0	22,6
(vi)		
Transvaal ...	210,3	28,6
Cape	136,5	32,0
Orange Free State	46,3	6,8
Natal	58,3	19,4

Hansard 4 col 299 14/2/77

50

Expenditure on White pupils X

268. Dr. G. F. JACOBS asked the Minister of Statistics:

- (1) What was (a) the average expenditure by public authorities per (i) primary and (ii) secondary White school pupil and (b) the general average expenditure per White school pupil during the latest year for which figures are available;
- (2) in respect of what year are these figures given.

The MINISTER OF STATISTICS:

- (1) (a) Not available.
(b) R644.
- (2) Financial year 1975-'76.

Hansard 4 vol 303 14/2/77

50

Per capita expenditure on White pupils

329. Dr. F. VAN Z. SLABBERT asked the Minister of Statistics:

What was (a) the per capita expenditure on White (i) primary and (ii) secondary and

high school pupils and (b) the average per capita expenditure on all White pupils from Revenue Account during the financial year 1975-'76.

The MINISTER OF STATISTICS:

- (a) Not available.
- (b) R542.

50

Hansard 4

305

MONDAY, 14 FEBRUARY 1977

306

Expenditure on education of Whites X

330. Dr. F. VAN Z. SLABBERT asked the Minister of Statistics:

What was the total expenditure from Revenue Account and Loan Account, respectively, on the education of Whites in the Republic by (a) the Department of National Education, (b) the provincial administrations and (c) other State departments in the financial years 1974-'75 and 1975-'76, respectively.

The MINISTER OF STATISTICS:

	Revenue Account R Million	Loan Account R Million
(a) 1974-'75	154,3	4,0
1975-'76	194,2	6,3

(b) 1974-'75	405,5	74,7
1975-'76	451,4	86,9
(c) 1974-'75	11,0	13,8
1975-'76	5,1	1,5

TABLE 10: REGULAR EMPLOYEES, AS A PERCENTAGE OF REGULAR PLUS CASUAL EMPLOYEES, AS AT 31ST AUGUST 1973

REGULAR EMPLOYEES AS A PERCENTAGE OF REGULAR PLUS CASUAL EMPLOYEES

RACE - AFRICAN DATE - AS AT 31ST AUGUST 1973

EC REGION PERCENTAGE	1	2	3	4	5	6	7	8	9	10	11	12
	93.23	28.28	62.08	48.63	71.74	53.08	78.83	56.26	56.97	73.08	13.06	34.65
EC REGION PERCENTAGE	13	14	15	16	17	18	19	20	21	22	23	24
	53.12	51.60	43.20	32.4					5.70	55.80	60.44	45.61
EC REGION PERCENTAGE	25	26	27	28					33	34	35	36
	66.65	61.32	54.20	73.8					6.33	57.49	64.52	87.00
EC REGION PERCENTAGE	37	38	39	40					45	46	47	48
	72.12	73.75	77.87	56.4					0.88	47.18	36.56	54.31
EC REGION PERCENTAGE	49	50	51	52					57	58	59	60
	52.87	54.05	54.47	55.4					5.00	53.83	43.70	70.28

WEDNESDAY, 16 FEBRUARY 1977

† Indicates translated version.

For written reply:

Black pupils: Senior Certificate examinations

161. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (1) How many Black pupils (a) wrote and (b) passed the Senior Certificate examination at the end of 1976;
- (2) how many of those who passed obtained matriculation exemption.

The MINISTER OF BANTU EDUCATION:

- (1) (a) 8 832.
- (b) 7 317.
- (2) 1 854.

REGULAR EMPLOYEES AS A PERCENTAGE OF REGULAR

RACE - ASIAN DATE

EC REGION PERCENTAGE	1	2	3	4	5	6	7	8	9	10	11	12
	.00	.00	.00	11.11	100.00	.00	.00	.00	50.00	100.00	.00	.00
EC REGION PERCENTAGE	13	14	15	16	17	18	19	20	21	22	23	24
	.00	.00	.00	.00	13.46	.00	.00	.00	.00	.00	.00	85.52
EC REGION PERCENTAGE	25	26	27	28	29	30	31	32	33	34	35	36
	97.66	100.00	94.95	98.29	94.44	98.80	100.00	100.00	.00	.00	.00	100.00
EC REGION PERCENTAGE	37	38	39	40	41	42	43	44	45	46	47	48
	.00	100.00	.00	.00	100.00	.00	100.00	.00	.00	.00	.00	.00
EC REGION PERCENTAGE	49	50	51	52	53	54	55	56	57	58	59	60
	100.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

Handwritten notes: 50, 361, and other markings.

WINDMILL RATE SPARKS A STORM

Mercury Reporter
PIETERMARITZBURG.
DURBAN'S Windmill College, which advertised a "legal guarantee of success", averaged a 73 percent failure rate over the last three years, the Provincial Council was told yesterday.

In a strongly worded attack on the school Mr. John Phipson, MPC, lashed out at the school's false advertising and said there had been "an unscrupulous and deceitful play on parents' hopes and aspirations for their children."

He further rejected the principal's claims to a doctorate - resulting in the leader of the opposition, Mr. Gert Hanekom, saying he "strongly suggested" the Attorney-General of Natal be informed.

Mr. Phipson said an investigation carried out by himself and the Natal Mercury had resulted in questions being asked of the Administrator on Monday night.

"Replies to these questions which this council heard yesterday indicated there has been a grave abuse," he said.

The Administrator's reply told Mr. Phipson that the Natal Education Department inspectors had found both Windmill College and the Hermes Academy "unsatisfactory."

Mr. Phipson said Windmill College had made five major claims:

- Study was in subject packages approved by the N.E.D.;
- Windmill were matric specialists;
- Discipline tempered with love and understanding produced successful exam results;

toe gekom; dit sou leem veroorsaak het wat tot 'n yinnige gelei het. Die resultaat was 'n sterk verluksie in sy grammatika. Wanneer 'n kullaksituasie deur 'n botsing met 'n sosiaal rit tydperk 'n drastiese reduksie, struktuurging ondergaan, praat 'n mens van kreolising self erken dat die tipiese kenmerke van atbreek, daarom kom hy tot die konklusie word as Nederlands wat halfpad bly staan

PRINCIPAL
SYDNEY MILLMAN
Ph. D. (PSYCHOLOGY)

THE SIGN on Mr. Millman's office door at Windmill College in Durban. He says his Ph.D. is from Florida State University in America but university officials say they never heard of him.

• Tuition was dynamic and in depth; and

• The college "guaranteed" all matric pupils a matric pass in one year.

The Administrator's reply showed that Windmill had a 54 percent failure rate in 1974, a 90 percent failure rate in 1975 and a 76 percent failure rate in 1976.

Turning to the college's principal, Mr. Phipson said:

"Dr. Millman claims to have a Ph.D. from Florida State University.

"I am informed by the Natal Mercury that as a result of telex and telephone exchanges and a search by a team of processors, that university has no record of Dr. Millman ever having attended the university.

"Further, their degree confirmation department says he did not obtain a doctorate there."

Mr. Phipson also rejected a claim by Dr. Millman made to an afternoon newspaper that he had advised Dr. Hendrik Verwoerd on education.

"After a thorough search there was no record found of his ever having served on any national education committee nor any record found of his having served as an adviser to Dr. Verwoerd," he said.

In reply, Mr. Roger Whiteley, MEC in charge of education, said the Province would be making a further inspection of the college in the next few weeks, and "should this institution not be conducted to the entire satisfaction of the

Afrikaanse taal

in het Neder-
n kompara-
wetenskappe,

wens van die Kaapse taal in die Argief in Kaapstad gevind is. Kort na die stigting van die GRA het die belangstelling in die herkoms en ontstaan van Afrikaans by taalgeleerdes begin posvat en aanleiding gegee tot die ponering van verskillende teorieë oor die ontstaan van Afrikaans. Th. Hahn se *Hottentots-teorie* van 1882 was die eerste posging tot 'n verklaring van die karakter van Afrikaans. Hoewel hy vasstel dat Afrikaans "phonetically teutonic" is, d.w.s. struktuur behou het, is dit volgens hom "psychological Hottentot idiom". Maar hierdie vae stelling kan hy nie l ná hom kry ons die belangstelling van Nederlandse M. de Vries en J. de Winkel, wat die *Frans-teorie* voor dié teorie sou Afrikaans onder die invloed van die Fra ontstaan het, maar D. C. Hesselning het die teorie in 1891 1885 wys Hugo Schuchardt, die beroemde Duitse geleerde van Kreoolse tale, op twee belangrike faktore wat by die Afrikaans 'n rol kon gespeel het; hy dink aan die een kant vloed, aan die ander kant was hy die eerste wat in 1891,

In reply, Mr. Roger Whiteley, MEC in charge of education, said the Province would be making a further inspection of the college in the next few weeks, and "should this institution not be conducted to the entire satisfaction of the N.E.D. its registration will be cancelled."

hier, soos die Nederlandse taalkundige J. L. Pauwels aantoon, met 'n oorgeërfde verskynsel te make.

J. A. VERHAGE. Deftige en gemeensame vorme in die sinsverband van

1. Teorieë oor die ontstaan van Afrikaans

Vroeër is daar wel aan die een of ander beslissende taalinvloed gedink. Dit was die geval voordat 'n taamlik groot hoeveelheid direkte gege-

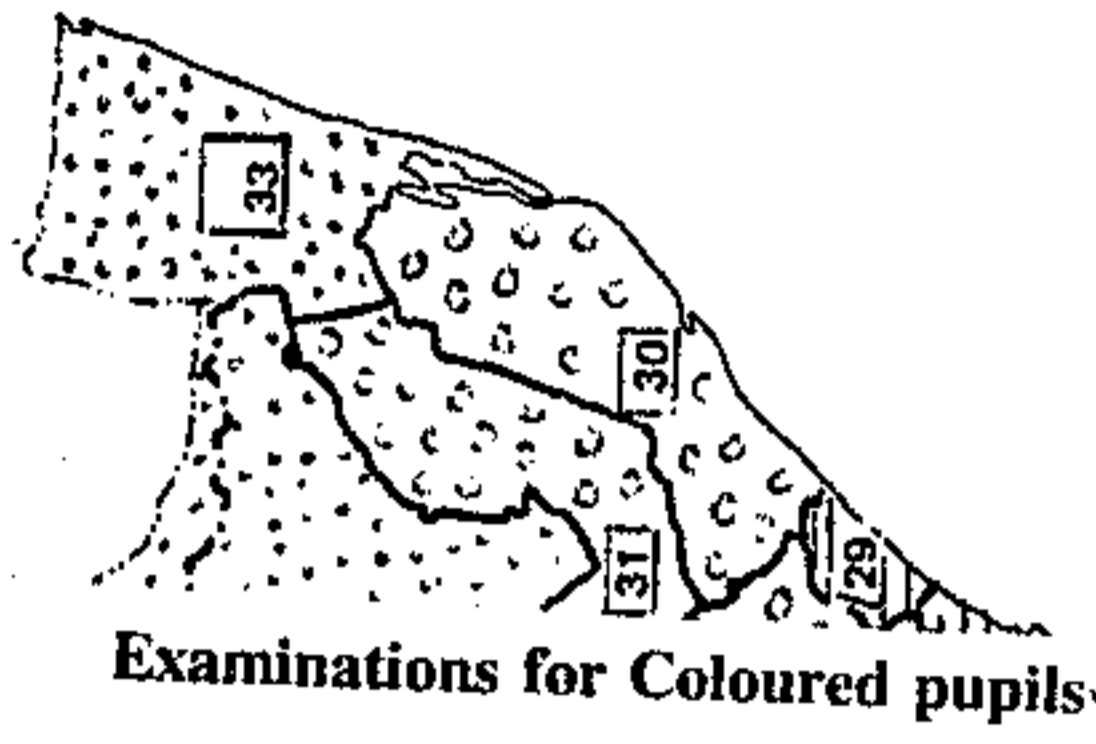
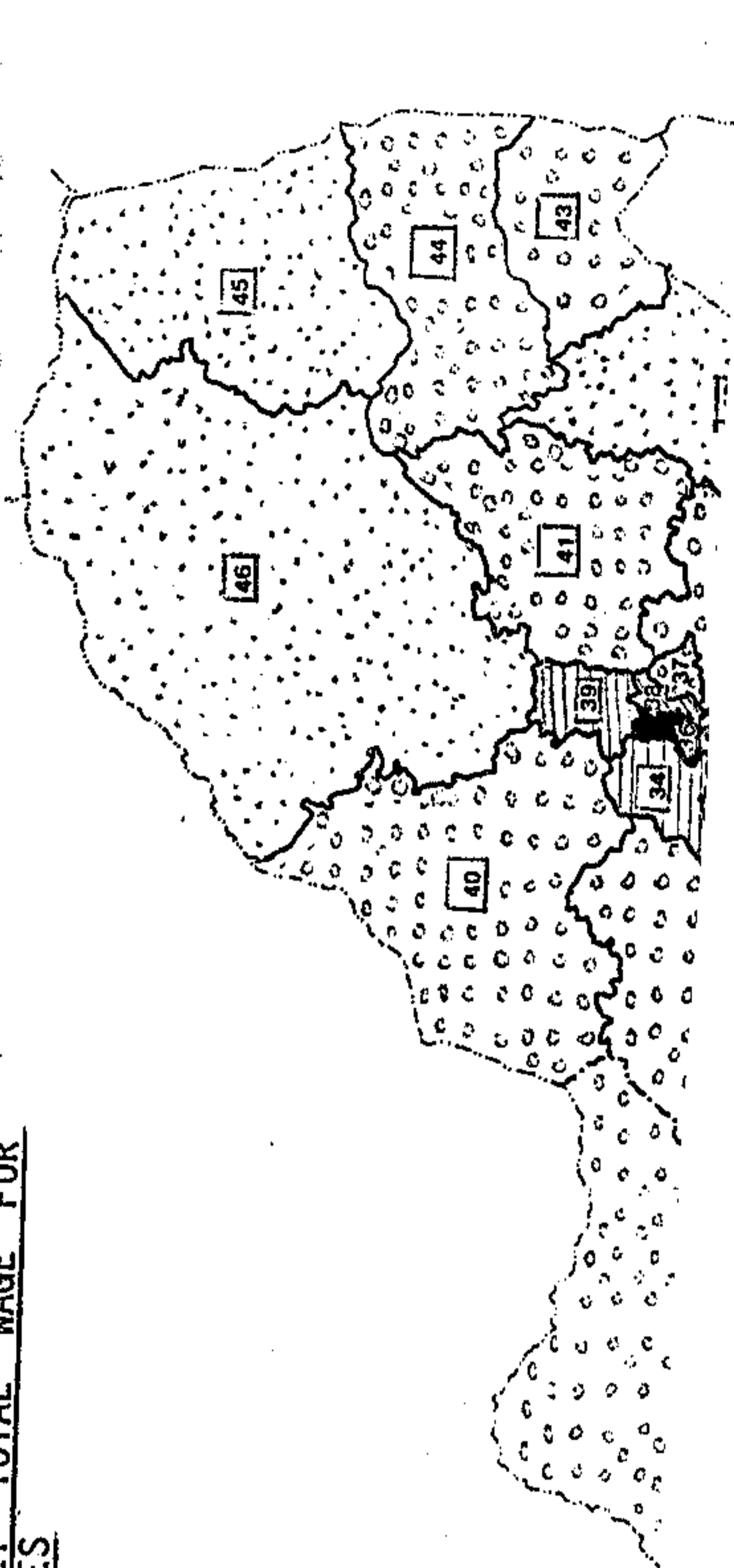
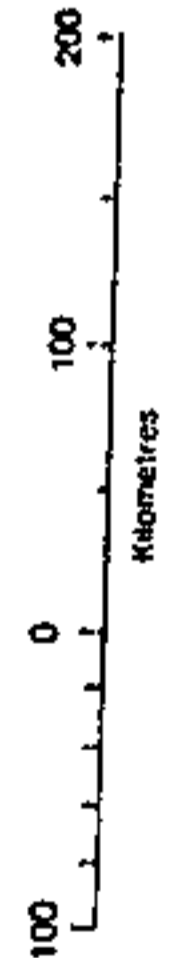
het om 'n Kreoolse taale te word. Ongelukkig het Hesselning destyds nie oor die nodige direkte taalgegewens beskik nie; hy kon sy teorie feitlik net op sosio-historiese gegewens baseer wat bowendien nie volledig en korrek was nie. Daarom was ook sy teorie ontoereikend en eensydig; dit het 'n hipotese gebly wat hy nie kon bewys nie.

17/2/77

50

MAP 2: DEVIATIONS FROM AVERAGE MONTHLY TOTAL WAGE FOR AFRICAN REGULAR EMPLOYEES ECONOMIC REGIONS

KEY	DEVIATION RANGE (CR)
[Dotted pattern]	< -5
[Circle pattern]	-5 → -0.01
[Horizontal line pattern]	0.01 → 4.99
[Vertical line pattern]	5 → 9.99
[Cross-hatch pattern]	10 → 14.99
[Solid black]	> 15



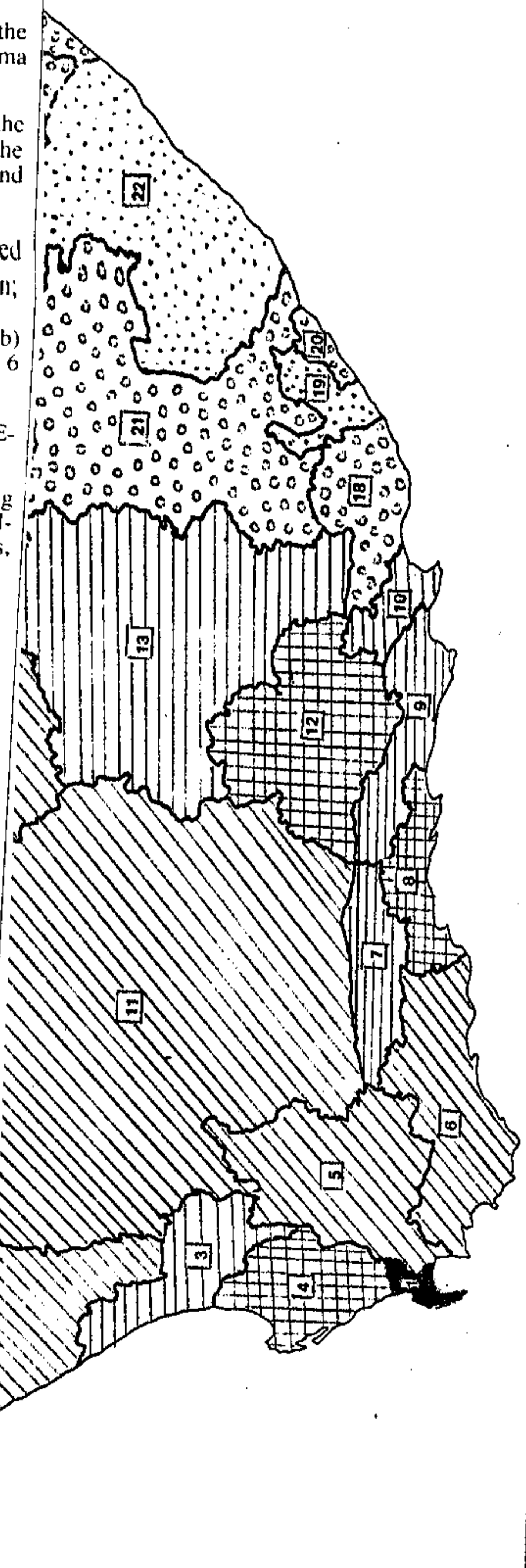
Examinations for Coloured pupils

88. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many Coloured pupils in the Republic (a) wrote and (b) passed the school-leaving examination at the end of 1976;
- (2) how many of the pupils who passed qualified for matriculation exemption;
- (3) how many pupils (a) wrote and (b) passed the (i) Std. 8 and (ii) Std. 6 examinations at the end of 1976.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) It is accepted that by "school-leaving examination" is meant the school-leaving certificate examination, that is, the Senior Certificate examination.
 - (a) 3 804.
 - (b) 2 036.
- (2) 908.
- (3) (a) (i) 16 160.
 - (ii) The Administration of Coloured Affairs does not have the information at its disposal as the examinations are conducted internally at schools.
- (b) (i) 11 679.
 - (ii) The Administration of Coloured Affairs does not have the information at its disposal as the examinations are conducted internally at schools.



YEAR - 1972/73

RACE - COLOURED

AVERAGE MONTHLY KIND WAGE FOR ALL ECONOMIC REGIONS = R 4.69

DEVIATIONS FROM AVERAGE MONTHLY KIND WAGE BY ECONOMIC REGION

	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION DEVIATION	.23	1.17	-.02	4.74	-.95	-.50	-1.07	-1.74	-2.05	-2.02	1.00	-.63
EC REGION DEVIATION	13	14	15	16	17	18	19	20	21	22	23	24
EC REGION DEVIATION	-.62	-.26	.37	-1.07					-.57	-.94	1.97	.31
EC REGION DEVIATION	25	26	27	28					33	34	35	36
EC REGION DEVIATION	.00	.00	-2.55	1.97					.00	-2.19	1.56	2.39
EC REGION DEVIATION	37	38	39	40					45	46	47	48
EC REGION DEVIATION	2.36	.31	-1.61	1.63					-1.50	.03	-3.25	-2.77
EC REGION DEVIATION	49	50	51	52					57	58	59	60
EC REGION DEVIATION	-3.24	.00	11.97	-4.38					.00	-1.12	11.83	.00

Expenditure on Coloured pupils

92. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) What was the per capita expenditure excluding expenditure of a capital nature during the 1975-'76 financial year on Coloured pupils in the Republic in (i) primary and (ii) secondary and high schools and (b) what was the average per capita expenditure on all pupils.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

(a) (i) R127,02.
(ii) R213,57.
(b) R139,62.

Hansard 4 col 372
17/4/77
50

YEAR - 1972/73

RACE - ASIAN

AVERAGE MONTHLY CASH WAGE FOR ALL ECONOMIC REGIONS = R101.85

DEVIATIONS FROM AVERAGE MONTHLY CASH WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5
	.00	.00	.00	331.49	-71.57
EC REGION DEVIATION	13	14	15	16	17
	.00	.00	.00	.00	-95.99
EC REGION DEVIATION	25	26	27	28	29
	-58.88	-30.00	-30.43	-16.67	-55.39
EC REGION DEVIATION	37	38	39	40	41
	.00	-13.51	.00	.00	-41.85
EC REGION DEVIATION	49	50	51	52	53
	-31.85	.00	.00	.00	.00

(a) How many Coloured pupils were and (b) what percentage of Coloured pupils was enrolled in the Republic in each standard from Sub-standard A to Standard X as at 31 March 1976.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

	(a)	(b)
Sub A	110 864	17%
Sub B	98 257	15,1%
Standard I	90 662	13,9%
Standard II	78 155	11,9%
Standard III	69 099	10,6%
Standard IV	60 574	9,3%
Standard V	49 077	7,5%
Standard VI	37 073	5,7%

336. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured, Rehoboth and Nama Relations:

Coloured pupils

	10	11	12
	.15	.00	.00
	22	23	24
	.00	.00	-68.57
	34	35	36
	.00	.00	18.15
	46	47	48
	.00	.00	.00
	58	59	60
	.00	.00	.00

YEAR - 1972/73

RACE - ASIAN

AVERAGE MONTHLY KIND WAGE FOR ALL ECONOMIC REGIONS = R 45.18

DEVIATIONS FROM AVERAGE MONTHLY KIND WAGE BY ECONOMIC REGION

EC REGION DEVIATION	1	2	3	4	5	6	7
	.00	.00	.00	454.82	-44.84	.00	.00
EC REGION DEVIATION	13	14	15	16	17	18	19
	.00	.00	.00	.00	.00	.00	.00
EC REGION DEVIATION	25	26	27	28	29	30	31
	-41.25	-42.73	-38.51	-42.37	-38.36	-34.38	4.82
EC REGION DEVIATION	37	38	39	40	41	42	43
	.00	-26.52	.00	.00	.00	.00	.00
EC REGION DEVIATION	49	50	51	52	53	54	55
	-33.52	.00	.00	.00	.00	.00	.00

Standard VII	27 729	4,3%
Standard VIII	17 522	2,7%
Standard IX	9 105	1,4%
Standard X	3 889	0,6%

	9	10	11	12
	.00	.00	.00	.00
	21	22	23	24
	.00	.00	.00	-37.87
	33	34	35	36
	.00	.00	.00	-36.85
	45	46	47	48
	.00	.00	.00	.00
	57	58	59	60
	.00	.00	.00	.00

50

Ethnic schools a sore point, Cillie probe told

By MELANIE YAP

ETHNIC education was a sore point for Africans who saw it as an attempt to extend the homeland policy into urban areas, the Cillie Commission of Inquiry was told yesterday.

Giving evidence in Pretoria's Old Synagogue yesterday, Mr Richard Gosse, manager of the Springs Chamber of Commerce and Industry, said Africans did not care for this type of education.

He said he had been told that university students from Fort Hare, Turfloop and Zululand who had failed in their studies, led disturbances on the East Rand.

They told school pupils there was a difference between Black education and White education and that they should reject such a system. School pupils were led to destroy buildings.

Township residents who were promised facilities such as schools, roads and electricity which did not materialise, were fertile ground for manipulation, he said.

Inadequate school facilities led to the existence of large numbers of young children who formed a segment of the population with nothing better to do.

The psychological need for home ownership among Blacks was very strong, another witness told the commission.

Mr Christiaan du Toit, industrial relations consultant for Anglo American, said when people owned property, they became responsible and were prepared to defend what was theirs.

He said the authorities had taken "the easy way out" in the housing situation by simply obtaining money and then building.

In Soweto, homes do not provide shelter, privacy, comfort, security or the opportunity for residents to express status.

"We must distinguish between a house and a home. Home is a way of life and a house is simply brick and mortar" he said. Mr Du Toit said in Port Elizabeth a decision to allow the Coloureds to buy their homes had shown what could be achieved.

He said after 18 months homeowners had added rooms and bathrooms and started gardens.

"I believe one often saw Coloured men coming home on Fridays with a pot of paint or a new front door for their homes instead of carrying four bottles of brandy," he said.

Mrs Evelyn Bodman, a representative of the South African Council for Conservation and Anti-pollution, said Blacks should have the right to plan their houses.

50

Indian pupils in Cape Province

455 Mr. L. F. WOOD asked the Minister of Indian Affairs:

- (1) How many (a) Indians and (b) Indian pupils are there in the Cape Province;
- (2) how many schools exclusively for Indian pupils were there in the Cape

Province in (a) 1970 and (b) the last year for which figures are available;

- (3) whether Indian pupils attend schools for other races; if so, (a) for which races, (b) which schools and (c) what is the percentage of Indian pupils at each school;
- (4) whether such pupils are taught by Indian teachers; if not, what is the race of their teachers.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 21 627 according to the 1970 census. The present projected figure is 25 325.
(b) Approximately 6 330.
- (2) (a) None.
(b) 3 in 1977.
- (3) and (4) In places where there are no Indian schools in the Cape Province Indian children attend schools under the control of the Administration of Coloured Affairs. The required information is therefore unfortunately not available in my Department of Indian Affairs.

Standard 5 Q cols 469-470 23/2/77

Riots: Schools/pupils

483 Mr. G. W. MILLS asked the Minister of Bantu Education:

50

- (1) Whether alternative school accommodation has been provided for pupils of schools damaged or destroyed since 16 June 1976; if so,
- (2) whether any pupils could not be accommodated at the commencement of the 1977 school year; if so, how many;
- (3) (a) what steps are being taken to rectify the position and (b) by what date is it anticipated that all pupils will be accommodated;
- (4) whether available school accommodation is being occupied by pupils in (a) riot-affected areas and (b) unaffected areas; if not, what is the percentage absenteeism in the schools in each category.

The MINISTER OF BANTU EDUCATION:

- (1) Yes.
- (2) No.
- (3) (a) and (b) Fall away.
- (4) (a) Yes.
(b) Yes.

50

No statement yet on Tvl schools ^{23/2/72}

Staff Reporter

ALTHOUGH there has been an agreement to freeze the admission of Blacks to Roman Catholic Schools in the Cape, there has been no further action against racially mixed schools in the Transvaal.

The Cape Town decision came after a meeting between a delegation led by the Archbishop of Cape Town, Owen Cardinal McCann and the Cape Administrator, Dr L. A. P. A. Munnik.

On Monday a similar meeting took place in the Transvaal between the Administrator, Mr Sybrand van Niekerk and a Catholic delegation. No statement was issued because the Church was to ask Dr

Koornhof, Minister of National Education, to amend the constitution to allow White schools to admit Blacks.

A week ago Mr Van Niekerk said he would be reasonable about the situation and would give the Catholic Church time.

Four Catholic schools in the Transvaal have received warning letters about transgressing the law. Only two have replied.

A reliable source told the Rand Daily Mail yesterday that no further action had been taken against these schools and it was unlikely that further action would be taken provided the Church negotiated with Dr Koornhof reasonably soon.

Standard 5 Q cols 492 25/2/77

Expenditure on Coloured education

252. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

50

What was the total expenditure from the Revenue Account on the education of (a) Coloured persons in the Republic and (b) Coloured, Rehoboth and Nama persons in South West Africa by (i) his Department, (ii) the Administration of Coloured Affairs on behalf of the Coloured Persons Representative Council and (iii) other State Departments during the financial years 1974-'75 and 1975-'76, respectively.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

	1974-'75	1975-'76
(a) (i)	R8 818 000	R11 228 000
(ii)	R77 953 166	R89 632 035
(b) (i)	R3 372 000	R4 170 000
(ii)	Nil	Nil

(a) (iii) and

(b) (iii) The information is not readily available as separate records in this respect are not kept by the Department of Public Works.

Schooling change

CAPE TOWN — A draft ordinance to amend the education ordinance on compulsory attendance at private schools was read for the first time in the Cape Provincial Council yesterday.

The amendment will "legalise the position and compel white pupils who are subject to compulsory school attendance, to attend either a school maintained or aided by the administration or a registered private white school", the memorandum said.

The matter is being treated as urgent.

In Johannesburg parents of pupils at St Catherine's Catholic Convent at Florida have indicated they will support a decision by the school that the doors be opened to black children.

The mixed schools issue was discussed at a meeting at the school and agreed upon admitting blacks.

It is believed a decision was taken that a petition concerning the matter be sent with the Catholic Church delegation to Dr Koornhof, the Minister for National Education. —
HDC.

larger schools.
 Some of these duties are probably assumed by the headmaster in the
 'Plasskool word ingewy.'
 'Plasskool in die O.V.S.' and 'Ibid', March 1959, pp.99-100; 'Nuwe
 this regard: Bantu Educational Journal, October 1958, p.386 :
 farmers, workers on his farm, or other people in the area. (See in
 school, he may well receive help in cash or kind from neighbouring

14/247
 50

THE UNIVERSITY OF 'WEEKEND WORLD' *FIN MAIL 25/2/77*

Ex Africa semper aliquid novi wrote Pliny nearly 2000 years ago. And what more new and exciting than the imaginative education project which begins next month in *Weekend World* (circulation: 205 787). Called People's College, it will provide quality education for Africans at low cost.

Starting on March 6, *Weekend World* will publish a 24-page national tabloid educational supplement each week, aimed at both schoolchildren and adults in Soweto and other Black townships. Written by a specially-trained team on the Sached (SA Committee for Higher Education) Newspaper Project, the supplements will comprise:

- Practical adult education material — courses on subjects like motor repairs, health care, worker education, coping with inflation, and how parents can help prepare their children for school.
- Supplementary material for pupils studying for junior certificate (JC) or matric, to help them overcome problems like the crippling shortage of properly-trained teachers. Supplementary courses will include JC and matric English, geography, biology, and JC accountancy, while a full JC maths course will be offered;
- Courses outside the normal school syllabus: English, typing, accountancy, money management and household budgeting, and SA economic development, and (later) office management.

The ingenious idea of avoiding costly text-books by using a newspaper with an established nation-wide circulation — *Weekend World* has a readership of 1,3m — was first tried out last year when Soweto's education system dissolved into chaos. The Sached Trust, which also runs a teacher upgrading project in Bophutha-Tswana, and Turret (formerly Britzius) Correspondence College, raised money for, and then put out, a four-page daily supplement in *The World* for five weeks in July and August to assist JC and matric pupils whose schools had been closed.

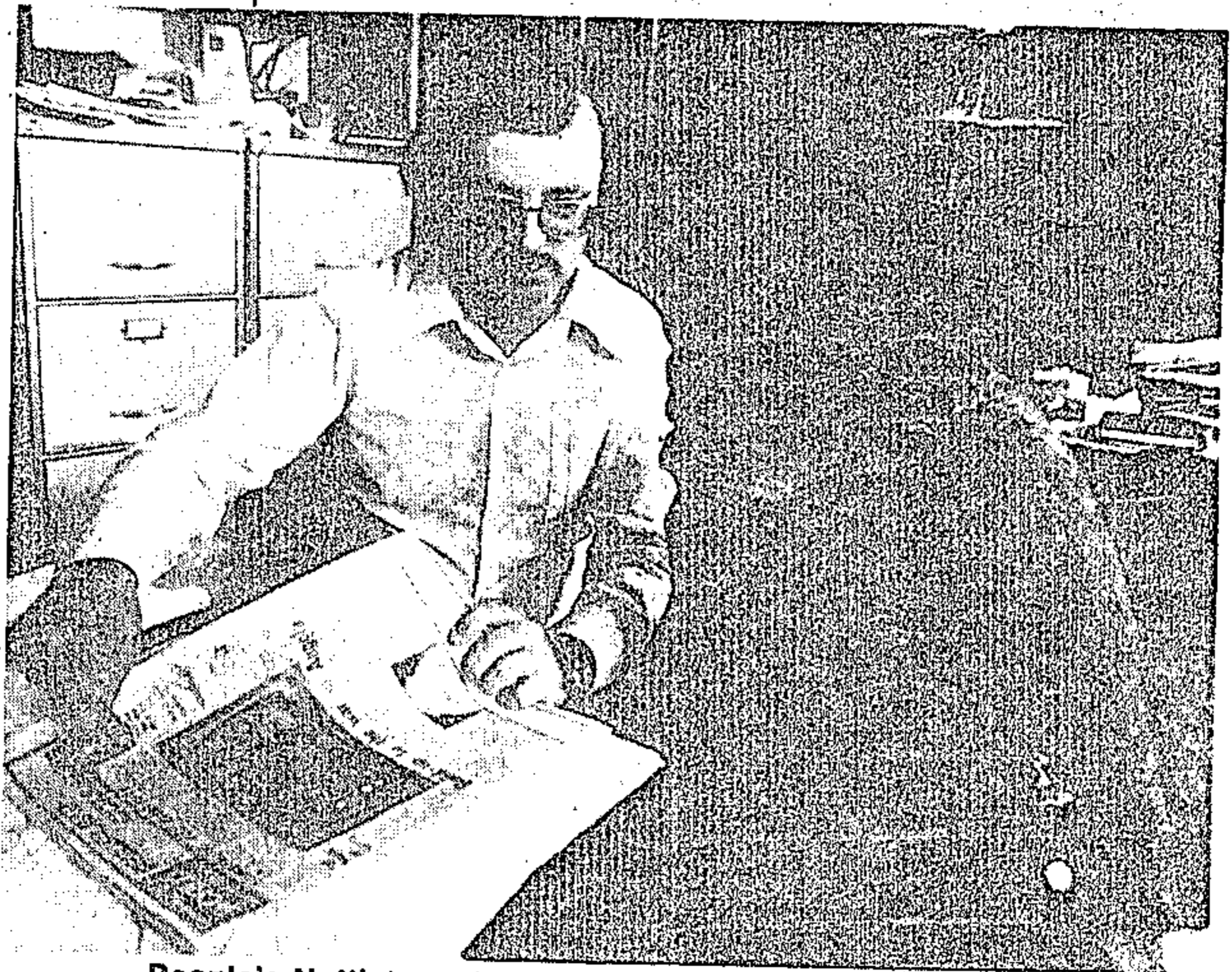
Says Sached Newspaper Project director Clive Nettleton: "Operation Catch-Up, as the supplement became known, was highly successful, attracting a wide readership and a very

favourable response from students."

People's College's budget for 1977 is R650 000. Eight companies (Barclays, Rembrandt, Toyota, SA Breweries, Barlows, Shell, Sales House and Anglo American) have each put up R20 000, while *Weekend World's* own contribution (including absorbing some of the newsprint costs) will work out at about R60 000. The balance has been raised by Sached itself from organisations like World University

"study centres" and thus provide greater motivation and a means of overcoming any difficulties which may arise with their work."

He says that People's College is a "totally new approach to large-scale mass education. Black education is in a very bad way, but to put it on a par with White education would cost in the region of R3 000m — excluding capital costs. This is impossible at the moment, so an alternative high-quality



People's Nettleton with regional organiser Maanda Negota . . . new ideas on education

Service and Misereor, a development arm of the Catholic Church.

Half the money will go on newsprint and printing (*Weekend World* staff will do the sub-editing free of charge), while the other half will fund Sached's 14-man staff.

Clive Nettleton makes the point, however, that "pure" correspondence education is inadequate. "So in addition to our head office in Johannesburg we are setting up regional organisers in Natal, the Northern Transvaal, and the Vaal Triangle (and hopefully later the Eastern Cape) to help students establish "learning groups" at local

but low-cost approach is required. Under our plan, we estimate the annual cost per person at R120, assuming we can involve 5 000 in learning groups. If we can involve double that number in the first year, as we hope to do, the cost per head will be less.

"If the project succeeds it will establish a significant alternative means of acquiring relevant knowledge and skills for large numbers of people at low cost. And that is one of the major problems which needs to be solved in education in this country."

Best of luck!

53

Cape may have school solution

CAPE TOWN — Dr L A P A Munnik, Administrator of the Cape, said in the Provincial Council yesterday he believed there would soon be a solution to the problem of black pupils at private white schools that would be acceptable to both the province and the churches.

He denied that the province had sought a confrontation on the issue.

Dr Munnik revealed that a committee of educationists from the province and from the Anglican Church will soon meet to discuss educational problems that could arise in a mixed school.

FLEXIBLE

The situation at present is that the Anglican Church schools will not admit any black pupils and the position in the Roman Catholic schools is frozen.

Dr Munnik said he had to administer the province according to the law but the province would be flexible in the way this was done.

Dr Munnik said the pre-

sent situation had arisen as a result of a resolution taken by the Catholic Bishops' conference about a year ago in which they decided on a policy of integrated schools.

Recently they had decided to approach the Government to discuss "open" schools.

Dr Munnik said that during the controversy it had felt as if he was being ground between millstones. His greatest concern was for children who were also trapped between millstones. — Sapa.

Education for ^{STM 50} blacks ^{1/3/77}

Principals of South Africa's black high schools more than 1800 of them — are being alerted to the imminent launch of one of the most ambitious educational projects ever attempted in this country.

Letters have been sent to each of them telling of the start of People's College, a 24-page educational newspaper, published for the first time next Sunday.

To be published weekly, it aims at bringing education to every literate black man, woman and child in the country.

More than R500 000 has gone into the project, which is backed by nine leading South African companies in association with the South African Council for Higher Education (SACHED).

The educational supplement will be distributed free each week with Weekend World, South Africa's biggest newspaper for blacks.

It should be a boon to both students and their teachers as People's College will be publishing special educational articles linked to the curriculum of the schools.

89

50

School fighting to keep two Indians

STAR

11/31/77

51

Woodmead School, a private secular school north-west of Johannesburg, has admitted two Indian pupils.

the two — a boy and a girl in Standard 6—was taken in line with a decision made last year by the school's governing body.

the Transvaal, Mr S G J van Niekerk, has sent an ultimatum to the school to dismiss the pupils or face de-registration.

The decision to admit

The Administrator of

The governing body has taken legal advice on the issue, and will meet on Thursday night to discuss further steps.

The vice headmaster, Mr R Petty, said the school had been given two weeks, expiring on March 3, to indicate its attitude to the Administrator.

He said the school had written a letter to the Administrator and asked for more time.

Mr Petty said this year was the first year Woodmead had accepted Indian pupils.

WE'RE HAPPY

Woodmead was happy to accept black pupils too, said Mr Petty. Each application was treated on its merits.

The school had taken legal advice and its attorneys felt confident in terms of existing legislation — the Indian Education Act and the Group Areas Act — that Indians could be accepted at private white schools.

Woodmead is a member of the Association of Private Schools in the Transvaal of which Roman Catholic schools are members.

The association has taken legal advice on the question of opening all its member schools to all races.

Hansard 6 Q cols 525-526 2/3/77

Black pupils: Final primary school examinations

50

154. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (1) How many Black pupils (a) wrote and (b) passed the final primary school examination at the end of 1976;
- (2) how many of those who passed qualified to proceed to secondary schools.

The MINISTER OF BANTU EDUCATION:

- (1) (a) 212 626.
(b) 148 326.
- (2) 148 326.

Night schools/adult education centres

470. Mr. L. F. WOOD asked the Minister of Bantu Education:

- (1) Whether existing night schools are to be extended; if so, (a) which night schools and (b) in what manner;
- (2) (a) how many adult education centres (i) have been established and (ii) are planned to come into operation during 1977, (b) where are they situated or to be sited and (c) what is the expected capacity of each;
- (3) whether White teachers will be permitted to teach at these centres.

50

The MINISTER OF BANTU EDUCATION:

(1)(a) and (b) Existing night schools in Black residential areas are accommodated in day schools. These schools fall under the control of school boards, and are extended according to the demand. It is not possible to indicate at which individual night schools extensions will take place.

(2) The requested information in respect of Government centres is as follows:

(a) (b)

(i) 8 Cape Town
Port Elizabeth
Grahamstown

Durban
Pietermaritzburg
Bloemfontein
Pretoria
Boksburg

(ii) 12 Soweto (4)
Witwatersrand area (3)
Welkom
Potchefstroom
Klerksdorp
Kroonstad
Witrivier

(c) Approximately 200 to 800.

(3) Yes, White teachers may be appointed at Government centres.

SO

Council and

STAR 3/3/77

Groups to help education paper

A network of study groups throughout the country is being planned to help bring education to South Africa's blacks.

This is part of the massive black educational scheme to be launched this weekend with the publication of People's College, a 24-page educational newspaper.

It is being produced by educational experts from the South African Council of Higher Education, backed by nine leading South African companies, at a cost of more than R500 000.

To ensure the widest distribution, People's College will be published free each week from next Sunday with Weekend World, South Africa's biggest newspaper for blacks.

Project director Clive Nettleton appreciates that correspondence course material such as People's College will publish is not enough.

"So we are setting up

regional organisers in the Transvaal, Natal and other areas to help those who study through People's College to establish study groups."

L
sl.
on

50

Grants to Blacks ⁵⁰ for further ^{ANN 3/3/77} study

Staff Reporter

BLACK South Africans, especially those with leadership qualities, have been invited to apply for grants to advance their professional and business education and training either in South Africa or abroad.

The grants are being offered by the Careers Development Project under the auspices of the United States - South Africa Leader Exchange

Programme (Ussalep).

The purpose of the project is to provide short-term individual grants for up to one year for internships, or special training for men and women of ability to fill jobs now open in their respective fields. It also provides for post-graduate study.

Applicants should write to Careers Development Project, PO Box 61352, Marshalltown, Johannesburg 2107.

50

Few turn up for exams

EAST LONDON — Many private candidates who should be writing Senior Certificate supplementary examinations under the Department of Bantu Education, here and at Mdantsane, have not turned up for examinations.

A spokesman for one of the examination centres at Mdantsane said they had established many candidates had not received time tables about the examinations from the Department of Bantu Education.

The first papers were written on Monday and only a handful turned out for the examination.

Some candidates who had learnt from local sources when the examinations were starting, called at the centre and were allowed to write but the invigilators are not sure whether their scripts will be acceptable to the examiners because they have used their names and not examination numbers as required by the department.

The spokesman said examinations would be continuing next week and candidates would still have room at Mzomhle High School for the examinations, depending on whether they had arranged to write the examinations there.

The under-secretary for the examinations branch of the Department of Bantu Education could not be contacted for comment yesterday. — DDR

50

School-leaving examinations

481 Mr. G. W. MILLS asked the Minister of Statistics:

(1) What was the number of (a)(i) Asiatic, (ii) Coloured and (iii) Bantu pupils who wrote the school-leaving examinations in each year from 1972 to 1975 and (b) White pupils who wrote the school-leaving examinations in each year from 1972 to 1976;

(2) what was the per capita expenditure on (a)(i) Asian, (ii) Coloured and (iii) Bantu pupils for each year from 1972 to 1975 and (b) White pupils for each year from 1972 to 1976.

The MINISTER OF STATISTICS:

(1) The numbers given below include pupils who wrote the university entrance examination.

(a)	(i)	1972	.....	5 172
		1973	.....	4 968
		1974	.....	5 590
		1975	.....	not available
	(ii)	1972	.....	2 530
		1973	.....	4 073
		1974	.....	3 972
		1975	.....	4 046
	(iii)	1972	.....	4 810
		1973	.....	5 684
		1974	.....	7 358
		1975	.....	10 330
(b)		1972	.....	47 289
		1973	.....	47 549
		1974	.....	52 516
		1975	.....	49 413

(2) Calendar years

		1972	1973	1974	1975
(a)	(i)	157	164	193	230
	(ii)	117	129	157	177
	(iii)	23	27	35	41
(b)		458	497	562	621

The information for the calendar year 1976 is not yet available.

Plea for better education

JD 9/8/77

CAPE TOWN — The parliamentary opposition yesterday emphasised the need to narrow the gap of expenditure — which has been steadily widening — between white and black education.

The quality of education should be improved and expanded for all races, speakers said.

They were commenting on the latest figures released in Parliament by the Minister of Statistics, Dr S. van der Merwe.

They revealed a wide discrepancy in the per capita expenditure on the various race groups. Figures for 1975 showed that the amount for black children was R41, for Coloureds R177, for Asiatics R230 and for whites R621.

Dr Van der Merwe, in reply to questions asked by Mr G. W. Mills (UP, Pietermaritzburg North), gave a list of figures over a four-year period from 1972 to 1975. Certain figures were not available for 1975, but the 1974 figures showed that there were 5 590 Asiatics, 3 927 Coloureds, 7 358 blacks,

and 52 516 whites who wrote the school-leaving examinations.

Figures for all groups had risen steadily. In the case of the Coloureds and blacks numbers doubled between 1972 and 1975. In 1972 there were 2 530 Coloureds and 4 810 blacks who wrote the examinations, compared to 4 046 and 10 330 in 1975. Whites and Coloureds had remained more or less static over the same period.

Mr Andrew Pyper (UP, Durban Central) said that as far as the per capita expenditure on each group was concerned "one feels ashamed to read these figures . . . in real terms over the four years the Africans have benefitted by R18 per pupil and the whites by R163, which means the gap is not being narrowed.

"It is a wonder that we still get such a good return from our putrid investment in education. There is an urgency to work towards a more equitable spread among the various races," he said. — PC.

BRUN
S. 28

US leaders
Cape Times
praise 17/3/77



McCann
in letter

Cardinal McCann

Staff Reporter

FORTY-TWO United States congressmen have signed a letter to Cardinal Owen McCann, Roman Catholic Archbishop of Cape Town, praising his stand on integrated Roman Catholic schools.

According to the United States Information Service the letter reads: "The unilateral integration of the Church's schools in the Cape Province, the defiance of the South African Government's reprehensible policy of apartheid . . . have demonstrated to the world the Catholic Church's resolve to advance the equality and freedom of all people in South Africa.

"Your courage . . . lends strength to the commitment of all of us who share your concern for human rights.

"We praise you and urge you to maintain the integrity of your determination to foster the human rights of the people of South Africa."

Among the signatories, both Democrat and Republican, were congressmen Charles Diggs, Andrew Maguire, a member of the House Committee on Interstate and Foreign Commerce who drafted the letter, and Peter Rodino, chairman of the House Judiciary Committee, who presided over ex-President Nixon's impeachment hearings.

A spokesman for the Cardinal said yesterday he had not yet received the letter.

[Handwritten scribbles]
50

1. The increase in price tends to fall as
 2. The increase in price tends to fall as
 3. At higher prices supply tends to fall as
 4. People feel poorer supply tends to fall as
 5. Demand has to fall to restore equilibrium after a price rise.

What is the average pupil/teacher ratio in Coloured (a) high and (b) primary schools in the Republic at present.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

The figures are not available at this stage, but for 1976 were:

- (a) 25:1.
- (b) 31:1.

One reason why the price rises is
 Both A and B are correct but
 Neither A nor B is correct but
 A is correct but B is correct
 B is correct but A is correct
 A is correct because B is correct because
 The supply curve is elastic in the short run
 The cobweb model determines quantity
 Consider the following
 Cause the price of maize to rise.
 Cause farmers' incomes to fall.
 Cause farmers' incomes to rise.
 Lead to a reduction in the supply of wheat.
 None of the above.

Assume that the supply of maize is perfectly elastic. A decrease (shift to the left) in demand will

- 1. Make more money than they would otherwise have done.
- 2. Make less money than they would otherwise have done.
- 3. Plant different crops next year.
- 4. Demand a higher price per cabbage.
- 5. None of the above.

If the price elasticity of demand for cabbage is 1.3, would a rise in output due to favourable weather conditions cause farmers to

- 1. A fall in the demand for saucers.
- 2. A fall in the demand for cups.
- 3. A rise in demand for cups of more than 10%.
- 4. A rise in demand for saucers of less than 10%.
- 5. A fall in demand for both cups and saucers.

Income rises by 10%. Suppose the demand for cups is income inelastic. One would expect

- 1. An inelastic supply curve.
- 2. A negative cross elasticity of demand.
- 3. A positive income elasticity of demand.
- 4. An elasticity of demand of less than one.
- 5. None of the above.

We define an inferior good as one with

18/3/77

self-financing.
self-financing.
self-financing.
ar.
make prices paid

Schools in Marianhill/Newlands East

508 Mr. L. F. WOOD asked the Minister of Coloured, Rehoboth and Nama Relations:

When will the first (a) pre-primary, (b) primary and (c) secondary schools become operative in (i) Marianhill and (ii) Newlands East.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

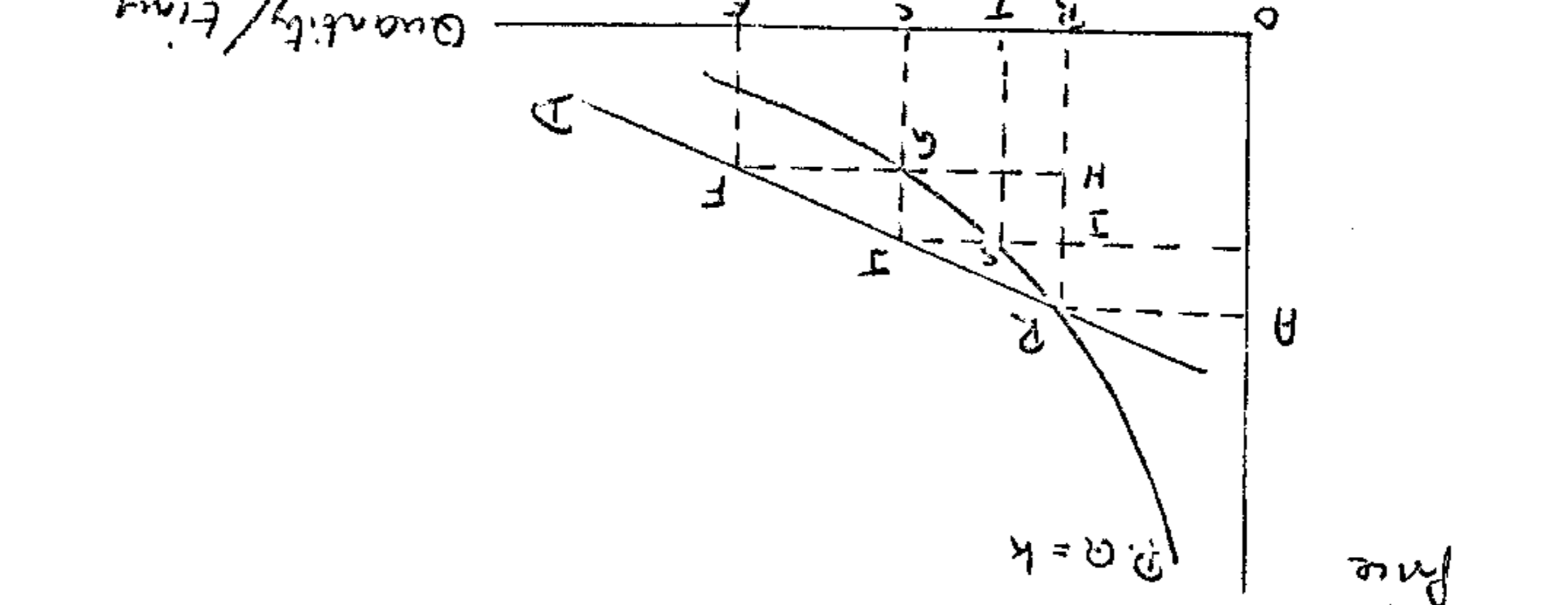
- (a) No pre-primary schools are being planned or built by the Administration of Coloured Affairs.
- (b) (i) According to planning on 1 April 1978.
- (ii) According to planning on 1 August 1978.
- (c) (i) According to planning on 1 October 1978.
- (ii) According to planning on 1 August 1978.

that over a
O/E
ar hyperbole
tabilitation
expected
ast surpluses.
incomes.
self-financing.
self-financing.
self-financing.
surpluses were
ten year period

If in a certain year there was particularly good weather and output was OC rather than the expected level OB then, in order to stabilise farmers' incomes of K the government would have

Suppose the government aims to stabilise incomes at a value = K.

DD is the demand schedule for some agricultural good. PQ = K is a rectangular hyperbole of unit elasticity.



38. Consider the following diagram :

- 1. The government sch
- 2. The government wou
- 3. The government's
- 4. The scheme whist
- 5. None of the above.

Given the diagram show ten year period, if it

- 1. Sell JI wheat.
- 2. Sell LM = EC wheat.
- 3. Buy LM = EC wheat.
- 4. Buy GF = CB wheat.
- 5. Sell GF = CB wheat.

OB, would require the

In the diagram below

- 3. The government wou
- 4. It is theoretical
- 5. None of the above

The government's s

if it started with no

- 1. Buy up HG = BC wheat.
- 2. Buy up JS = TC wheat.
- 3. Sell GF = CE wheat.
- 4. Sell JS = TC wheat.
- 5. Sell BC wheat.

to

value = K.

Suppose the government aims to stabilise incomes at a

PQ = K is a rectangular hyperbole of unit elasticity.

DD is the demand schedule for some agricultural good.

if it started with no

In the diagram below

OB, would require the

- 1. Sell JI wheat.
- 2. Sell LM = EC wheat.
- 3. Buy LM = EC wheat.
- 4. Buy GF = CB wheat.
- 5. Sell GF = CB wheat.

Given the diagram show ten year period, if it

41.

40.

39.

38.

570

61.7 pc of
ARGUS 18/3/77
Blacks

pass exams

THE inspector of schools in Cape Town's Black townships complex, Mr M. J. Mitchell, announced today that 61.7 percent of the pupils who wrote their special examinations following a crash study course from January 5, had passed.

Mr Mitchell said 103 obtained first class passes and 894 got ordinary passes. In the Standard 6 examination there were 57 first class passes and 653 ordinary passes. Altogether 928 wrote, he said.

Mr Mitchell said he was very happy with the results. The pupils did well in spite of the long break they had during the boycott of schools.

Earlier this week when teachers announced the results to the pupils. There was excitement in schools and township homes.

Many parents had lost hope of their children returning to school. They said they had watched their children return to their desks on January 5 to complete last year's disrupted syllabuses with cautious optimism.

21/3/77

MONDAY, 21 MARCH 1977

50

† Indicates translated version.

For written reply:

Schools in Mariannahill/Newlands areas

31. Senator L. E. D. WINCHESTER asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) Whether any schools for Coloured children have been built in the Mariannahill and Newlands areas of Durban; if so, what schools; if not,
- (2) which schools do the children in these areas attend at present;
- (3) whether the fares of these pupils are subsidized; if so, (a) in respect of what distance and (b) what is the anticipated total subsidy per annum.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

- (1) No.
- (2) Rippon Road Primary School.
Umbilo Road Senior Secondary School.
Epsom Road Primary School.
St. Augustines Primary School.
Spearman Road Primary School.
Charles Hugo Primary School.
Bechet Senior Secondary School.
Sydenham Primary School.
- (3) No, but the pupils from Mariannahill and P.netown are transported daily to and from school by a contractor at the cost of the Administration of Coloured Affairs. There are at present no pupils from the Newlands area.

(a) Approximately 35 kilometers.

(b) R112 000 per annum for the cost of the transport service.

Senate Hansard 6 Q vol 46

21/3/77

(50)

Sparks Estate schools

32. Senator L. E. D. WINCHESTER asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) What is the maximum number of pupils who can be accommodated in the Sparks Estate schools and (b) how many pupils are attending these schools at present.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

(a) 3 725.

(b) 3 486.

50

Coloured schools: Additional classrooms

561 Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) Whether any additional classrooms for Coloured schools were built since 1 April 1976; if so, how many for (a) primary and (b) secondary schools;
- (2) how many (a) secondary and (b) primary school pupils (i) attended double-session classes in 1976 and (ii) attend such classes in 1977.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

- (1) Yes.
 - (a) 91 at existing schools and 467 at new schools.
 - (b) 24 at existing schools and 204 at new schools.
- (2) (a) (i) None.
 - (ii) 247.
- (b) (i) 73 929.
 - (ii) 79 515.

- 1. Increase world trade
- 2. Decrease the price of amount of the tariff
- 3. Lower the price in t
- 4. Increase output by p
- 5. Both 1. and 3. above

In a simple two country the effect of removing a

- 1. Lower the price of st
- 2. Raise the income of
- 3. Have no effect on stl
- 4. Lower the incomes of
- 5. Both 1. and 4. above

- 1. (a) and (b) only.
- 2. (b) only.
- 3. (c) only.
- 4. (d) only.
- 5. None of them.

- (a) Zero
- (b) Greater than zero but less than 100
- (c) One
- (d) Greater

"If the railways are making a loss on passenger traffic they should lower their fares". The suggested remedy would only work if the demand for rail travel has a price elasticity of

- 1. A is correct because B is correct.
- 2. Both A and B are correct but there is no causal relation.
- 3. A and B are both incorrect.
- 4. B is correct because A is correct.
- 5. None of the above.

(A) The prices of agricultural products tend to fluctuate less than the prices of manufactured goods.
 (B) The demand for agricultural goods tends to have a lower price elasticity than the demand for manufactured goods.

- 1. The analysis in the quotation is correct.
- 2. The quotation confuses shifts in curves with movements along the curve.
- 3. The quotation is free of logical error but does not describe the way prices behave in actual competitive markets.
- 4. The quotation would be correct if "excess supply" were substituted for "excess demand".
- 5. None of the above.

Drop-out rate dropping 50 23/3/71

CAPE TOWN — The substantial drop-out rate at black schools in early classes is decreasing and new measures should make the dropout in lower primary schools minimal, according to the department of Bantu Education.

Among the measures introduced is a written undertaking by parents enrolling in Sub A will be required to keep their children at school "for at least four years."

In its annual report the department says: "When statistics of previous years are compared with the most recent figures it is clear the tendency of early drop-out has decreased which means that many more pupils continue their schooling after Std 2.

"Likewise there has

been a considerable increase in the number of pupils gaining admission to Form 1.

"The drop-out in the lower primary school should become minimal once the new measures to be introduced in January 1977 come into operation," the report says.

The high drop-out at black schools has been strongly criticised in the past by black leaders and educationalists.

Nevertheless in 1976, according to the department's own figures, there were a total of 666 735 pupils in Sub A, 372 694 in Std 2, 214 454 in Form 1 and only 8 975 in Form 5.

These figures do not include school enrolment in

Transkei.

Altogether there were 3 319 520 black pupils during 1976, which means that 20,62 per cent of the population were at school.

But 20,08 per cent of these pupils were in Sub A, and 62,13 per cent in the first four standards of schooling.

The department's figures show only 6,46 per cent were in the first year of secondary school and 0,27 per cent in Form 5 when matriculation exams were written.

The report also says that in most regions "instruction in mathematics, social studies, general science and the two official languages is not as yet quite up to standard." — PC.

Senate Hansard 6 Q. Col. 49-50

23/3/77

For written reply:

Coloured schools in Zululand

57. Senator A. BOZAS asked the Minister of Coloured, Rehoboth and Nama Relations:

Whether additional classrooms are to be provided at Coloured schools in Zululand; if so, (a) at which schools and (b) when.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been

delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

Yes.

- (a) Sunnydale Senior Secondary School and Mangete Primary School.
- (b) Although the need for additional accommodation at the Sunnydale Senior Secondary School at Eshowe and the Mangete Primary School at Mandini has already been identified no building services could as yet be included in the building programme. The erection of demountable classrooms at both schools is at present being investigated.

50

Compulsory education for blacks outlined

B/B/T/D

CAPE TOWN — The Government has given details of the progress being made towards the introduction of both free and compulsory education for blacks.

In the Department of Bantu Education's annual report, released in Parliament yesterday, it was disclosed pupils in various grades would receive textbooks, that teacher training was being expanded and that the first steps were being taken towards compulsory education.

The department said the Minister of Bantu

Education, Mr M. C. Botha, had announced the first steps towards compulsory education, although the department had been busy with preparatory steps for the move for a number of years.

The undertaking by parents to keep their children at school for at least four years was one of the steps for compulsory education.

During 1977, free class readers would be supplied to primary schools from Sub A to Std 5, all pupils in forms 3, 4, 5, would

receive textbooks, pupils in Form 1 and 2 would receive 75 per cent of the textbooks, and pupils in Stds 3 to 5 would receive 50 per cent.

The department said all textbooks for mathematics in Std 1 were to be issued to the pupils this year.

Additional teaching training facilities were being erected every year to accommodate a further 1 500 student teachers.

At present, 15 000 teachers were being trained which was more than double the total of 7 000

who were being trained in 1972.

The planning for the building of six new training schools had reached an advanced stage, while the department was giving financial aid to teachers who wished to advance their education through the University of South Africa or through private studies.

An in-service training centre at Amelodi near Pretoria had conducted 54 courses attended by 1 414 teachers and inspectors in 1976. — PC.

Senate Standard C Q no 46

21/3/77

50

Sydenham/Villa Road areas: Schools

(33. Senator L. E. D. WINCHESTER asked the Minister of Coloured, Rehoboth and Nama Relations:

To which schools will pupils from the Sydenham and Villa Road areas be sent when dwellings in these areas are occupied.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

Pupils from Sydenham and Villa Road areas will attend schools in Sparks Estate where the necessary school facilities will be provided.

7.

White school teachers/Coloured pupils

The MINISTER OF COLOURED, RELATIONS AND NAMA RELATIONS replied to Question *15, by Mr. W. H. D. Deacon:

...tivity of ... placing a

... finds it fitting to discharge a person we should suggest it and action will be taken."

... relatively would be

Question:

- (1) Whether any cases of misbehaviour of White school teachers with their Coloured pupils have come to his notice;
- (2) whether the Executive of the Coloured Persons Representative Council has

... effect on s ... ly high pr ... ly high pr ... revenue. ... l curve to

Previously the Executive could suspend, fine or suggest firing Coloured teachers but had no power over Whites—although complaints were received every second day about White state employees serving the Coloured Community, he said.

... the shoulders the shoulders

Mr. Leon also suggested that up to 10 per cent of Whites working in Coloured Affairs Administration should be fired to make way for Coloureds. "Why should a White enjoy special privileges at the expense of highly qualified Blacks?" Mr. Leon asked.

... .25 then the above the expecte

34. I made representations to him on the discharge of White school teachers in Coloured schools; if so, what was the nature of the representations;

... lem: ... hic

(3) whether he will make a statement on the matter.

... an ... far

Reply:

- (1) No.
- (2) No.

He condemned the policy of moving White employees of pensionable age from one state department to Coloured Administration. It was unfair to the Coloured people and depleted the Coloured budget."

... creased output.

No such cases are known to me nor have such cases been brought to my attention by the Executive of the Coloured Persons Representative Council.

35. I (3) Yes, on 14 March 1977 a report under the heading "Leon warns White teachers" appeared in the Rand Daily Mail as follows:

... ic ... ic ... en

"White teachers who sexually molest Coloured schoolgirls will not get away with it in future, Mr. Sonny Leon said yesterday.

In the light thereof I find the statement of Mr. Leon irresponsible and detrimental to healthy relations.

... s a dozen, then num price of

"In the past there have been several cases of White Male teachers grabbing and fondling Coloured girls on school property and the C.R.C. has been powerless to do anything. The whole thing has been squashed," he said.

... g

"The Minister of Coloured Relations, Mr. Hennie Smit, has now stated that if the C.R.C. Executive

What amazes me, in the circumstances, is that whilst certain newspapers and opposition questioners over a period of weeks have posed questions to me in respect of the position of the head of the Rand Training College in regard to certain utterances by him objected to (and that, immediately after he was withdrawn from service) with one exception nobody apparently was concerned about the damaging implications of Mr. Leon's challengeable statement.

... oint flats ect of rent square foot

- 1. Help alleviate the housing
- 2. Increase the rate of turno
- 3. Increase the chances of ne in Sea Point.
- 4. Make it more difficult for
- 5. All three possibilities

... t ... p ... m

I am of the opinion that the responsibility rests on everyone to build up sound relations and not to break them down.

... n. ... inding a flat flat.

Moreover I am unaware of White employees of pensionable age who have been transferred from one state department to the Administration of Coloured Affairs.

Officials of my Department allocated for service to the Administration of Coloured Affairs in no way whatsoever affect the budget of the latter as they are on the payroll of my Department.

37. In the following diagram ecc

- 1. EF per unit of land.
- 2. OABG
- 3. The amount ABCF
- 4. The triangle ECF
- 5. The rectangle ABCE

On the other hand I wish to state clearly that irrespective of how quickly the promotion of Coloured candidates in the service of the Administration (as appears from my reply to question No. 5 today) progresses, I am often asked by school principals during private discussions to continue to make White teachers available to them because of the lack of suitably qualified Coloured teachers.

Mr. H. E. J. VAN RENSBURG: Mr. Speaker, arising out of the hon. the Minister's reply, I should like to know from the hon. the Minister whether he has taken any steps to discuss this matter with Mr. Sonny Leon directly?

The MINISTER: Mr. Speaker, I issued a statement immediately at that time and said that if there were any cases about which Mr. Leon wanted to complain, my door was open to him. Up to now he has not made use of this.

Q

Blacks in RC schools: *Cape Times* 29/3/77 Action delayed

ACTION against white Roman Catholic private schools which had admitted black pupils in contravention of the law would be delayed subject to the schools not admitting any more such pupils this year or in early 1978, it was announced yesterday.

The announcement, from the Cape Town office of the Minister of National Education, Dr P G J Koornhof, said:

"On the afternoon of March 28 the Honourable Dr P G J Koornhof, Minister of National Education, accompanied by the Administrator of the Transvaal, Mr Sybrandt van Niekerk, and the Administrator of the Cape Province, Dr L A P A Munnik, as well as the Secretary for National Education, Dr J G van Wyk,

received a deputation from the Roman Catholic Church consisting of Archbishop J P Fitzgerald, OMI, president of the Southern African Catholic Bishops Conference, Owen Cardinal McCann, Archbishop of Cape Town, Archbishop D Hurley, from Durban and chairman of the Commission of Education of the Bishops Conference, Archbishop B F Daniel (Pretoria), Sister Marian, OP, Brother Jude (Marists) and Father A D Scholten, OP, secretary-general of the Bishops Conference.

"It was agreed that the matter of open schools would be referred to the Cabinet and action against schools in regard to children at present excluded by law would be delayed until the end of 1977, provided no further

Continued on page 2

Senate Hansard 7

Q cols 56-57

31/3/77

50

Marianhill/Sparks Estate: Schools

65. Senator L. E. D. WINCHESTER asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many school children are transported daily from Marianhill to schools in Durban;
- (2) whether any new schools are to be provided or any existing schools are to be extended in the Sparks Estate area; if so, (a) what schools in each case and (b) for how many pupils will provision be made;
- (3) when is it intended to provide schools in the Marianhill area.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

- (1) 406 school children are transported daily from Marianhill to schools in Durban.
- (2) Yes, new as well as extensions.
 - (a) Sparks Estate Senior Secondary School No. 2—New Building;
Sparks Estate Primary School No. 4—New Building;
Spearman Road Primary School—Extensions.
 - (b) 1 000 Secondary School pupils and 1 720 Primary School pupils.
- (3) One Primary School and one Secondary School in 1978 and 1979 respectively.

The size of the job: South Africa 1977-2000



The fate of being arrested on the threshold of growth, or being doomed to a premature death, awaits any society which lacks an internal capacity for innovation and initiative; and we may infer both from the evidence of Africa's history and from what we know today of African philosophies that at crucial points in the development of Africa the crippling limitations of mental rigidity took their toll.

— Arnold Toynbee in *A Study of History*.

Right now, some 1 900 "net" babies are added to SA's population every single day. "Net" means births less deaths. In one year SA's population increases by as much as Canada's does in five years. By 1990, the net increase will be about 3 000. At the turn of the century, almost 4 000.

Unless one of three things happens. Either living standards among blacks increase dramatically and so induce the rigorous, across-the-board adoption of effective birth control methods. Or other methods are used to encourage birth control. Or, as one computer model projects,

a decline in the resource base from the mid-Eighties retards capital investment growth to the extent that essential services are reduced, the material standard of living declines and the associated decline of the quality of life causes the death rate to increase sharply. Based on the last prognostications, authors Forsyth, Thorby and Hunt (writing in the November 1976 *SA Journal of Science*) project a total population of only 38m by 2002, with a black component of only 57%. All other projections put total population by 2000 at around 50m, with the total black component at about 92%



Van Wyk, Sadie, Riekert: Sacrifices will have to be made and creative new approaches are called for. But few seem to understand it's a new ballgame

(African 74%).

The first is unlikely, though we must try for it. But even if we succeed there'd still be a time lag of some 15 years. The second, combined with the first, our only long term survival chance. The third is a terrible possibility.

Every year 210 000 new work seekers enter the labour market. By 1980, a mere two-and-a-half years away, it will be 237 000, steadily increasing thereafter to reach 360 000 by the year 2000. Since most of these new work seekers have already been born, the only "unless" in this calculation is a catastrophe. This means that about 8.5m new jobs have to be created over the next 23 years, or 1 500 new jobs each working day.

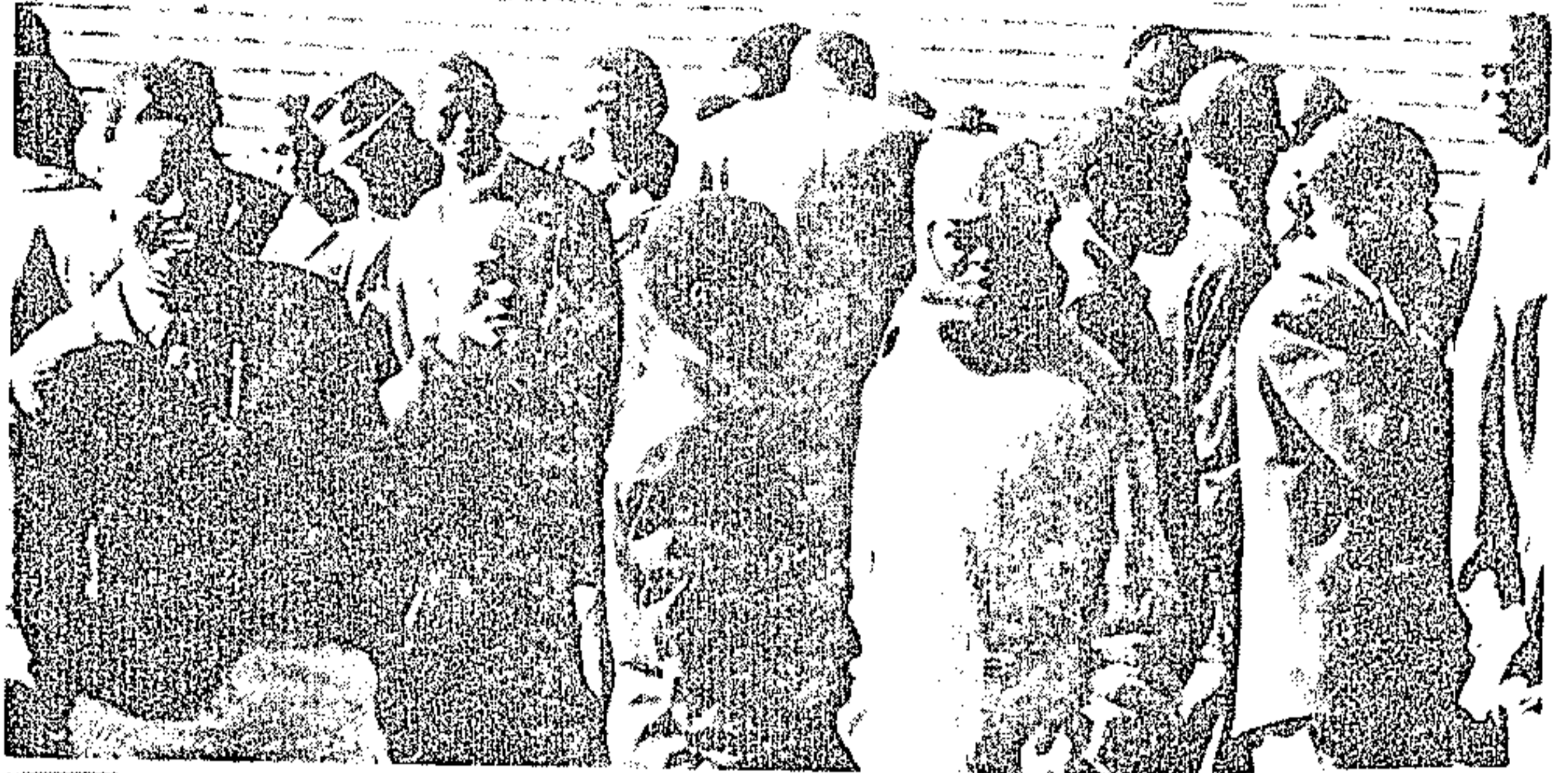
At the height of our economic growth — 6.5% in the Sixties — and when real wages were substantially lower, new job creation ran at about 900 a working day. Real economic growth between now and 2000 is unlikely to average more than 4%.

To reduce unemployment to 2.5%, the minimum consistent with a labour turnover of 30% and an average job search of one month (and assuming a long-term drop in the growth rate of labour supply from the present 2.7% to 2.5% a year) requires an annual increase in work opportunities of about 2.6% each year for the next 25 years. Since labour productivity (output per worker) is expected to increase by only 2.3% pa, real term economic growth will have to average 4.8%.

Besides unemployment (perhaps as high as 1m) we have widespread under-employment. Bureau for Economic Research director Prof Jan Sadie says it could be as high as 20%. If he is right, up to one fifth of the economically active population could still be laid off in a squeeze for higher productivity.

Depending on the technology involved, a new job costs between R1 000 and R10 000. The lower figure is for established industrial centres, the higher one for most decentralised areas. David Dewar of UCT's Department for Urban and Regional Planning cites an investment of R900m (R300m and R600m respectively from the public and private sectors) for the creation of 135 000 decentralised jobs over a 15-year period to 1974.

Consultant Andrew Spier has calculated a cost of R545 bn at 1977 prices to create 8.5m-plus jobs. He took into account education and pre-service training, recruitment, selection, placement and induction, remuneration including overheads, and investment in fixed assets. Spread over the next 25 years, the amount represents 47% of the cumulative GDP over the same period — assumed to grow at an average rate of 5%.



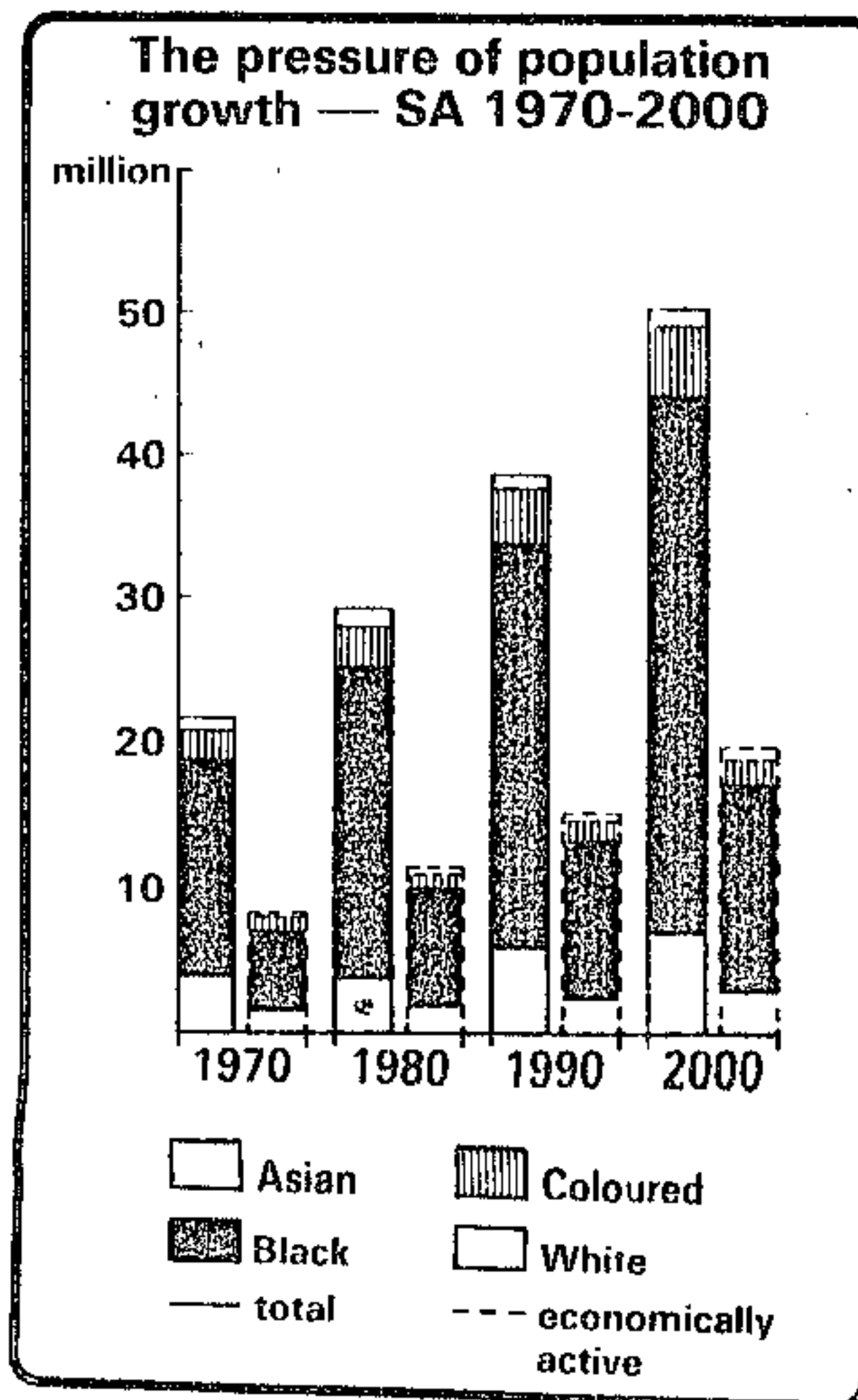
Will they get jobs?

SPECIAL REPORT: SA 2000

Presently, 4m black children are at school, a 400% increase since 1956. Since 1974, an average of four new schools for blacks were opened every single working day. If we wish to maintain enrolment percentage at present levels during the next 20 years, population growth means all facilities will have to be increased by 50%. Present enrolment levels, however, are meaningless as a yardstick for education needs, since few black children proceed beyond Std. 3, most leave after Std. 2.

The most pessimistic projections put the skills deficit at over 2m by 1980, the most optimistic at around 500 000. The lower figure assumes there has been rather more training of blacks over the past five years than is generally realised. That, however, doesn't diminish the crux of the educational problem. Nobody disputes that by 1980 there will be at least 300 000 vacancies in the professional, technical, managerial and administrative categories. In these no upsurge of black training has taken place.

To fill this high skills gap would need a five fold increase in the black university population immediately. Even if we had the facilities, there aren't anywhere near that number of matriculants. Only 80 000 blacks (Africans, coloureds and Asians) out of a total economically active population of 6,5m had matric in 1975; less than 60 000 had vocational diplomas



and less than 6 000 university degrees.

Clearly SA hasn't a moment to lose on the education front. In the meantime (1980-85), the economically inactive university trained reservoir among white

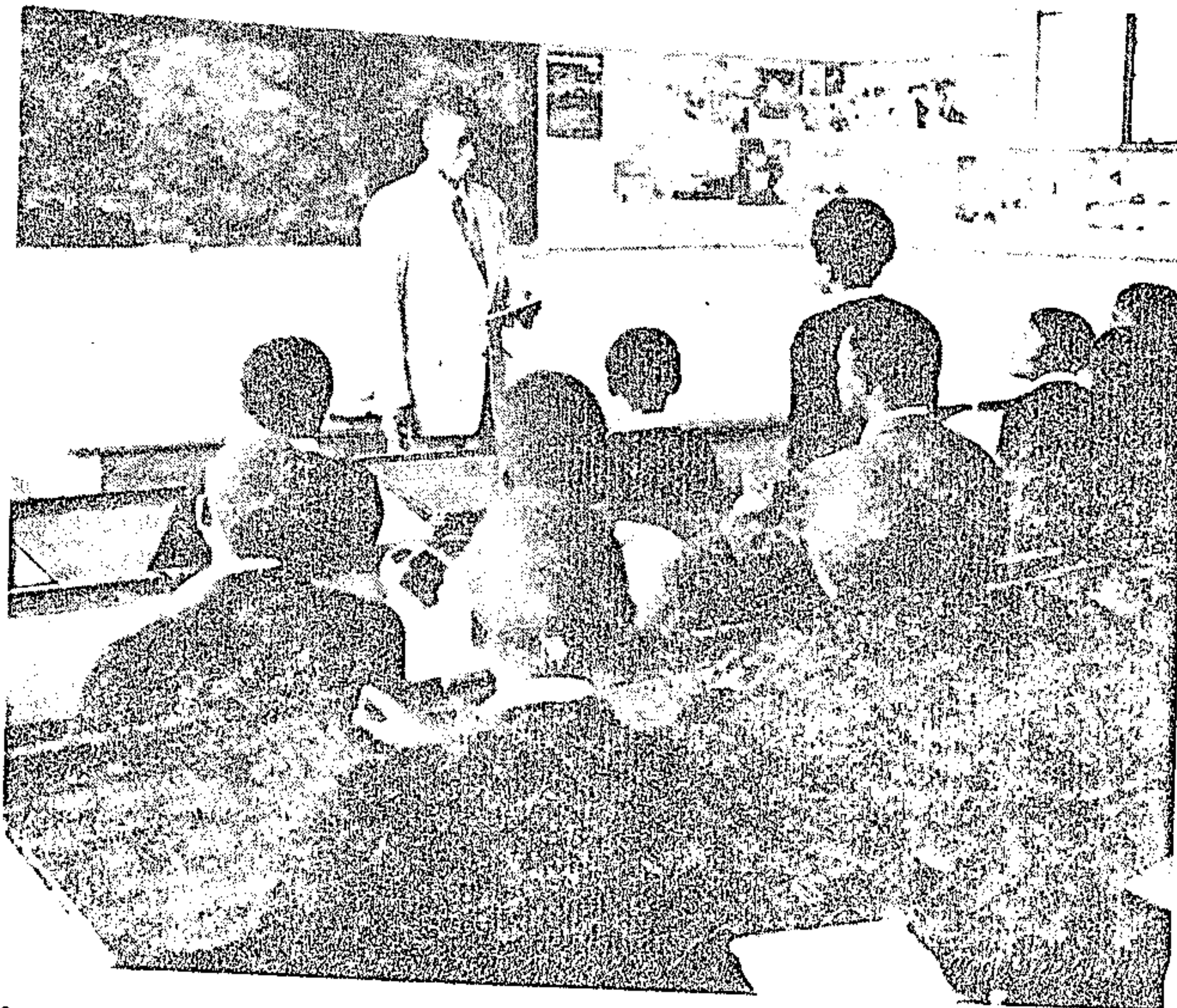
women may have to be drafted into the economy.

An example of the shortage of technical skills is to be found in the food industry. During the past 10 years only 61 food technologists qualified; the current dropout/failure rate for food scientists at universities is almost 50%, and at colleges almost 90%. Enrolment rates are dropping too. There are 2 000 food production companies in SA. An industry spokesman calls the situation "grim".

Why the backlog? Basically because SA has pegged its education budgets at developed country ratios (around 4% of GNP up to 1970) when it should have realised long ago that the 11% developing country ratio is the one required. The private sector, represented since 1963 on the PM's Economic Advisory Council, is as much to blame as government for having failed to drive this point home.

Since 1970 annual education budgets have increased steadily, by as much as 35% in any one year. The dilemma at this stage, as Nedsul chairman D. Frans Cronje points out, is that increase beyond that would probably go to waste "since we haven't got the manpower to spend it effectively at a faster rate."

For primary schools, the education burden in developing countries, relative to the productive age group 20-64, is 111% greater than in developed countries. It is 64% greater in the secondary



A devastating skills deficit of at least 500 000 already in the early Eighties. A massive education programme must be a top priority, says General Mining's de Villiers

viii) development projects :

A great deal could be said under this head about policies for re-constructing the South African economy to serve the whole population. A whole series of projects are possible to increase the welfare of the poor-urban housing, extension of education, agricultural development, promotion of conventional and village industry, expansion of the transport network etc; if these were planned with the employment problem in mind, techniques and linkages could be established to go a long way towards solving it.

Hansard 12 of 857 18/4/77

ix) socialisation of the economy :

50

In the Soviet Union, no enterprise is "allowed to declare any of its workers redundant. Once they are on the payroll, management has to find them something to do. Moreover, an enterprise may be obliged to take on workers who happen to be available in the neighbourhood, whether more

(Robinson and
Here is a fu
Since South
certain numb
no new depart
intervention

MONDAY, 18 APRIL 1977

† Indicates translated version.

For written reply:

Capital expenditure on schools for White pupils

331. Dr. F. VAN Z. SLABBERT asked the Minister of Statistics:

What was the capital expenditure during the financial year 1975-'76 on schools for White pupils in each province.

The MINISTER OF STATISTICS:

Provinces	Amount
Cape	R32,6 million
Transvaal	R28,5 million
O.F.S.	R7,3 million
Natal	R19,3 million
Total	R87,7 million

modern economics p.314).
problem of unemployment.
not to employ above a
to employ less involves
the purpose of this sort of
novel.

X. A NON-FINAL NOTE

It should be clear that employment in South Africa is based on estimates used and has on the unemployment achieved in the course of the decade. This trend is at least partly due to economic policies which effectively regard unemployment as a 'free variable'. Reducing unemployment is simply not accorded the weight given to fighting inflation and rectifying the balance of payments. From the point of view of South Africa's workers this is a situation which needs to be changed soon. Better studies and policies are urgently needed.

st work on the subject of un-
tainty surrounds some of the
nstrates the effect this
eater clarity will be
e. What has been reason-

/cont :

Of course if nationals cannot take up the jobs, reduction of immigration might actually reduce employment of nationals, certain enterprises becoming impossible without imported skills.

Secondly, reduction of the use of foreign mine labour (which is practicable, as opposed to an across-the-board attempt to deport all illegal immigrants) would also help to solve the South African unemployment problem, but only at the expense of increasing unemployment in neighbouring countries, at least in the short-run.

50

iv) ratio provisions :
Under the Industrial
ratio limitations of
reserve certain cat
Physical Planning A
nated areas may als
serve to reduce emp
employment problem.

Magazine "Time": Primary school educa-
tion for Black children

*5. Mr. C. W. EGLIN asked the Minister
of Information:

- (1) Whether an official of his Department, attached to the South African Embassy in Washington, supplied information on primary school education for Black children for purposes of a letter published in the issue of the magazine *Time* of 7 March 1977; if so, what was the text of the information supplied;
- (2) whether this information was factually correct; if not, what steps have been taken to rectify the matter.

Industrial councils may place
our, and the Minister may
acial groups. Under the
ican employment in desig-
ese provisions can only
ld help solve the un-

v) labour market imper
Table X11. taken fr
conducted by the Dep
in all sectors of th

*The MINISTER OF INFORMATION:

The hon. member has written a letter
directly and personally to an official of the
Department in New York requesting details
on this matter. The official quite rightly

eleventh manpower surveys
tent of unfilled vacancies
nd domestic service.

Date	Whites	Colour	UNF	Total non-Africans
Apr. 1969	55 841	12 000		67 857
Apr. 1971	74 833	20 822	...	95 655
Apr. 1973	57 933	11 091	1 753	70 777
Apr. 1975	47 418	5 997	791	54 206

referred the matter to the Secretary for
Information who will reply this week to the
hon. member's letter. If after receiving the
reply the hon. member wishes to put
further questions to me he is most wel-
come. It does appear as if the hon. member
is soliciting two replies from basically the
same official source.

Given the tightness of the non-African labour market over this period, it would have been impossible to fill these vacancies with members of the races specified. Africans were, however, prevented from moving into these jobs by job reservation or by not being in possession of the requisite skills. Accordingly, removal of restrictions and an educational training programme could be expected to remove some unemployment.

The only published reference to unfilled vacancies in the agricultural sector that I have encountered is in the Conditions of the Black Worker (p.175) where a figure of 141 000 unfilled full-time jobs for male workers is quoted for 1969.(7) Unattractive wages and restrictions on movement are probably responsible; removal of the latter constraint should allow some of these vacancies to be filled.

/cont :

TOESPRAAK GELEWER DEUR SY EDELE DR. C.P. MULDER, MINISTER
VAN INLIGTING, BY GELEENTHEID VAN DIE OPENINGSPLEGTIGHEID
VAN DIE STAATSPAVILJOEN BY DIE RANDSE PAASSKOU OP DINSDAG,
26 APRIL 1977

OMKARGO : 19h00 OP DINSDAG, 26 APRIL 1977

Geagte meneer die Onder-burgemeester, President van die
Mitwatersrandse Landbougenootskap, hoogwaardigheidsbekleërs,
kollegas en vriende.

Dit is vir my 'n aangename voorreg om u vanaand by die opening
van ons jaarlikse uitstalling hier welkom te heet. Die tema
van ons uitstalling is vanjaar ONDFRANS en die doel is om die
reuse-vordering wat daar reeds op dié gebied ten opsigte van
al die Republiek se bevolkingsgroepe gemaak is aanskoulik uit
te beeld. Die uitstalling wat u vanaand hier sien is die

2 /

-2

resultaat van 'n spanpoging. Die Departement van Inligting is
professioneel bygestaan deur die instansies wat vir die
onderwys van die verskillende bevolkingsgroepe verantwoordelik
is naamlik:

Die Departement van Kleurling-, Rehoboth- en Namabetrekkings;
Die Departement van Indiersake;
asook die Republiek se 16 universiteite en sy 17e universiteit--
in-wording, MEDUNSA.

Ek wil graag my kollegas en hul Departemente, asook die
universiteitsowerhede en almal wat 'n bydrae gelewer het hartlik
bedank vir u ondersteuning en mooi samewerking. Ook die
Departement van Openbare Werke en die Skoukonsultant, mnr.
Theo Steyn

3 /

Dames en here, onderwys is dikwels 'n spieëlbeeld van die land as geheel. Net soos die wysgere sê dat die kwaliteit godsdiens wat in 'n land bestaan 'n presiese weergawe is van die kwaliteit beskawing wat in so 'n land bestaan, dink ek kan dit ook gesê word van die ander geesteswetenskap, nl. onderwys. Nou is dit so dat ons dikwels oorsee en in Afrika gekritiseer word a.g.v. gebreke in ons onderwysstelsel, veral in die onderwys van sekere van ons nie-blanke bevolkingsgroepe. Wat is die feite egter? Indien mens in aanmerking sou neem waar die onderwys gestaan het 'n skamele dertig jaar gelede toe onderwys vir feitlik alle nie-blanke groepe berus het op die vrywillige inisiatief van godsdienstige genootskappe en dat Staatsonderwys as sodanig vir die bantoe, eers in 1953 begin het, dan is daar fenomenaal gevorder tot groot eer van die blanke gemeenskap van

4 /

Suid-Afrika en die Regering van die dag. Dit is hierdie besondere prestasies oor die afgelope dertig jaar wat oorsee dikwels nie in die regte perspektief gestel word nie. Die feit dat verpligte onderwys tot op 'n taamlike hoë standaard tans nog nie van toepassing is op veral ons nie-blankes in Suid-Afrika nie, word ons dikwels verwytd. Die bedrag geld wat egter spandeer is aan onderwys vir nie-blankes oor hierdie afgelope tydperk, die aantal skole wat opgerig is, die aantal leerkragte wat opgelei is, die geweldige voorraad van materiaal en onderwys hulpmiddels wat daargestel is oor hierdie korte tydperk, gee Suid-Afrika sekerlik aanspraak, as dit na regte waardeer word, nie alleen op erkenning nie maar ook hoë lof vir besondere prestasies op dié gebied waar die mens se hele toekoms bepaal word, nl. die opleiding vir sy toekomstak.

5 /

Dit is in hierdie gees en teen hierdie agtergrond van ongeregverdigde kritiek wat hierdie paviljoen vanjaar aan onderwys gewy word in n poging om die ware feite oor hierdie onderwerp vir almal wat die skou besoek, beskikbaar te stel.

Ladies and gentlemen, education is the key to success and the Republic of South Africa is today rightly proud of her progress and achievements in the educational field. The History of our education is a long and interesting one and its development during the last two decades is comprehensive and ambitious. The vertical "barometers" in the adjacent hall, for instance, reflect very telling statistics on school enrolment for the various population groups. A comparison between enrolment for this year, 1977, and the projection for the year 2000 gives a clear indication of growth and future planning. The number of

6 /

of Indian pupils will increase from 190 000 in 1977 to 480 000 in the year 2000;

White pupils from 932 000 to 1 239 000;

Coloured pupils from 644 000 to 920 000; and

Black pupils from 3 500 000 to 7 700 000.

Expenditure for Black Education in white areas (excluding universities) rose from R32 958 000 in 1972/73 to R117 419 000 in 1977/78. An increase of approximately 350%. There is an ever increasing demand for qualified teachers, better facilities and schools.

To illustrate this phenomenal growth I may mention that it is expected that schools will have to be built in the near future at the rate of 2.2 per day to meet the demand of black school going children.

7 /

In 1976 there were 10 986 Black schools, 63 868 Black teachers and 3 319 250 Black children in school - approximately 1 ½ million under direct control of the central department and about 2 million the shared responsibility of the homeland education departments.

The percentage of the white South African nation at school is 22,1- a figure which can normally be accepted as representing a normal school attendance in any of the highest developed European countries. Of our Black population in South Africa 19% attend school. This figure compares very favourably with the 17,4% of Europe and 9,7% of Africa.

8 /

Unlike other modern Western states, the South African Government has to cope with the complexed plurality of the South African society. Cognisance must be taken of the many different languages, customs, cultures and the variety of traditions.

Although the RSA has a national education policy, there naturally are separate educational systems in existence to meet the educational demands of the various population groups. However, this does not imply difference in educational standards. All children - be they Black, white, Coloured or Indian - follow the same syllabuses in high school and they write the same examinations. The same applies to universities. All certificates and university degrees awarded are of equal value and standing.

9 /

The principle of compulsory education for all population groups has been endorsed by the government, and the first steps towards its implementation have been taken by the Department of Education for the different nations. While this is going on, the government is doing everything in its power to ensure that the remaining double sessions will be eliminated, the teacher-pupil ratio is reduced, and the teachers and classrooms necessary for the full implementation of compulsory education for all nations will be provided.

Dames en here, die Republiek van Suid-Afrika word feitlik daaglik in die buiteland aan venynige en neerhalende kritiek onderwerp. Ons hoor en lees byna daaglik van beskuldigings en onwaarhede oor ons beleid van plurale demokrasië en van

10 /

sogenaamde onderdrukking van die verskillende bevolkingsgroepe. Die onlangse onluste in sommige van ons swart stedelike woonbuurtes is deur baie media - plaaslik sowel as oorsee - gesien as die onvermydelike gevolg van wantoestande, veral op die gebied van die onderwys. Ek, gesaghebbendes en baie van u weet dat dit nie so is nie.

Volgens getuienis wat voor die Cillie-Kommissie van Ondersoek gelewer is, is die swart skoolkinders van Soweto van die mees bevoorregte kinders in die Republiek. Gedurende 1975 is nie n enkele skoolkind van n Soweto primêre skool weggevoer nie. Die aantal leerlinge in Hoërskole het oor n periode van vier jaar tot in 1976 met 275% gestyg - d.w.s. n totaal van 35 000. Ook het die aantal skole in Soweto van 21 in 1973 tot 41 in 1976 gestyg. Die nodige fasiliteite was dus meer as toereikend.

11 /

Dames en here, dit is dus ironies dat die onluste in Soweto volgens bewerings begin is op grond van gebrekkige toestande. Die bewering dat Afrikaans as voertaal op die skole afgedwing is, is volgens getuienis wat gelower is nie 'n belangrike geskilpunt nie. Afrikaans was onderrigmedium in enkele vakke in slegs een van die 10 hoërskole in Soweto. Dit is ook 'n feit dat die oorgrote meerderheid swart mense geen aandeel aan die onluste gehad het nie en met verantwoordelikheid en vertroue help bou aan die toekoms. Dat daar nog baie probleme, tekortkominge en ruimte vir verdere ontplooiing is, wil ek hoegenaamd nie betwis nie. Maar die geweldige vordering wat daar met ons onderwys vir alle bevolkingsgroepe oor 'n paar dekades gemaak is, en wat vanaand vir u hier aanskoulik

12 /.....

uitgebeeld word, gee genoeg rede om trots te wees op ons onderwysbestel. Ons onderwys vergelyk goed met die beste van ander Westerse lande.

Skougangers het die geleentheid om antwoorde te vind en inligting te bekom oor baie van die knelvrae wat mag bestaan. Interessante inligting oor baie aspekte van ons onderwys, soos byvoorbeeld: uitgawes, akkommodasie, opleiding, vordering met verpligte skoolonderrig, spesiale en volwasse onderwys en onderwys in die tuislande word in die vorm van 'n vraag-en-antwoord-tegniek deur die vier terminale vir elkeen van die bevolkingsgroepe verskaf. U kan maar net 'n knoppie druk om u kennis te verbreed, en antwoorde te verkry.

13 /.....

Important developments in the field of university education for Black students took place during 1976, one of the most notable of which was the establishment of the Medical University of Southern Africa. A council for the University was constituted and has already commenced its activities. Various appointments have already been made. The Anatomy and Physiology departments will begin functioning in the course of this year.

Another important development was the commencement of academic activities in twelve departments, with a total enrolment of 120 students, at the Umtata Branch of the University of Fort Hare. Financial responsibility for this Branch was transferred to the

14 /

Government of Transkei as from 26 October 1976. Good progress has been made in planning the erection of university buildings and all possible assistance is being given to lead this Branch to independence.

Generally speaking a sharp increase in the number of Black students enrolled was experienced at all three Black universities at the beginning of 1976. Compared with the numbers for the previous year, the enrolment rose by 26 per cent during 1976.

Black universities are being subsidised by an amount of R2 040 per per student a year by the State. The fees paid for tuition and hostel accommodation are about one quarter of those paid by white students. A survey conducted during 1973 showed that the majority of students were receiving assistance towards the payment of their fees mainly in the form of scholarships. The percentage of students receiving financial assistance was 66,2 at Zululand, 76,9 at Fort Hare and 91,8 at the University of the North.

15 /

Soos die verskillende onderwysdepartemente, het ook die universiteite van die Republiek goedgunstiglik voorligtingsbeamptes beskikbaar gestel wat u en die jeug professioneel behulpsaam sal wees met alle aspekte van universitêre opleiding. Dit is 'n belangrike diens wat die universiteite by hierdie uitstalling lewer en die Departement van Inligting waardeur die samewerking. Dit stel ons in staat om aan die publiek onderwys in sy volle spektrum: van primêre tot universitêre vlak aanskoulik uit te beeld.

Ek wil afsluit met die volgende slotgedagte. Suid-Afrika is 'n plurale gemeenskap. Die verskillende volkere, met verskillende gebruike, gewoontes, tradisies, kulturo, tale

16 /

en godsdiensoegrippe verteenwoordig talle gesinseenhede, wat wel in 'n mate vermeng is, maar basies die draers is van daardie tale, kulturo en godsdienste. Die skool is die plaasvervangende ouerhuis - die voortsetting van die gesinsopvoeding. Daarom moet skole sonder om standarde in te boot, die algemene onderwys vir alle kinders gee, maar gelyktydig die verskeidenheid van tale, kulturo, ens. verteenwoordig en geleenthede skep om die eiesoortigheid uit te bou en uit te leef.

Die pluraliteit sowel as die gemeenskaplike moet dus in die onderwys van 'n plurale gemeenskap soos Suid-Afrika vergestaltung kry. Dit word op uitmuntende wyse gedoen tot voordeel van al die kinders wat in hierdie Suidland woon. Inteendeel die geldelike bydraes en offers wat gelewer en die opheffingswerk wat hier verrig word, behoort raakgesien en waardeur te

17 /

word deur die talle wat in hul onkunde slegs foutvind en kritiseer. Suid-Afrika behoort n Nobelprys te kry vir opheffingswerk en suksesse behaal in ontwikkelingshulp. Ons spog graag met hierdie pragprestasies op Onderwysgebied.

UITGEREIK DEUR DIE DEPARTEMENT VAN INLIGTING OP VERSOEK VAN
DIE MINISTERIE VAN INLIGTING

KAAPSTAD

25 APRIL 1977

Memorandum 13 vol 931 25/4/77

50

KEY

.....	64-69
.....	65-70
.....	66-71
.....	67-72
.....	68-73
.....	69-74
.....	70-75
.....	71-76
.....	72-77
.....	73-78
.....	74-79

ESTIMATES USED IN FINAL CALCULATION

equivalent examination in the first quarter of 1977;

(2) how many of those who passed the matriculation examination qualified for university entrance.

The MINISTER OF BANTU EDUCATION:

(1)	(a)	(b)
(i)	16 740*	14 886*
(ii)	4 848*	3 216*

(iii) Statistics not available yet.

(2) Falls away.

*Preliminary figures.

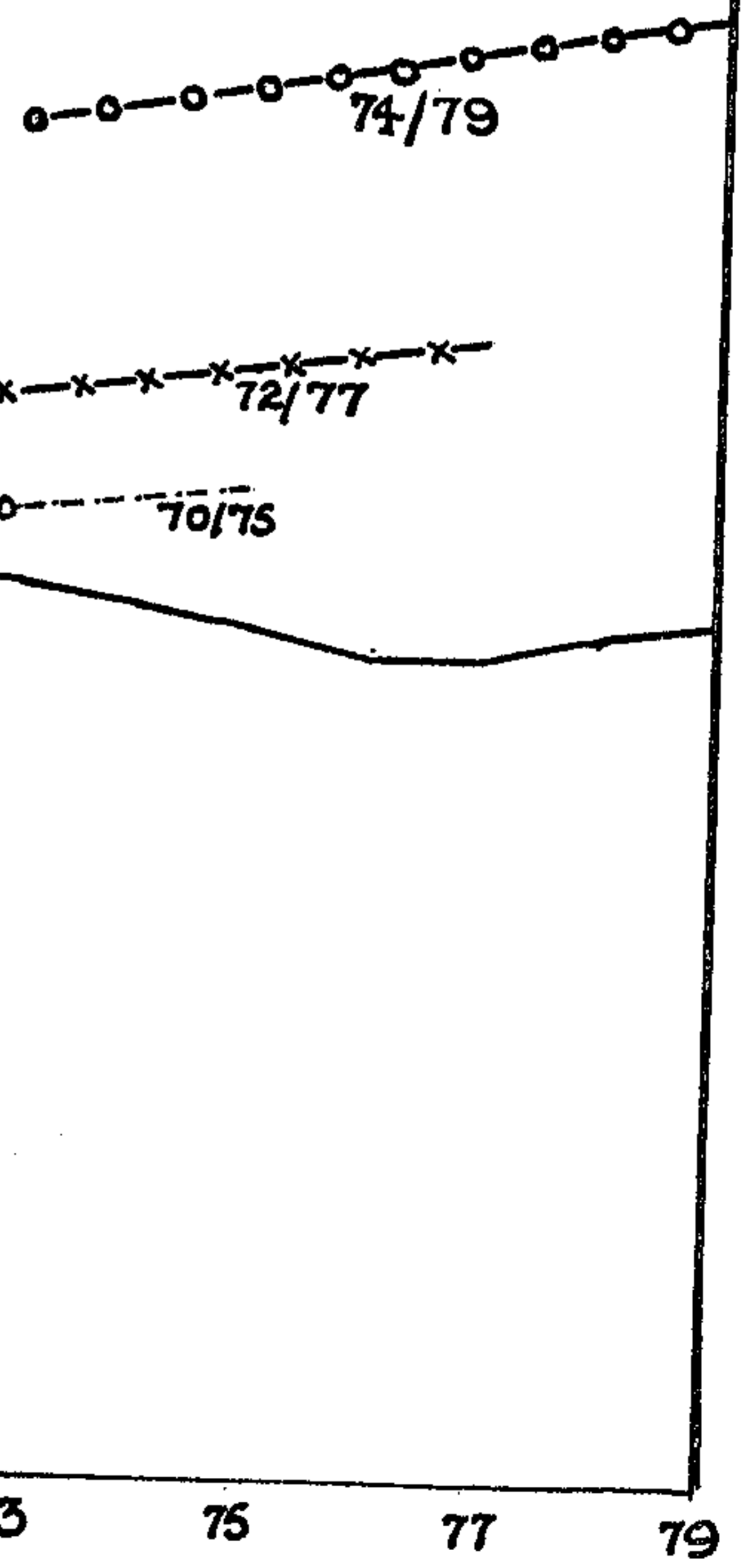
Pupils entered/passed certain examinations

783. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

(1) How many pupils (a) entered and (b) passed the (i) Std. 5, (ii) Junior Certificate and (iii) matriculation or

MILLION

5
4
3
2
1
0



Boraine offers a 6-point plan to Nats

50

27/4/77
RDM

THE ASSEMBLY. — Dr Alex Boraine, the Progressive Reform Party's chief speaker on Bantu Education, yesterday outlined a six point plan in the Assembly, which he said the Government would have to adopt to avert a revolution in Southern Africa.

Speaking in the Assembly on the Bantu Education Vote, Dr Boraine said South Africa would never resolve the anomalies, the suspicion and the discrimination existing in Bantu Education until there was a coordinating department to look after the total educational needs of all South Africans.

The first priority was meaningful consultation with Blacks. They did not want a mere change of name — they wanted a change in substance. The Government should appoint Blacks to top positions in the department.

He agreed with Dr Treurnicht that the appointment of Blacks should not be made on the basis of reverse discrimination. "In other words they should not be appointed just because their skin is Black. Appointment should be made on merit."

Secondly, teacher training should be improved. At present, less than one African teacher in 10 had a matric, he said. Financial aid to teachers to raise their qualifications was commendable, but more colleges were needed in urban areas. He said there was not a single Black teachers' training college in Cape Town.

Thirdly, salaries of Black teachers should be raised to match those of their White counterparts. Present salaries paid to Black teachers were discriminatory and disgraceful, and it was no wonder that so many left the profession.

"Fourthly, there must be a dramatic narrowing of the gap on amounts spent on Black and White children."

Each year the Government spent R41 on each Black child and R621 on each White child.

"This means that more than 10 times as much was spent on each White child as on each Black child."

Dr Boraine's fifth priority was the formation of a new department of national education.

He said Dr Koornhof, the present Minister of National Education, should be put in overall charge, and (NP, Johannesburg West) be handed the portfolios of Sport and Recreation. Mr Piet Marais (NP, Moorreesburg) and Mr F. W. de Klerk (NP, Vereeniging) should be deputy ministers.

Lastly, more money should be made available to the department.

"We must strive to attain six objectives, not only because it is right to do so — but because if we are to avert a revolution, we can do no less. — Sapa.

Act No. 56, 1977

BANTU EDUCATION AMENDMENT ACT, 1977.

50

ACT

To amend the Bantu Education Act, 1953, so as to further define certain expressions; to provide for the appointment of teachers additional to the determined teaching establishments and the secondment of certain teachers to the service of others; to extend the power to make regulations; and to substitute the words "Bantu school", "Bantu school or native school", "Government Bantu school" and "Bantu community school"; to amend the Bantu Special Education Act, 1964, so as to further define a certain expression; to provide for the secondment of teachers to the service of others; and to substitute the words "Bantu school" and "Government Bantu school".

(English text signed by the State President.)
(Assented to 14 April 1977.)

BE IT ENACTED by the State President, the Senate and the House of Assembly of the Republic of South Africa, as follows:—

Amendment of section 1 of Act 47 of 1953, as amended by section 1 of Act 33 of 1959, section 1 of Act 55 of 1961 and section 23 of Act 24 of 1964.

1. Section 1 of the Bantu Education Act, 1953 (hereinafter referred to as the principal Act), is hereby amended—

(a) by the substitution for the definition of "education" of the following definition:

"education" means education other than—

- (i) education provided by a university or university college established by or under any law;
- (ii) 'special education' as defined in the Bantu Special Education Act, 1964 (Act No. 24 of 1964); and
- (iii) 'training' as defined in the Bantu Employees' In-Service Training Act, 1976 (Act No. 86 of 1976);

(b) by the deletion of the definition of "native school" and "Bantu school";

(c) by the substitution for the definition of "Secretary" of the following definition:

"Secretary" means the Secretary for Bantu Education, and includes any officer in the Department designated by the Minister; and

(d) by the insertion after the definition of "regulation" of the following definition:

"school" means any school, class, college, centre or institution for the education of Bantu children or persons, or for the instruction and training of Bantu persons who desire to become teachers or to improve their qualifications as teachers;

Act No. 56, 1977

BANTU EDUCATION AMENDMENT ACT, 1977.

Insertion of sections 10quat and 10quin in Act 47 of 1953.

2. The following sections are hereby inserted in the principal Act after section 10ter:

10quat. (1) The Minister may, with the concurrence of the Minister of Finance and on the recommendation of the Public Service Commission, appoint teachers additional to the teaching establishments at Government schools determined in terms of section 10 (1) to perform such services and work as the Minister may from time to time determine.

(2) The provisions of section 10 (2) and (6) shall *mutatis mutandis* apply to teachers appointed under this section.

10quin. The Minister may second any teacher attached to a Government school or any teacher appointed under section 10quat, with the consent of the teacher concerned and on such conditions (in addition to those prescribed by or under any law) as the Minister with the concurrence of the Minister of Finance may approve, to the service of any other government or department, or of any council, institution or body established by or under any law, or of any other body or person, either for a particular service or for a period of time, and such teacher shall remain, while he is so seconded, subject to the provisions of this Act."

3. Section 15 of the principal Act is hereby amended—

(a) by the substitution for paragraph (d) of subsection (1) of the following paragraph:

"(d) prescribing courses of training or instruction in schools and the fees, if any, payable in respect of such courses and empowering a specified officer or an officer appointed by or under the authority of the Minister to determine the syllabuses for such courses;"

(b) by the insertion after the said paragraph (d) of the following paragraph:

"(d)bis relating to any examination conducted by or under the supervision or control of the Department and the fees, if any, payable in respect of such examination;"

(c) by the substitution for paragraph (f) of subsection (1) of the following paragraph:

"(f) prescribing the conditions governing the establishment, control and maintenance of any hostel, school clinic or other accessory to a school;"

(d) by the substitution for paragraph (g) of subsection (1) of the following paragraph:

"(g) relating to the admission of pupils or students to, the control and treatment of pupils or students at, and the discharge of pupils or students from, any school;"

(e) by the substitution for paragraph (h) of subsection (1) of the following paragraph:

"(h) providing for the medical examination of teachers, pupils or students in schools, including the particulars to be contained in medical certificates;"

(f) by the substitution for paragraph (j) of subsection (1) of the following paragraph:

"(j) providing for religious instruction in schools;"

(g) by the substitution for paragraph (k) of subsection (1) of the following paragraph:

"(k) prescribing the circumstances in which the suspension or expulsion of any pupil or student from any

Amendment of section 15 of Act 47 of 1953, as amended by section 2 of Act 44 of 1954, section 5 of Act 33 of 1959, section 4 of Act 55 of 1961, section 4 of Act 44 of 1970 and section 22 of Act 57 of 1975.

Act No. 56, 1977

BANTU EDUCATION AMENDMENT ACT, 1977.

school may take place or any other punishment may be administered or imposed;"; and

(h) by the substitution for paragraph (s) of subsection (1) of the following paragraph:

"(s) providing generally for any other matter relating to the establishment, maintenance, management and control of schools or which the Minister may deem necessary or expedient to prescribe for achieving the purpose of this Act, the generality of the powers conferred by this paragraph not being limited by the provisions of the preceding paragraphs."

Substitution of "Bantu school", "Bantu school or native school", "Government Bantu school" and "Bantu community school" in Act 47 of 1953.

4. The principal Act is hereby amended—

(a) by the substitution for the words "Bantu school" and "Bantu school or native school", wherever they occur, of the word "school"; and

(b) by the substitution for the words "Government Bantu school" and "Bantu community school" wherever they occur, of the words "Government school" and "community school" respectively.

Amendment of section 1 of Act 24 of 1964.

5. Section 1 of the Bantu Special Education Act, 1964, is hereby amended by the substitution for the definition of "Secretary" of the following definition:

"'Secretary' means the Secretary for Bantu Education and includes any officer in the Department designated by the Minister;".

Insertion of section 17A in Act 24 of 1964.

6. The following section is hereby inserted in the Bantu Special Education Act, 1964, after section 17:

17A. The Minister may second any teacher attached to a special Government school, with the consent of the teacher concerned and on such conditions (in addition to those prescribed by or under any law) as the Minister with the concurrence of the Minister of Finance may approve, to the service of any other government or department, or of any council, institution or body established by or under any law, or of any other body or person, either for a particular service or for a period of time, and such teacher shall remain, while he is so seconded, subject to the provisions of this Act."

Substitution of "Bantu School" and "Government Bantu school" in Act 24 of 1964.

7. The Bantu Special Education Act, 1964, is hereby amended by the substitution for the words "Bantu school" and "Government Bantu school", wherever they occur, of the words "school" and "Government school" respectively.

Short title.

8. This Act shall be called the Bantu Education Amendment Act, 1977.

27/4/77
psm

50

Soweto education more than adequate—Mulder

FOREIGN criticism of South Africa's educational system — especially that for some Blacks — was often because it was not seen in the right perspective and based on incomplete knowledge, the Minister of Information, Dr Connie Mulder, said in Johannesburg yesterday.

Dr Mulder, who was opening the Government Pavilion at the Rand Show,

said expenditure for Black education had risen from R32 958 000 in 1972/73 to the present R117 419 000. This was for Black education in White areas, and excluded expenditure on Black universities.

"It is expected that schools will have to be built at the rate of two-and-a-half a day in the near future to satisfy the demand of Black scho-

children."

The percentage of Whites and Blacks at school compared favourably with Europe, he said.

All children, irrespective of race, had the same syllabuses in high school and wrote the same examinations.

He said it was ironic that last year's unrest broke out in Soweto.

"Evidence given to the Cillie Commission of Inquiry said Black children there were among the most privileged in the Republic."

During 1975 no child had been refused admission to any primary school in Soweto, Dr Mulder said. In the four years to 1975, the number of pupils attending Soweto high schools had risen 275 per cent.

Educational facilities in Soweto were more than adequate, he said.

There had been great progress towards establishing the Medical University of Southern Africa. The anatomy and physiology departments would begin functioning this year.

Black universities were subsidised at the rate of some R2 000 a year for each student, so Black students paid only about a quarter of the fees of their White counterparts. — Sapa.

THE MIRACLE ⁽⁵⁰⁾ OF LANGA

By Vicky Beeming

WHAT makes a night school in Langa grow from two matriculation pupils studying geography in a private home to a large complex, where more than 1200 students are taught anything from literacy to senior physiology, in the space of six years?

The St Francis Cultural Centre in Langa has grown out of the strong desire of Africans for education and the untiring work and dedication of Sister Veronica of the Loreto Order, who is in charge of adult education at the centre.

Sister Veronica, whose soft Irish accent is still evident after 29 years in South Africa, was interviewed about her involvement in adult education.

She was principal of Loreto Convent in Sea Point when, in 1971, she started teaching two African students geography in a private house. Within three months there was a request for another class from a group who wanted to study history.

By the following year more than 100 people had asked for help with

The St Francis Cultural Centre in Langa has grown out of the strong desire of Africans for education and the untiring work and dedication of Sister Veronica.

various subjects and accommodation to hold classes was urgently needed. Initially another sister and I taught matric subjects only in the two nursery rooms attached to the Catholic Church in Langa.

But the demand was such that in 1973 we got the help of other Catholic priests, brothers and sisters from Catholic schools in Cape Town and taught both Standard Eight and Matric. Since then those teachers have formed the backbone of our present staff and without their help the centre could not have grown so fast,' Sister Veronica said.

Full-time

By the end of the year it became apparent someone was needed to take charge of the night classes full-time and she was transferred from Loreto Convent to take up the position.

Financial aid resulted in a pre-fabricated block

of classrooms to house the 500 students who enrolled in 1974. But soon these were filled to capacity and Sister Veronica applied to the Catholic Church and a charitable organisation in Germany for further aid.

This was forthcoming and it was decided to set up a community centre which included adult education.

Classroom

The new classroom block which accommodates all 1200 students who have enrolled so far this year opened last month. Each classroom holds 80 students and modern desks have replaced the battered old benches.

Also recently constructed are a language laboratory, science laboratory and cafeteria. Books are desperately needed for the library, which is being used for administration until the new nursery is built and the present nursery can be used for administration and as a staff-

room for the team of 80 Catholic priests, brothers and sisters and African teachers.

To enable mothers to go to work there is a creche where 120 toddlers are cared for under the control of Sister Maria, a Holy Cross nun.

Community

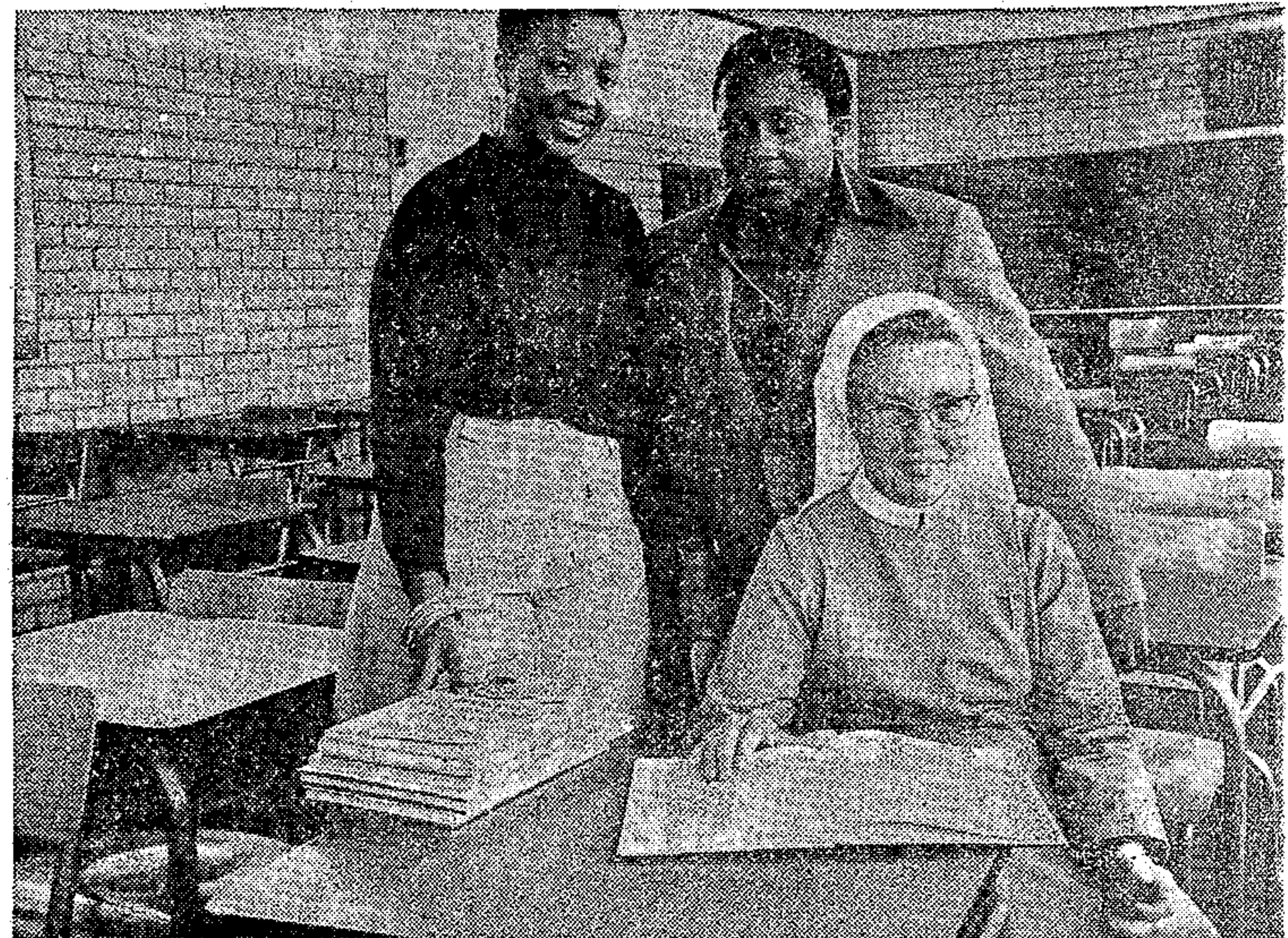
And to meet the needs of the older members of the community, Sister Alfreda, who is in charge of social welfare and is known as the 'angel' of the township, organises a 'nolungile' club on Wednesday nights.

Still to be built are a recreation centre for migrant workers, a base for SANCA and a youth club.

The major portion of this R900 000 project has been financed by the West German Government, which put up R600 000, and the remainder by charitable organisations and companies.

Sister Veronica said as the night school was for adult education, only those who worked during the day could enrol.

'Many who go to school during the day have asked to attend but unfortunately we cannot help. Our aim is to help those who have to work and have no other opportunity to further their education.'



SISTER VERONICA, with two of her staff, Mr W. Gqiba and Mrs Phyllis Tsho

Continued

Sacrifice

The motivation of these people was far greater than that of those who did not have to sacrifice any of their time — it really does make them better students and shows how keen they are to learn, she said.

Courses offered range from literacy to matriculation, with as many as 12 matriculation subjects. A special course was set up this year to help trained primary school teachers pass matriculation. Nearly 240 teachers come to the centre for two-and-a-half hours after school four times a week.

This was introduced to try to overcome the grievance that African teachers were not as highly qualified as their White colleagues. But, although they have not had the chance to study further, they are still doing a fine job in the schools, Sister Veronica said.

Solidarity

Sister Veronica did not sit idle during last year's unrest when pupils forced the school to close as an expression of solidarity.

She took the opportunity to learn Xhosa and with Brother Anthony, former principal of St David's College, Inanda, Johannesburg, and now vice-principal of the centre, took a literacy course which resulted in the centre becoming the Xhosa literacy training centre of the literacy programme, Operation Upgrade. In addition to the normal classes, literacy teachers are trained there.

Both she and Brother Anthony prepared the syllabus of a preparatory course, taking adults from literacy to standard eight in two-and-a-half years. From next year this hard-working and enthusiastic nun plans to run courses to guide students who study through Unisa.

Advising

Although extremely busy preparing classes and notes for the preparatory course, interviewing and advising students, Sister Veronica also teaches senior physiology.

She modestly expressed surprise at the incredible growth of the school — 'all I set out to do initially was help a few students pass their matric.'

But she does have strong views on education.

'It is so easy for the uneducated to be exploited and won over by oratory. Literacy enables people to read books and newspapers, think for themselves and make a proper and rational assessment.'

Better jobs

'The African people hope the time will come for them to share in the organisation of their own country, run their own businesses and have better jobs. And because they must be prepared for that, education is so important.'

Sister Veronica said she had been impressed by the great desire of the Africans for education and the enthusiasm with which they tackled their syllabuses. Those who had been out of school for 10 or 20 years were most keen to learn and it was possible that since the unrest they had felt the need to keep pace with the younger generation.

50

MONDAY, 2 MAY 1977

† Indicates translated version.

For written reply:

Remedial education

726. Mr. G. W. MILLS asked the Minister of National Education:

- (1) What was (a) the number of children falling under his Department who were recommended for remedial education and (b) the total number of children that received remedial education;
- (2) what was the number of remedial teachers trained annually during each year from 1972 to 1976;

(3) whether there was a shortage of remedial teachers in the (i) provincial education departments and (ii) his Department during the years 1972 to 1976; if so, what was the shortage in each category in each year;

(4) what measures are (a) planned and (b) being applied to rectify the shortage.

The MINISTER OF NATIONAL EDUCATION:

- (1) (a) No children were recommended specifically for remedial education;
- (b) all children in special schools who require remedial education are catered for;

(2) Year	At universities	At teachers training colleges with remedial education as one of the majors			
		Natal	Cape	Free State	Transvaal
1972	60	—	—	—	51
1973	65	—	—	11	86
1974	39	—	—	19	118
1975	58	—	—	8	221
1976	79	—	—	12	319

(3) (i) some provincial education departments do not have special posts for remedial teachers, e.g., Transvaal and Cape. Natal furnished the following figures:

1972	8
1973	6
1974	0
1975	19
1976	15
1977	3

Free State: no vacancies;

(ii) no vacancies because no special posts have been created; and

(4)(a) and (b) bursaries are made available to students attending such courses at universities. Students at training colleges also receive bursaries.

Senate Standard 8 Q cols 63-64

2/5/77

50

Ratio of teachers to pupils

69. Senator L. E. D. WINCHESTER asked the Minister of Statistics:

(a) What is the present ratio of teachers to pupils for each race group, (b) what amount is spent by the State on the education of the pupils in each race group and (c) what is the number of pupils in each race group.

The MINISTER OF STATISTICS:

	Whites	Coloureds	Asians	Bantu
(a)	1,20	1,30	1,27	1,52
(b)	R554 million	R114 million	R44 million	R152 million
(c)	918 890	657 508	187 846	3 898 902

(a) and (c) include private schools while (b) reflects government expenditure only.

Hansard 14 vol 1013 3/5/77

Reform/industrial schools for Whites

873. Mr. G. N. OLDFIELD asked the Minister of National Education:

- (1) (a) How many reform and industrial schools, respectively, for White (i) boys and (ii) girls are there in the Republic and (b) how many (i) boys and (ii) girls are at present accommodated at each such type of school;
- (2) how many White (a) boys and (b) girls (i) were admitted, (ii) were released on licence, (iii) were discharged and (iv) absconded during 1975 and 1976, respectively, in respect of each such type of school.

The MINISTER OF NATIONAL EDUCATION:

- (1) (a) (i) One and eight, respectively;
- (ii) one and nine respectively;

		Reformatories		Schools of Industry	
		1975	1976	1975	1976
(b)	(i)	180		1 247	
	(ii)	33		1 008	
(2) (a)	(i)	96	114	387	455
	(ii)	34	93	285	299
	(iii)	71	61	269	345
	(iv)	40	16	399	387
(b)	(i)	26	27	413	491
	(ii)	21	13	221	224
	(iii)	25	26	227	255
	(iv)	0	0	186	183

50

Hansard 114 col 1009 3/5/77

Schools in Alexandra Township

813. Mr. D. J. DALLING asked the Minister of Bantu Education:

What amount was spent in each year since 1974 on (a) the construction, (b) additions to and (c) repair of schools in Alexandra Township.

The MINISTER OF BANTU EDUCATION:

(a), (b) and (c) None, as the inhabitants of the townships are being resettled.

50

Reform/industrial schools for Indians

875. Mr. G. N. OLDFIELD asked the Minister of Indian Affairs:

- (1) (a) How many reform and industrial schools, respectively, for Indian (i) boys and (ii) girls are there in the Republic and (b) how many (i) boys and (ii) girls are at present accommodated at each such type of school;
- (2) how many Indian (a) boys and (b) girls (i) were admitted, (ii) were released on licence, (iii) were discharged and (iv) absconded during 1975 and 1976, respectively, in respect of each such type of school.

The MINISTER OF INDIAN AFFAIRS:

(1) (a) (i) and (ii) There are no reform schools and only one school of industries for boys.

(b) 70.

		1975	1976
(2) (a)	(i)	30	32
	(ii)	23	33
	(iii)	19	33
	(iv)	6	10

(b) Falls away.

50

Reform/industrial schools for Coloureds

874. Mr. G. N. OLDFIELD asked the Minister of Coloured, Rehoboth and Nama Relations:

(1) (a) How many reform and industrial schools, respectively, for Coloured (i) boys and (ii) girls are there in the Republic and (b) how many (i) boys and (ii) girls are at present accommodated at each such type of school;

(2) how many Coloured (a) boys and (b) girls (i) were admitted, (ii) were released on licence, (iii) were discharged and (iv) absconded during 1975 and 1976, respectively, in respect of each such type of school.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

(1) (a) (i) 2 reform schools.
1 industrial school.
(ii) 1 reform school.
1 industrial school.

(b) (i) 889 in reform schools for boys.
579 in industrial school for boys.
(ii) 155 in reform school for girls.
104 in industrial school for girls.

(2) (a)	Reform schools for boys—1975	Industrial school for boys—1975
(i)	460	245
(ii)	268	131
(iii)	325	102
(iv)	436	234

	Reform schools-for boys—1976	Industrial school for boys—1976
(i)	509	239
(ii)	268	167
(iii)	369	186
(iv)	570	182
(b)	Reform school for girls—1975	Industrial school for girls—1975
(i)	58	56
(ii)	44	21
(iii)	50	12
(iv)	7	3
	Reform school for girls—1976	Industrial school for girls—1976
(i)	56	73
(ii)	56	67
(iii)	59	12
(v)	4	5

50

Indians in educational posts

829. Mr. B. W. B. PAGE asked the Minister of Indian Affairs:

- (1) How many Indians were serving as (a) inspectors of schools, (b) assistant or subject inspectors, (c) education planners or assistant planners, (d) school guidance officers and (e) principals of schools, in his Department at the latest date for which figures are available;
- (2) how many Indians were serving as (a) professors, (b) senior lecturers, (c) lecturers and (d) junior lecturers at the University of Durban-Westville at the date concerned;
- (3) how many Indians were serving as (a) heads of departments, (b) senior lecturers, (c) lecturers and (d) junior lecturers at the M. L. Sultan Technical College at the date concerned;
- (4) how many Indians were serving as (a) rectors or deputy rectors, (b) heads of departments, (c) senior lecturers and (d) lecturers at education colleges at the date concerned;
- (5) how many Indians were serving on the administrative staff of the Education Section of his Department at the date concerned;
- (6) in respect of what date are these figures given.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 15.
(b) 12.
(c) 9.
(d) 1.
(e) 357.
- (2) (a) 8.
(b) 15.
(c) 34.
(d) 20.
- (3) (a) 3.
(b) 6.
(c) 13.
(d) None (such posts do not exist at the College).
- (4) (a) 1.
(b) 6.
(c) 14.
(d) 50.
- (5) 383.

(6) The figures given under (1), (4) and (5)—as at 31 March 1977.
The figures given under (2) and (3)—as at 20 April 1977.

ed some distance to
to be present with
months, will have
taken during the
the past 2 1/2 years.
Pro First Principal
First Grand Principal,
e two ladies.
chapter, many more
may grant grand
ities and duties as
tance, freely given -
edicated typist of
of Supreme Grand
E., namely M.E.
ce in this regard.
rk and I am deeply
, in the main,
the P.G.L. Office.
s my thanks for
correspondence
d will receive,

I trust that you and I
be with us today, will
us this afternoon.
Please accept our sinc
been fully justified b
past 12 months, plus t
I am confident that, b
and to have received t
M.E. Comp. Gasson, I a
who we are fortunate t
At last - but certainl
years of the quality s
Lodge, Provincial Gran
Grand Lodge typist. I
to Supreme Grand Chapt
Grand Lodge, we expres
Similarly to Mrs. L. P
Chapter.
for all he has done to
Comp. Pat van Eeden, goes
To our Grand Secretary -
grateful to her for her e
Miss de Villiers, our ded
typed such correspondence
relative to our Supreme G
To Rt. Wor. Bro. A. van h
his unfailing support in
and the knowledge that,
their full co-operation.

5/5/77

For written reply:

University of the Western Cape: Loans/
bursaries

68. Senator B. R. BAMFORD asked the

Minister of Coloured, Rehoboth and Nama
Relations:

- (1) Whether his Department withdrew the loans or bursaries of any students at the University of the Western Cape who were in detention or were rusticated at the time of the end of year examinations in 1976; if so, (a) what were their (i) names and (ii) courses and year of study and (b) why in each case was the bursary or loan withdrawn;
- (2) whether the member of the Executive who is in charge of education was consulted; if so, in how many cases did he (a) approve and (b) disapprove of the withdrawal;
- (3) whether his Department is reconsidering its decisions in regard to these cases; if not, why not;
- (4) whether repayment of loans or bursaries was demanded from any of these students; if so, (a) what amount was involved in each case and (b) what method of repayment was demanded.

The MINISTER OF COLOURED, RE-
HOBOTH AND NAMA RELATIONS:

- (1) to (4) Although the University of the Western Cape falls under the control of my Department of Coloured, Rehoboth and Nama Relations, the granting of study bursaries to students of the said University is a function of the Administration of Coloured Affairs. The information as requested will therefore have to be obtained from the Administration of Coloured Affairs but I do not deem it to be in the interest of the students concerned or their future careers to divulge in public personal particulars such as the fact that they had been detained or suspended, the reasons for the withdrawal of their study bursaries, their financial commitments, etc.

54

SPORTS contact between Black and White schoolchildren may soon be allowed in the Cape Province.

A policy guide is being formulated and could be announced during the Provincial Council sitting which begins on May 17.

Mr F. A. Loots, MEC in charge of education in the province, said today: 'I expect that we can work something out, under certain conditions.'

He said a policy was being ironed out 'to see how we can do it with the least amount of difficulty.'

The province would have to work within the Government's sports policy and the issue was being thrashed out to see how the policy could be applied to schools.

In the past there had been no Black-White sports contact between school teams. Mr Loots said today: 'We just did not do it before.'

A policy

He said a policy could be finalised during the coming Provincial Council session in which case it would be announced during that session.

So far Natal is the only province to give openly the green light to sports competitions between Black and White schools.

Transvaal education authorities recently issued a directive enforcing school sports apartheid.

The issue has not been discussed by the executive committee of the Free State administration, and no policy has been laid down there.

Go-ahead

Natal's go-ahead was given in a statement by Mr Roger Whitley, MEC in charge of the province's education department.

He said it was up to individual schools and their advisory committees to decide whether they wanted to compete against Black schools.

He said: 'We are not against this as long as the decision is made at the level of individual schools.'

But he had reservations about purely White teams meeting purely Black teams. He said: 'This could generate hostility. The best answer to the problem is to have integrated teams; then there would be little chance of racial hostility.'

50

Mixed school sport: Reaction varies

THE prospect of sports contests between schools for different races has had a mixed reception in Peninsula schools.

Spokesmen for some schools and sports bodies welcomed contact of any form in principle.

Others were waiting for a firm guide on what schools sports mixing would involve.

The feeling among sports bodies and schools for Coloured children was that the proposal was a concession based on race discrimination.

The Provincial Council Executive Committee is expected to announce a policy guide for mixed sport among schools later this month.

Mr George Damon, vice-principal of Floreat Primary School, in Steen-

Schools Sports Association, said the association might disapprove of the proposals.

'The people will not accept these concessions. We have waited for so many years for what we want, we would be prepared to wait another five or 10 years for the privileges that any person has in any country except South Africa.'

'Why, for example, should our children be denied a council venue like Green Point Stadium?'

Details were not known yet, and the opinion of the association would not necessarily be forced on the children. Principals might be left to make their own decisions.

Mr K. Desai, principal of Alexander Sinton High School, said if the propo-

then they would 'still be labelled.'

He would not participate in such matches. It seemed the proposals would have 'strings attached.' He would disapprove of this.

Mr C. B. Murison, chairman of the Western Province Schools Cricket Union, said the union regarded the possibility of sports contact between White and Black schools as 'encouraging news.' The union would work in terms of whatever decision was made by the Provincial Council.

The union — 90 percent of the members are Government schools — decided at its annual meeting in January to alter its constitution so that affiliation was no longer restricted to White schools.

Mr Murison said the

ject to mixed sport. 'But I don't think we ought to initiate the move.'

A spokesman for the Western Province Schools Rugby Union said the union did not want to comment yet. It took its direction from the Department of Education and had not received any directive.

Mr M. D. Reeler, vice-president of the South African Teachers' Association, and headmaster of Rondebosch Boys' High School, said Sata's policy was that any contact between schools was healthy — 'as long as it is not forced.'

Mr A. P. van Wyk, headmaster of Hoërskool Nassau, said: 'We have heard nothing official I don't want to express myself at this stage'

Mr J. D. Slabbert head-

would like to reserve comment. 'There are too many questions and I have too little information at this stage'

Bursary Fund helps them all

Staff Reporter

EVERY day between 10 and 20 Black students visit the office of the Rand Bursary Fund in Soweto for help.

They are never turned away.

This year more than R40 000 has been paid out in bursaries enabling about 700 students to have an education they would oth-

erwise have been denied.

Mr Tamsanqa Kambule, chairman of the fund since its inception 10 years ago, is confident that enough money will be donated although so far this year the fund has recouped only R5 000 of what it has paid out.

"Last year we collected R40 000 in spite of the riots. Whites who have

goodwill have recognised our fund as an institution," he said yesterday.

The premiere of "Fringe Benefits" at the Academy Theatre brought in more than R1 000 last week — a record amount.

Over the years the fund has paid for 500 teachers to be trained and has helped 10 000 secondary school and university students.

It provides education fees, examination fees and money for books which African schoolchildren do not receive free as Whites do.

Donations to the fund should be addressed to Rand Bursary Fund, Private Bag 260, Orlando 1804.

50

RDM 6/5/77

~~236~~

Handwritten scribbles and initials in the top left corner.

Education's immigrant ban slated

11/5/77
11/5/77

Political Reporter
PIETERMARITZBURG — It was a dis-
appointment — "I nearly said a disgrace" —
that immigrants were banned from school com-
mittees, Mr. Ray Haslam, MPC for Amanzim-
toti, said in the Provincial Council here yester-
day.

What was especially
disappointing was the
way in which the ban
was worded by the
Government, he said.

"On these committees
you are allowed no insol-
vents, no mental defi-
cients, no crooks and no
immigrants."

Some immigrants from
Europe and elsewhere
were experienced in edu-
cation and would serve
the committees well, he
added.

"If this country is good
enough to settle an immi-
grant it is good enough
to allow him to serve on
a school committee.

"I can see no repugnant
person being allowed on
to a committee as he has
to be elected by the
parents and teachers."

Report by P. Sullivan, 12
Devonshire Place, Durban.

Education drive in Soweto

Millions for

Schools

STAR 12/5/77

12/5/77

Multimillion-rand plans to improve education in Soweto are about to get under way, with schools being built for thousands of children.

The plans also include a concerted effort for major improvements to teacher training and the quality of teaching in the township.

Regional director of education for Soweto, Mr Jaap Strydom, today announced that:

● Loans totalling R1-million had been granted to his department and would be used to build about 10 schools which would accommodate between 6,000 and 7,000 children. An immediate start was being made on the first of these schools.

● The Government was to build five senior secondary schools in Soweto over a period of four years, starting next year. This would effectively increase senior secondary school facilities in the township by about 50 percent.

● A large industrial training centre was to be built in the Dobsonville area and would be larger than two existing centres in Soweto.

Breakthrough

Mr Strydom said a major breakthrough had been achieved in setting plans in motion to build the schools. The schools would bring immediate relief to the large backlog his department faced, but in the long run many more schools would have to be built.

He paid tribute to The Star's Teach fund for the many schools which it had helped build.

He stressed that much was to be done to improve the quality of teacher training and mentioned the large teachers training college to be built in Soweto.

In addition, about 2,000 Soweto teachers had enrolled in a special adult education programme to pass matric. It was hoped that within the next five years all Soweto teachers who needed to, would have taken this course.

Four schools

Schools which Mr Strydom's department is to start building immediately are:

● The Namedi Junior Secondary School in Diepkloof.

● The Zondi Junior Secondary School in Zonda.

● The Dobsonville Xhosa Junior Secondary School.

● The Miami Lower Primary School.

Mr Strydom said these schools and others to be built by his department would be provided with modern equipment.

3 2/5

50

Hansard 15 col 1105 13/5/77

Form III examinations

886. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

- (1) How many candidates in the Republic, including the homelands, wrote Form III examinations at the end of 1976;
- (2) (a) how many Form III candidates wrote the supplementary examinations held in February 1977 in the areas of unrest and (b) how many of these candidates were successful.

The MINISTER OF BANTU EDUCATION:

(1) 37 306.

(2) (a) 4 848.

(b) 3 216.

50

Focus on neglected coloured education

Own Correspondent
CAPE TOWN — South Africa must find the money to rescue "the neglected system of coloured education" which is causing standards to fall and discipline in schools to break down, warns the Weekly Cape Herald in a leading article.
Deputy Coloured Affairs Commissioner, Mr A. J. Arendse, has rightly condemned the philosophy which says, in effect, that so-called "coloured children need an inferior school syllabus because

they come from inferior homes," comments the paper.
"It is a pernicious philosophy and it gives rise to a pernicious system of education, a system which perpetuates inferiority.
"Apartheid foists on coloured people an education which is under-financed by the authorities and despised by those it is supposed to serve.

SMASHED

"All too often standards cannot be maintained. At one Cape high school things have become so bad that nine out of 10 windows are missing, classrooms charred, blackboards ripped off the walls, and vagrants are sleeping in the classrooms.

"Laboratory chemicals have been ruined, furniture smashed, equipment stolen so that it is impossible to complete practical syllabuses. Discipline is breaking down.

"Apparently there is no money to set things right.

"But if the whole system of South African life is not similarly to break down, with escalating speed, the money must be found somehow — money not only to repair damaged schools and improve security, but money to educate the next generation for better things.

"We cannot afford to go on educating the majority of our population for a permanently inferior and unproductive role.

"It is in matters like this that we see so clearly the apartheid chickens coming home to roost."

50

Why separate SA schoolchildren? — Malherbe



Dr E. G. Malherbe

IT is difficult to see why the preservation of Afrikaans should still be used as a justification for keeping Afrikaans-speaking children separated from English-speaking children during their school-days, says Dr E. G. Malherbe, former principal of the University of Natal.

He makes the observation in his book, *Education in South Africa* (Volume 2), just published. Analysing in detail the reasons for the National Party's fight for single-

medium schools and the method the party and the Broederbond employs in propagating the use of Afrikaans, Dr Malherbe says that the theory that this separation would enhance Afrikaans is not borne out by the facts.

On the contrary, it has deprived many English-speaking children of the opportunity of acquiring Afrikaans in a natural way by association with Afrikaans-speaking children.

'Our own history has shown that once the propagation of a language becomes associated with power, reaction against the language sets in, as happened against English under the domination of the British Empire.

DISLIKE

'In the minds of many of South Africa's non-Whites, the advent of Afrikanerdom — especially in recent years — has become associated with extreme forms of discrimination and repression. This has led to a dislike of Afrikaans — even among the Coloureds, most of whose mother tongue it is or used to be.'

The National Party in 1969 officially brought to an end the practice of using to a greater or lesser degree both media in teaching South African children — a practice which had been a traditional characteristic of South African schools for nearly 100 years, not only in the Cape Colony days, but also in the Boer republics.

Afrikaans and English-speaking children could still be educated through the mother tongue in parallel-medium schools.

783 pages. It is published by Juta and Co Ltd.

Earlier, in Part 1 of the book — *Nationalism, Language and Education* — Dr Malherbe says it seems rather strange that the Nationalist Government should have decided to commemorate the recognition and achievement of Afrikaans by erecting a huge monument of stone and concrete.

'South Africa is probably the only country to erect such a monument for a language—a gesture usually indulged in to commemorate what is dead.

ALIVE

'The Afrikaans language, living on the tongues of about five-million persons of 15 years and older is still so much alive that one would have thought that its literature alone, though still young, was sufficient a monument to guarantee immortality.

'There can be little doubt, however, that the prestige of the Afrikaans language will depend in the future, as it did in the past, far more on the quality of the creative work of its writers and poets than on the efforts of politicians to ram it down people's throats.

'Such efforts tend to create a situation in which a fine language becomes associated in the minds of non-Afrikaans-speaking people with a particular political party or an ideological issue.'

TWO UNIVERSES

Dr Malherbe says the unfortunate result of Nationalist policy has been that through the educational system South

SKILL IN SECOND TONGUE DROPPING

A VICIOUS circle of progressive deterioration in proficiency in the second language has evolved in South Africa's schools, especially in English, Dr E. G. Malherbe says in his book *Education in South Africa* (Volume 2).

Not only is the disproportion of Afrikaans against English-speaking teachers in the profession far greater today than it was a generation ago, but as a result of the rigid application of the home-language medium principle in segregating the children, those Afrikaans-speaking teachers who have to teach English have themselves now become the products of teachers who were poor exponents of the language.

Dr Malherbe writes:

most cases, inadequate, and the children are exposed to their teaching for only one lesson per day and hear the language spoken by inferior models.'

FOREIGN TONGUE

A survey among school principals and teachers of the two official languages in the secondary schools showed that a disturbingly high percentage of pupils did, in fact, regard the second official language as a foreign language.

The survey established that out of every hundred teachers who have to teach English to Afrikaans pupils in high school only 14.8 have English as their home language.

'This would seem to account for the poor English accent of many Afrikaans-speakers today

continued ↓

SOUTHERN AFRICA LABOUR AND DEVELOPMENT RESEARCH UNIT



RESEARCH DIVISION,
SCHOOL OF ECONOMICS,
BEATTIE BUILDING,
UNIVERSITY OF CAPE TOWN,
RONDEBOSCH.

TELEPHONE 69-8531 (Ext. 453 440)



When South Africa became an independent republic in 1961, the promotion of bilingualism was hailed as a particularly worthy objective for the schools.

DECREASING

However, teachers in unilingual environments and in unilingual schools are finding this harder and harder to achieve and there is evidence that the standard of bilingualism is decreasing, particularly among the Afrikaans-speaking section.

If one of the functions of the school is to make good the deficiencies of the pupils' environment and to enrich as well, the question arises how much compensatory effect our second-language teachers can have on the limited linguistic environment of their pupils.

Their own use of the language they teach is, in

comparison with those of one or two generations ago.

MORE FORTUNATE

In this respect the children in English-medium schools are much more fortunate in learning Afrikaans. They are taught by teachers 70 percent of whom have Afrikaans as their home language.

Dr Malherbe says that although 39 percent of the White population of the Republic have English as their home language, only 22 percent of the full-time student teachers in training in the Republic have English as their home language.

The influence of the Broederbond in promotions in the public service contributed towards the gradual decrease in the proportion of the English-speaking population taking up teaching as a profession, he says.

MAKESHIFT

This was, however, regarded as a makeshift by the National Party because it did not fully conform to Broederbond-inspired educational policy.

Of paramount importance was that the children had to be in separate schools. The mother-tongue medium principle was the means to the end: divide and rule. The attainment of POWER became the dominating motive.

Politically the Afrikaans-speaking section has become "top dog." The Afrikaans language has arrived. Not only is it a treasured cultural product — unique in the African continent of recent times, but it has achieved virtually an impregnable position as a cultural medium in South Africa.

It is therefore difficult to see why its preservation should still be used as a justification for keeping Afrikaans-speaking separated from English-speaking children during their school days.

DEVELOPMENTS

Education in South Africa (Volume 2) deals with educational developments in South Africa between 1923 and 1975 and follows Volume 1, which dealt with the early years until 1922. With appendices and index, it runs to

African young people have been conditioned to operate in two distinct universes of discourse in which they figuratively (if not literally) do not talk the same language.

The fact also that there is a growing tendency for them not to read the second language with sufficient ease conditions them into thinking either the way the Afrikaans Press or the English Press things.

The area in between where young people are equally exposed to both has been steadily shrinking. This will tend to make dialogue, especially on important social and political problems (of which South Africa has plenty) more difficult in future.

TWO CIRCUITS

It has now come about that, by and large, the educational system of South Africa is developing into two closed cultural circuits, each operating separately from the kindergarten up through the teachers' colleges and universities, and down from the latter through separately-trained teachers back again into unilingual schools, where the second language is hardly ever heard or used in the school outside the confines of the language lesson.

We plan to arrange a display of r at the Workshop and would be most by return of post if possible, ti or edited as well as a list of an in the last five years. These a: Education Block under conditions you would be willing to lend as o off-print or a copy of the journa. Your books we shall try and get o by chance, they are not available there would you be willing to lend us copies of those as well? We look forward to seeing you at the Workshop which is to be held in the Education Building on the main UCT campus at Groote Schuur.

Yours sincerely,

Francis Wilson

FRANCIS WILSON

Form I classes

(894) Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

(1) (a) How many Bantu pupils in the Republic, including the home-

lands, were enrolled in Form I in March 1976 and (b) how many of these were repeating the class, having failed at the end of 1975;

(2) (a) how many Form I classrooms in (i) primary and (ii) secondary schools were being shared by two Form I classes on a shift basis and (b) how many (i) pupils and (ii) teachers were involved in this arrangement in March 1976 and March 1977, respectively.

The MINISTER OF BANTU EDUCATION:

(1) (a) 214 454.

(b) The information is not available.

(2) (a) (i) and (ii) and (b) None.

50

Hansard 16 @ cols 1139-1140 20/5/77

Bantu enrolled in Forms I-V

890. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

How many Bantu pupils in (a) White and (b) Bantu areas were enrolled in (i) Forms IV and V and (ii) Forms I to III in combined Government, State-aided and private schools in the Republic, including the homelands, in March 1976.

50

The MINISTER OF BANTU EDUCATION:

The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.

Handard 16 Q no 1139 20/5/77

Platoon system in Bantu schools

889. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

(a) In how many (i) sub-standard classes, (ii) Std. 1 and 2 classes and (iii) Std. 3 and 4 classes was the platoon system operating in schools for Bantu pupils in the Republic, including the homelands, in March 1976 and (b) how many pupils were involved in each case.

50

The MINISTER OF BANTU EDUCATION:

(a)(i), (ii) and (iii) Statistics according to class groups are not available.

(b) The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.

R70 000 ^{RDM}
^{2/13/77}
needed to
help black
scholars

50

Staff Reporter

THE Rand Bursary Fund needs between R50 000 and R70 000 this year if it is to help all the destitute black scholars applying for financial aid to further their education.

The fund chairman, Mr Wilkie Kambule, said at the weekend: "So far we have granted almost 200 bursaries — and we still have a flood of applications from bright pupils needing assistance to remain at high school to reach matric."

Among the successful applicants are 39 young men and women admitted to universities and 26 to teacher-training colleges.

The bursaries are worth R40 a year, most of it spent on books and fees. In certain cases an additional amount is allowed.

"A hard-working scholar can be assured of receiving assistance right up to graduation", Mr Kambule said. "Sometimes we give bursaries for more than five years."

A Johannesburg-based international company gives R4 000 a year to the fund. Some individual donors "adopt" a student of their choice and pay R40 a year for the bursary. They also provide clothes for the student, as well as encouragement and guidance.

The Rand Bursary Fund was founded in 1966 by black teachers in Orlando.

Last year, despite the riots, R40 000 was donated to the fund, chiefly by whites.

● Donations can be sent to: Rand Bursary Fund, PO Box 60, Orlando, Transvaal.

Number of Indian children of school-going age

1001 Mr. W. T. WEBBER asked the Minister of Indian Affairs:

50

- (1) What was the estimated number of Indian children of school-going age in the Cape Province as at the latest specified date for which figures are available;
- (2) how many Indian pupils in the Cape are attending (a) schools for Indians and (b) schools for Coloured children.

The MINISTER OF INDIAN AFFAIRS:

- (1) Approximately 6 330—this figure is based on the 1970 census.
- (2) (a) 2 126.
(b) As schools for Coloureds are controlled by the Administration

of Coloured Affairs the required statistics are unfortunately not available in my Department of Indian Affairs.

Certificates to pupils who passed senior certificate examinations in November 1976.

*4 Mr. R. J. LORIMER asked the Minister of Bantu Education:

50

Whether certificates have been issued to pupils who passed the senior certificate examinations in November 1976; if so, when were the certificates issued; if not, (a) what are the reasons for the delay and (b) when is it expected that the certificates will be issued.

†The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION:

Yes. All the certificates with matriculation exemption have been issued and the others are being issued as fast as they are being typed.

(a) As some of the candidates in the unrest areas were prevented from writing some of the subjects or the whole examination during November last year, they were given the opportunity to write during February and March this year. For this purpose a special (additional) Form III examination with new question papers had to be arranged which entailed a lot of additional work for the Examination Section of my Department. The staff which are normally fully occupied during January and February in typing and issuing certificates, were utilized to type and dispatch question papers for this special examination. Difficulty has also been experienced in recruiting additional typists.

(b) All the schools should have the certificates within the next 3 or 4 weeks.

Mr. R. J. LORIMER: Mr. Speaker, arising out of the hon. the Deputy Minister's reply, is he aware of the fact that in the Grahamstown district many students who wrote the examinations last year have, though there were no disturbances which might have upset them, been caused considerable hardship as a result of not having received their certificates?

Mr. SPEAKER: Order!

50

Sybrand again rejects mixed school sport

Staff Reporter

IT would be irresponsible to grant permission to schools to organise mixed sport competitions, the Administrator of the Transvaal, Mr Sybrand van Niekerk, said in the Provincial Council yesterday.

Replying to questions from Mr Douglas Gibson (Progreff, Benoni) he said children thought, acted and spoke in much the same way as their parents did. And all parents were certainly not in favour of mixed sport, Mr Van Niekerk added.

"The logical conclusion is, therefore, that pupils, too, will be divided in their approach to mixed sport which would disturb harmonious relationships among pupils as well as schools," he said.

This in turn would have adverse effects on the schools as education institutions.

He said the executive committee had refused to permit the holding of mixed sporting events between schools serving different population groups.

The objections to mixed school sport were based on educational and other considerations.

The executive committee, the Administrator said, had received no request to allow mixed sport. It had therefore not refused any requests before it took the decision to maintain the status quo — namely that inter-school sport would be continued as in the past between white schools.

Inter-school mixed matches allowed

Staff Reporter *Cape Times*
25/5/77

BLACK and white schools will be allowed to play sport against each other in the Cape Province under certain conditions, the Cape Provincial Council was told yesterday by Mr F A Loots, the MEC in charge of education.

Speaking in the second reading debate on the Provincial Budget, Mr Loots outlined the conditions and asked for the help of the press in dealing with the problem objectively and not in a sensational manner.

He told the council that teams from white and non-white schools and colleges would be allowed to compete against each other on a friendly and occasional basis on certain conditions. These were:

- The head of the school or college had to consult the school committee, advice committee, and school board, to secure approval for the game to take place on the sports fields of the particular school.

Minister

- The Department of Education in consultation with the MEC in charge of education, had to give permission.
- The Minister of Sport and Recreation had to give permission.

Mr Loots said occupation permits would also be necessary for spectators, and applications for these permits should be made to the regional office of the Department of Sport and Recreation.

The regional representative of the department would discuss the application with the representatives of the other government departments involved, and then make a recommendation to his head office.

The head office of the Department of Sport and Recreation would analyse the application and liaise further with the head offices of the other Government departments involved, after which recommendations would be made for the permits.

Mr Loots said the Department of Sport had asked schools to apply for permits as soon as possible, and at least 30 days before the event to avoid inconvenience and delays.

He said he could foresee no problems with the application of the policy, and pointed out that sport was not a compulsory activity prescribed by the Department of Education.

Congratulation

No school was forced to compete against other schools and this would not happen in the future. This would apply to sport against non-white schools.

Mr Loots emphasized that he was discussing inter-school sport and not mixed sport, which would not be allowed.

Mr Andrew Hudson (UP Green Point) said the Department of Education had done well, and deserved congratulations. He did not agree with all the conditions but they were not insurmountable.

**Total enrolment Coloured and Rehoboth
Baster pupils in South West Africa**

996 Mr. W. G. KINGWILL asked the
Minister of Coloured, Rehoboth and Nama
Relations:

What was the total enrolment as at 31
March 1977 of Coloured and Rehoboth
Baster pupils in South West Africa in each
standard from Sub. A to Std. 10 and in
adaptation classes in Government, State-
aided and private schools, combined, ex-
cluding trade schools for apprentices but
including special and reformatory schools.

50

**The MINISTER OF COLOURED, REHO-
BOTH AND NAMA RELATIONS:**

Sub std. A	4 399
Sub std. B	4 176
Std. 1	4 104
Std. 2	3 320
Std. 3	2 944
Std. 4	2 660
Std. 5	2 111
Std. 6	1 824
Std. 7	1 290
Std. 8	623
Std. 9	209
Std. 10	224
Adaptation Classes	89

50

power by the Nationalists, in alliance with the Labour Party,

Mixed feelings on mixed school sport

Cape Times 26/5/77 Staff Reporter

THE REACTION of Peninsula school principals to the new provision allowing black and white schools to play sport against each other was mixed yesterday.

But they all felt the provision was a step in the right direction.

Mr G Emeran, principal of Trafalgar High School, said that "under no circumstances" would he allow his school to compete in sporting events with schools of other racial groups.

"The whole idea is ridiculous, laughable. What is the motive behind it. If the Government is trying to create better relations or ties between the various race groups why does it not open the schools to all races?"

Mr M Reeler, principal of Rondebosch Boys High School, welcomed the move as a definite means of establishing contact between schools. He said there were many conditions which seemed complicated at first glance. But they were necessary and would be strictly followed by the school, if it took part in mixed sport.

Red tape would discourage many schools considering the idea of mixed sport, Mr W Daniels, principal of Arcadia High School said.

Mr J H Uys, principal of

Jan van Riebeeck High School, said the regulations were definitely necessary.

"There are so many pitfalls in matters of this nature that the regulations are a good thing."

He said that his school would compete against black schools if they were approached but he did not expect this to happen in the near future.

"My sportsmasters are in favour of a gradual approach and we would prefer to comply with all the regulations so as not to step on anyone's toes. After all, not all parents feel the same about mixed sport."

SACS would take advantage of the move and would probably make the first move towards integrated sport during the coming athletic season in October, the deputy principal, Mr D Brown, said.

"We would be only pleased to invite selected black athletes to the spring invitation meeting."

"However, we won't go overboard. Our pupils have for years had contact with black pupils at cultural levels so the latest move is not revolutionary and has long been expected by us."

PRP on school sport, page 4.

the Act of extensive stock theft by African squatters. The blame for this was ascribed to the failure of the government to prosecute land companies maintaining African squatters on their land in contravention of the 1913 Act: It is our belief that the situation results from the neglect of the Honourable Government to carry out the Natives Land Act because the Kaffirs have come to think that the Land Companies are the government of the land and possess special capabilities to evade the law. This state of affairs, the farmers argued, led to a situation where

lection
he
y
ong
int-

help in th
the thrust
the alliar
by the Nat
(87), but
"The Farm
reduced,
in this
farmers
preceden
when it
part the
to appea
area (84
of 1914
since i
Th
is
ic
h
n
a
O

50

**Enrolment at schools of Coloured children
whose births have not been registered**

5. Mr. L. F. WOOD asked the Minister of
Coloured, Rehoboth and Nama Relations:

Whether Coloured children whose births
have not been registered are enrolled at
schools in the Republic and South West
Africa.

**The MINISTER OF COLOURED, RE-
HOBOTH AND NAMA RELATIONS:**

Yes.

**Enrolment at schools of Indian children
whose births have not been registered**

*4. Mr. L. F. WOOD asked the Minister of
Indian Affairs:

Whether Indian children whose births
have not been registered are enrolled at
schools falling under his Department.

†The MINISTER OF ECONOMIC
AFFAIRS (for the Minister of Indian Affairs):

Yes, if one of the following documents
can be produced:

- (i) A baptismal certificate.
- (ii) A certified extract from the register of
a registered midwife or from that of the
hospital where the birth took place.
- (iii) A certificate from the doctor who
handled the confinement reflecting the
date of birth according to the record
card of the patient concerned.
- (iv) Sworn statements by two unprejudiced
adult persons.
- (v) A determination of age by a district
surgeon.

50

ing their
drastically
with the
of the
gain in

50

3rd June 1977
Hansard 18 col 1243

Various examinations for Coloured pupils

991. Mr. P. A. PYPER asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many (a) Coloured pupils, including private candidates, in the Republic and (b) Coloured, Rehoboth and Baster pupils in South West Africa (i) entered for the junior certificate examination at the end of 1976 and (ii) how many of these (aa) passed in the first class, (bb) passed in the second class and (cc) failed;
- (2) (a) how many Coloured pupils in each territory entered for the matriculation or senior certificate examinations at the end of 1976 and for the supplementary examinations early in 1977 and (b) how many of these (i) passed in the first class, (ii) passed in the second class, (iii) obtained matriculation exemption and (iv) failed.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (a) (i) 17 491.
- (ii) (aa) 1 395.
- (bb) 10 295.
- (cc) 5 801.
- (b) (i) 594.
- (ii) (aa) None.
- (bb) 403.
- (cc) 191.

	Republic	South West Africa
(2) (a)	6 417	227
(b) (i)	157	None
(ii)	3 076	97
(iii)	1 117	30
(iv)	3 184	130

Hansard 19 vol 1256
6/6/77

Free books/writing materials for Indian pupils

1055. Mr. L. F. WOOD asked the Minister of Indian Affairs:

- (1) What amounts were spent in each of the past four financial years on the provision of free books and writing materials for Indian pupils from Class 1 to Std. 10;
- (2) what is the estimated amount required to provide free books and writing materials for pupils from Class 1 to Std. 10 for each of the next three financial years.

50

The MINISTER OF INDIAN AFFAIRS:

(1) Financial year	Text Books	General
1973-'74	R741 472	R638 049
1974-'75	R857 030	R863 161
1975-'76	R1 087 029	R1 046 818
1976-'77	R1 167 132	R1 225 625
(2) 1977-'78	R1 568 700	R1 945 200
1978-'79	R1 907 600	R2 351 700
1979-'80	R1 965 100	R2 422 310

All instructional materials are purchased out of the general allocation made available to every school. Separate figures for writing materials are therefore not available.

Hansard 19 vol 1260 7/6/77

Coloured school-children in Republic

1037. Mr. T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) What is the total number of Coloured school-children in the Republic at present;
- (2) whether there is a backlog for Coloured schools in the Republic; if so, (a) what is the backlog, (b) what is the estimated cost of eliminating the backlog and (c) when is it expected to be eliminated.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

- (1) 691 804.
- (2) Yes.
 - (a) 2 339 classrooms in respect of primary and secondary classes.
 - (b) R46 000 000 as estimated according to current building costs.
 - (c) All the requirements for education buildings during the following five years (1977-'78—1981-'82) according to information available at this stage have been programmed. The date on which the backlog will be eliminated cannot be determined at this stage because it depends on the availability of funds.

50

50

School heads deny ^{3/16/77} not honouring' Republic Day

Own Correspondent

MARITZBURG. — An allegation that two private schools did not give Republic Day the honour it deserved, by carrying on with normal classes, was challenged this week by the heads of both schools — Epworth High in Maritzburg and Kearsney College at Botha's Hill.

Speaking in the Provincial Council here last month, Mr Robbie Viljoen (Nat, Port Natal) accused the two schools of not respecting Republic Day as they intended carrying on with normal schoolwork.

But Mrs R E Lewis, headmistress of Epworth, said that although all pupils attended classes on Tuesday, the school day began with a special service and the 430 pupils from the junior and high schools were given a talk on the significance of the day.

The 35-minute service ended with a flag-raising ceremony and the singing of the national anthem. The girls then continued with normal classes.

She added: "I am not going to say how people should celebrate Republic Day, but

Cape Times
most of the girls are boarders and what does one do with them for a single day? They have to be looked after and cannot simply be turned loose."

Similar arrangements were made at Kearsney College, according to the headmaster, Mr E C W Silcock. But Kearsney schoolboys were one up on Epworth. The entire school left the classrooms for about an hour to watch Comrades Marathon runners pass the school gates.

"From our point of view, we did the correct thing, and practically speaking, parents of boarders would not have been able to reach the school for some time to take their boys out, because of the marathon," said Mr Silcock.

"With our special service which included a talk by the senior history master and which ended with the singing of the anthem, we felt we marked the day with dignity and respect."

But these arrangements have not satisfied Mr Viljoen.

He said: "I am pleased that both schools did at least do something to mark the day, but I still feel they should have closed."

UP TO R70 FOR

50

ONE UNIFORM

ARGUS 7/6/77

THE cost of a winter school uniform for a boy of 10 can vary from R53 to nearly R70, if only two shirts and two pairs of socks are bought. A uniform for a girl of the same age, with only two blouses and two pairs of pantihose, can vary from R51 to more than R60.

An Argus reporter discovered this after the MPC for Green Point, Mr Andrew Hudson, suggested at the Cape Provincial Council that all school uniforms should be standardised and only badges and ties should be different.

At a Bellville school outfitters a blazer for a 10-year-old boy attending one local school cost R19,95, socks R1,69 a pair; a tie R2,69, a shirt R5,35, shorts R5,65, white PT shorts R2,49, shoes R10,95, a raincoat R6,95 and a pullover R7,50.

For a girl attending the same school a blazer cost R19,95, shoes R10,95, PT shorts R2,99 a skirt R3,95, a blouse R3,99, a cardigan R7,50 and a raincoat R6,95.

At a Claremont outfitters a blazer for a 10-year-old boy cost R12,45, shorts R5,95, a pullover R9,15, socks R1,49 a pair, a shirt R5,25, a raincoat R8,35, a tie R2,25 and PT shorts R2,15. Shoes were not sold in that department.

SHOE QUALITY

For a girl of the same age attending another school in the area, a pinafore dress cost R8,75, a blouse R3,15, a blazer R28,95, a cardigan R7,75, pantihose 99c and a raincoat R6,95.

At a Sea Point outfitters shoes for both boys and girls cost R12 for top quality or R7 for a cheaper pair.

For a boy, socks were R1,30 a pair, shorts R4,50, a shirt R4, a pullover R7,

a blazer R12,50, a tie R1,65, PT shorts R2,20, a raincoat R7.

For a girl, a gymslip cost R11, a blouse R6, pantihose 79c, a blazer R12,50, a raincoat R7.

One outfitter explained that prices varied so much because of the materials chosen by the school committees. Melton blazers, for instance, were cheaper and warmer than orlon but did not wear so well.

'It depends what the committee are looking for

when they choose the uniforms,' he said.

But he thought it would be more expensive for parents if there were no uniforms. Many children would want a popular make of jeans, with a matching top, which would cost more than school uniform trousers and would not last so long.

And he thought girls would want many changes of clothing so as not to be outdone by their friends.

... money, but more leisure time.

r quota by Friday lunch-time, so that perhaps delaying as not been worthwhile - however it would make a

nth.

l Manager of the Co-op. packhouse and he confirms this leisure as opposed to money. It makes one wonder

.. However, what can transpire from this if it s fewer, more efficient, better paid and better

at present using only about 70% of the work force lar sized crop!

a change in the structure of the work-force which is have mentioned, there has been a movement of Black

has not been applied to the female population of the nt. This is borne out by the fact that for

ng more female labour (who I might add are more nt. We are also paying them higher wages if they pick

him
stroc
prac
We us
tried
super
seaso
amoun
Friday
still
off ea
I woul
If the
than co
wages!
have no
the picl
differer
I have s
experien
what the
continue
cared-fo
we used
There is
interesti
labour to
rural area
harvesting
diligent i
from ladders and for this purpose we have had special light-framed ladders made in order that they can do a man's work. The tendency too has been to plant a smaller variety of citrus tree in order to beat the labour shortage and difficulty of picking huge trees from ladders. The smaller tree (and therefore more trees per hectare, the same amount of fruit per hectare and possibly a quicker return on investment in the earlier years) has gained world-wide acceptance and is already bearing the fruits of its recent application.

s" feeling is so
th this

quota. We had
ied strict

ning of the

a certain

by the end of

and they would

arly could go

well but

Saturday yet.

ull time

a full day's

However, they

STAR

9/6/77

(50)

9/6/77 Star (50)

Top school gears itself for blacks

St Stithians College, Randburg, last night launched a R430 000 "Serve the Future Hour" appeal which will, in part, provide bursaries for black pupils if and when the Government allows them to enrol.

The appeal is aimed at raising R250 000 for a resource centre, R75 000 for a bursary fund, R75 000 for staff housing and R30 000 for a music block at the school.

Speaking at a dinner last night to launch the appeal, Mr Henri de Villiers, chief executive of the Standard Bank Group, said the majority of the private schools had indicated they were willing to admit black pupils once they received Government approval.

"Education is vital if we are to improve the quality of life of all black people in South Africa in this time of change, and to overcome the problem of fees, St Stithians is making sure that it will be able to offer bursaries to black students in the future," he said.

Backlog in Coloured classrooms

CAPE TOWN — The Minister of Coloured Relations, Mr H. Smit, said yesterday there was a shortage of 2 339 classrooms for primary and secondary classes for Coloured pupils.

A R46 million, five-year plan to construct buildings for Coloured schools had been programmed "according to information available at this stage," the Minister said.

"The date on which the backlog will be eliminated cannot be determined at this stage because it depends on the availability of funds."

The Minister said there were 691 804 Coloured schoolchildren in South Africa.

He was replying to a question by Mr Theo Aronson (SAP, Walmer).

Mr Smit said the Government had refused to grant R6,4 million of the Coloured Representative Council Executive's request for an additional R8,4 million for its budget this year.

Mr Smit said the appeal for more funds had been

turned down "because of the present economic climate and the request by the Minister of Finance to curtail expenditure."

Replying to Mr Aronson he said consultations had been held with the CRC executive over the request. He did not specify what this amount was to be spent on.

He confirmed that the next session of the CRC would open on September 9, 1977.

The Minister said the Administration of Coloured Affairs had surrendered R2,9 million of unspent money over the last two financial years to the Government.

The reasons for the unspent money were contained in the reports of the Auditor-General on the Administration.

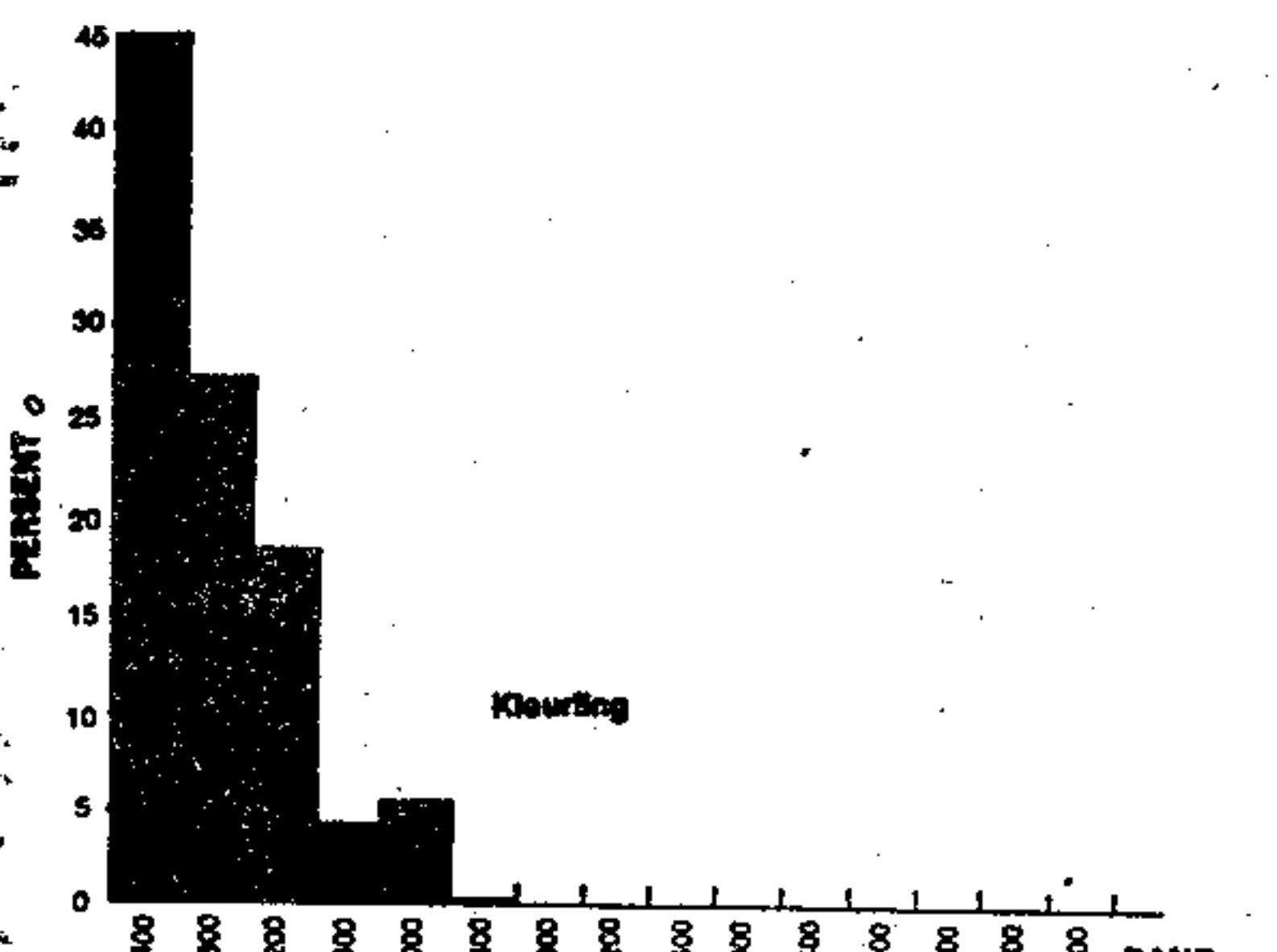
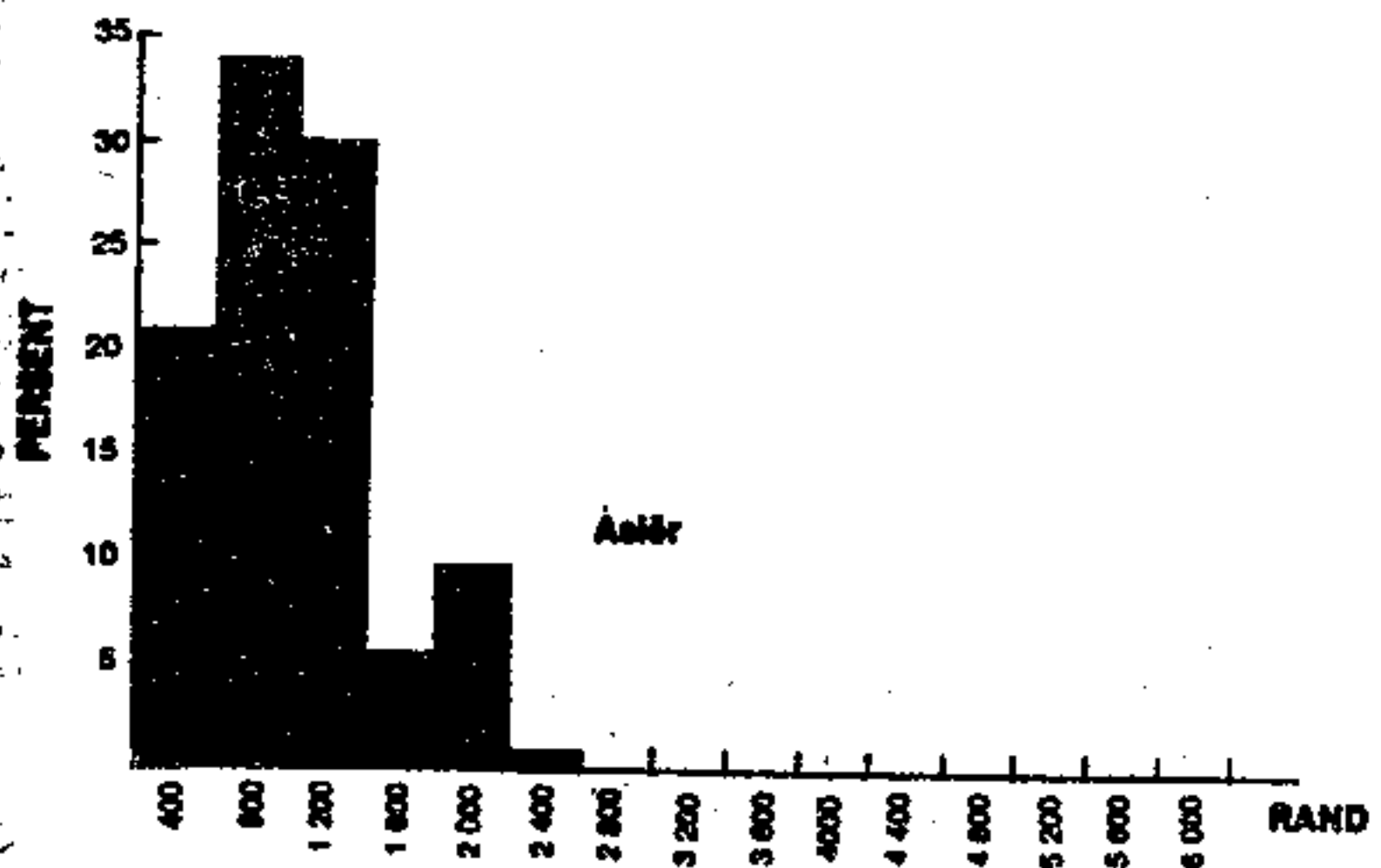
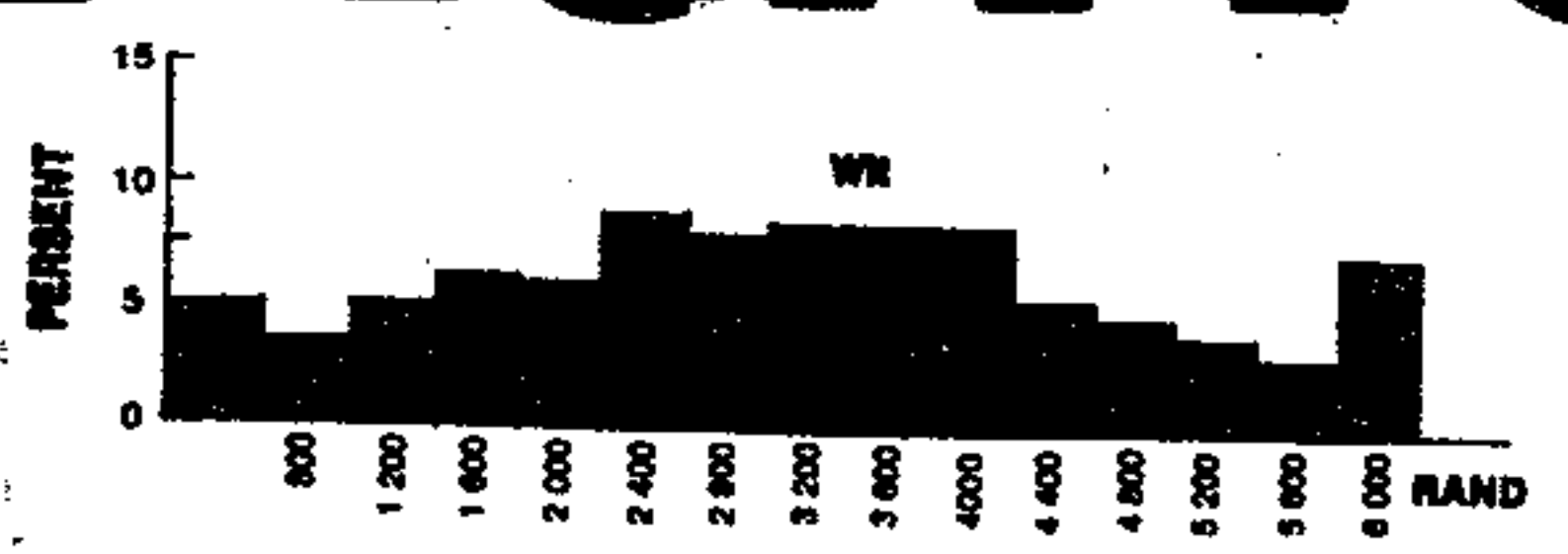
He was replying to a question by Mr Aronson who said later that if there was proper planning it should not be necessary to surrender amounts not spent. It was essential that priorities be established to ensure that essential services were provided timcously. — PC.

Rand-sent van onderwys

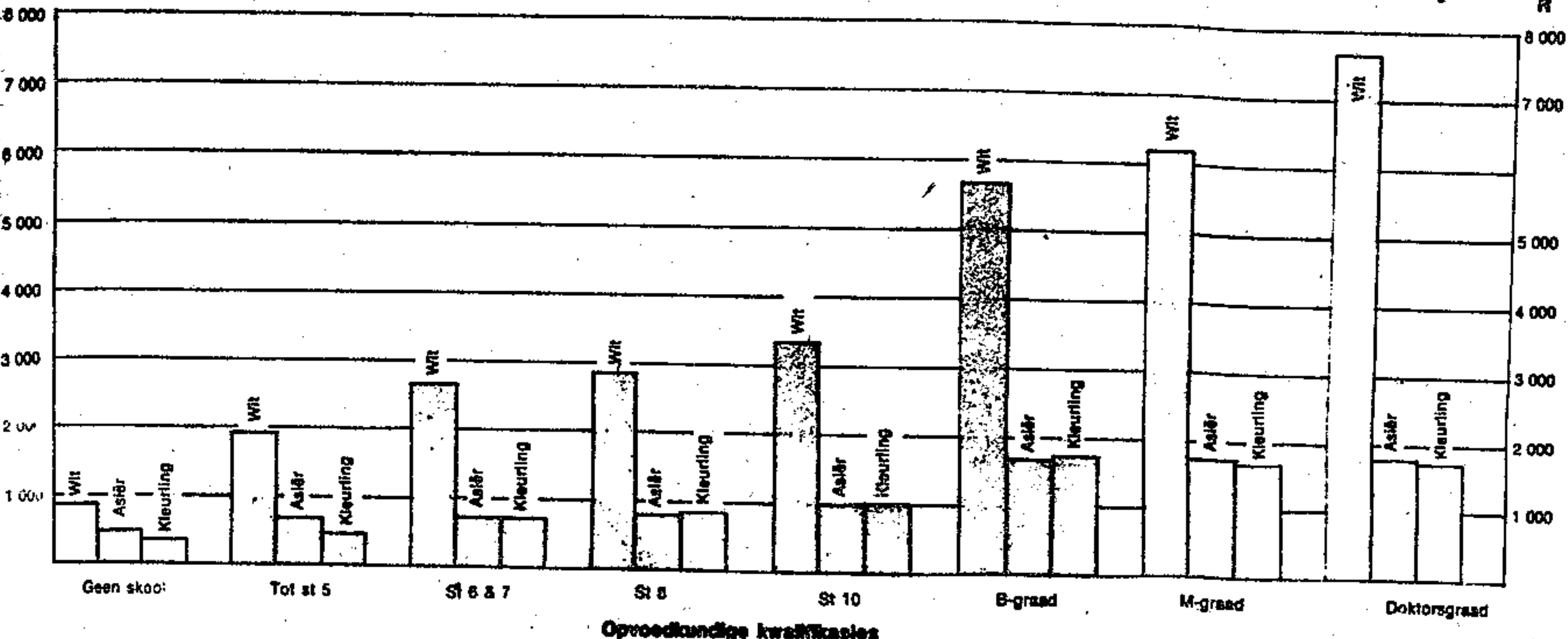
Dink Weer

Onder redaksie van Rykie van Reenen en Andries van Wyk

Dié eis sal rol speel



'N DIAGRAM wat vir die eerste keer met 'n oogopslag wys hoe lyk die verdienste-patroon van wit, bruin en Asiër in Suid-Afrika. Hieruit blyk dat byna driekwart van die ekonomies produktiewe blanke mans meer as R2 000 per jaar verdien; maar daar is min van die Asiërs of Kleurlinge wat daardie kerf haal. Ooreenkomstige statistiek vir die swartman was nie beskikbaar nie.



Só hou groter verdienste pas met groter geleerdheid. Maar kyk, sê dr. E. G. Malherbe, hoe verskil die inkomste van blankes en lede van ander bevolkings-

'n MENS hoef nie te kan lees om jou weer te laat dink nie: kyk net na hierdie drie diagramme, sê dr. E. G. Malherbe, onderwyskenners. As jong opvoedkundige was hy hoofnavorsers oor opvoeding in die Carnegie-kommissie wat die probleem van SA se agtergeblewe armblankedom ondersoek het by aftrede, kanselier van die Universiteit van Natal. Pas by Juta van die pers, is die tweede boekdeel (1923-1975) van sy lewenswerk, Education in South Africa (R15).

As eentydse direkteur van sensus en statistiek het dr. Malherbe 'n besondere belangstelling vir die sins insiens bewysbare en regstreekse verband tussen onderwys en opbrengs, ja, ook die soort wat in rande en sente gemeet kan word.

Een van die belangwekkende hoofstukke in sy boek is dus die beskouing van onderwys as doodnugtere belegging, soos dit die koelkopste sakeman moet interesseer.

Hoe Suid-Afrika sedert 1910 mm per kop in die onderwys van sy verskillende bevolkingsgroepe belê het, wys dr. Malherbe in 'n aanhangsel wat vir die eerste keer die verskille in belegging in riele terme laat sien, met inagneming van die waardevermindering van die geldeenheid.

Die belegging in die blankes se onderwys per

kop van die bevolking het toegeneem van R3,38 in 1910 tot R34,2 in 1974; dié van die Kleurlinge van R0,04 tot R9,34; dié van die Asiërs van R0,15 tot R13,06; en dié van die swartes van 0,01 tot R2,03.

Daar word dus vandag nog minder per kop aan swartes se onderwys bestee as aan die blankes s'n in 1910 (by gesê, daar is darem baie, baie meer swart koppe; en die totale getal swart hoërskoolleerlinge vandag is, hoewel net 'n breukdeel van die eie bevolkingsgroepe, ver meer as die totale getal wit kinders op hoër skool).

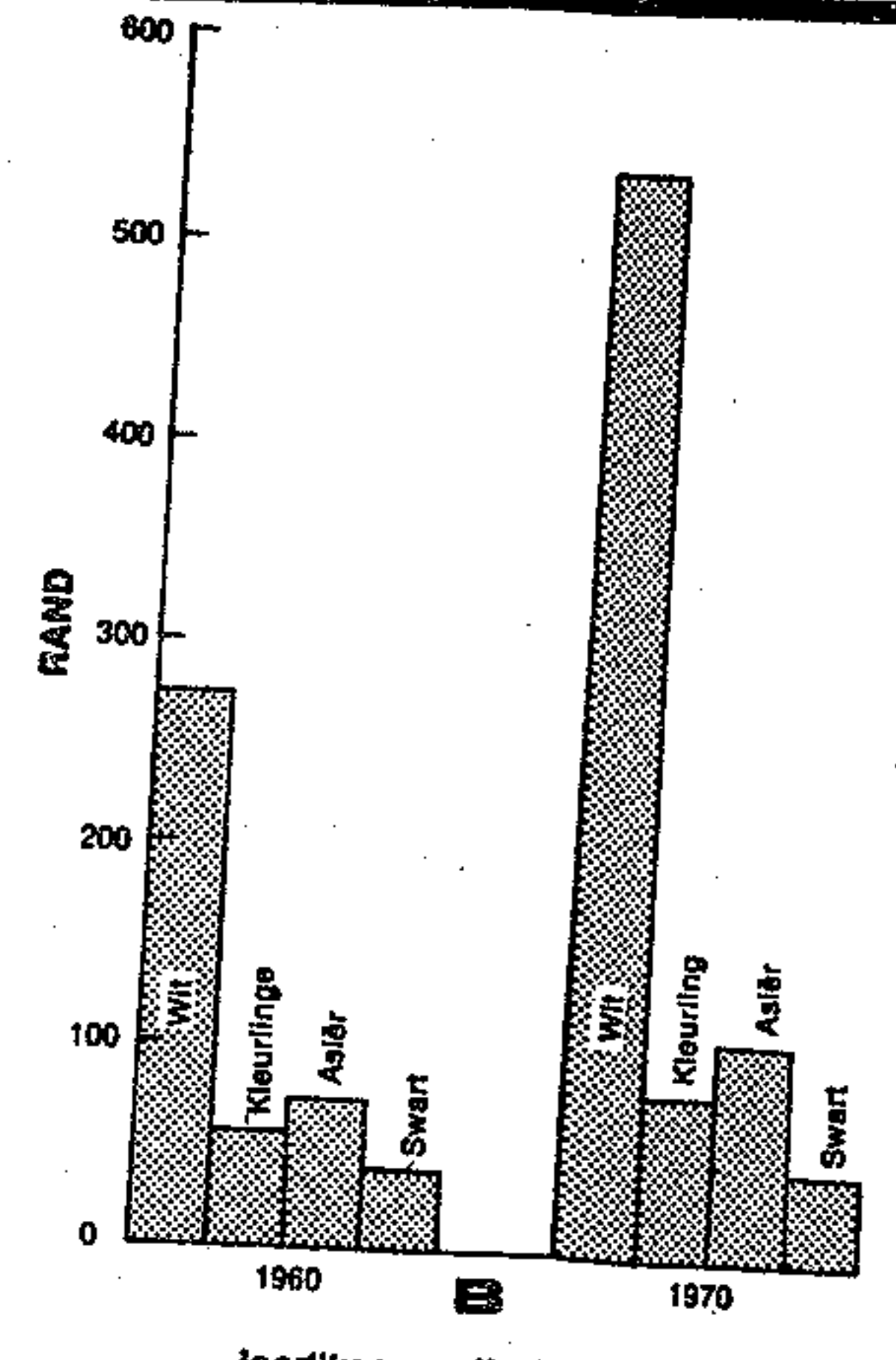
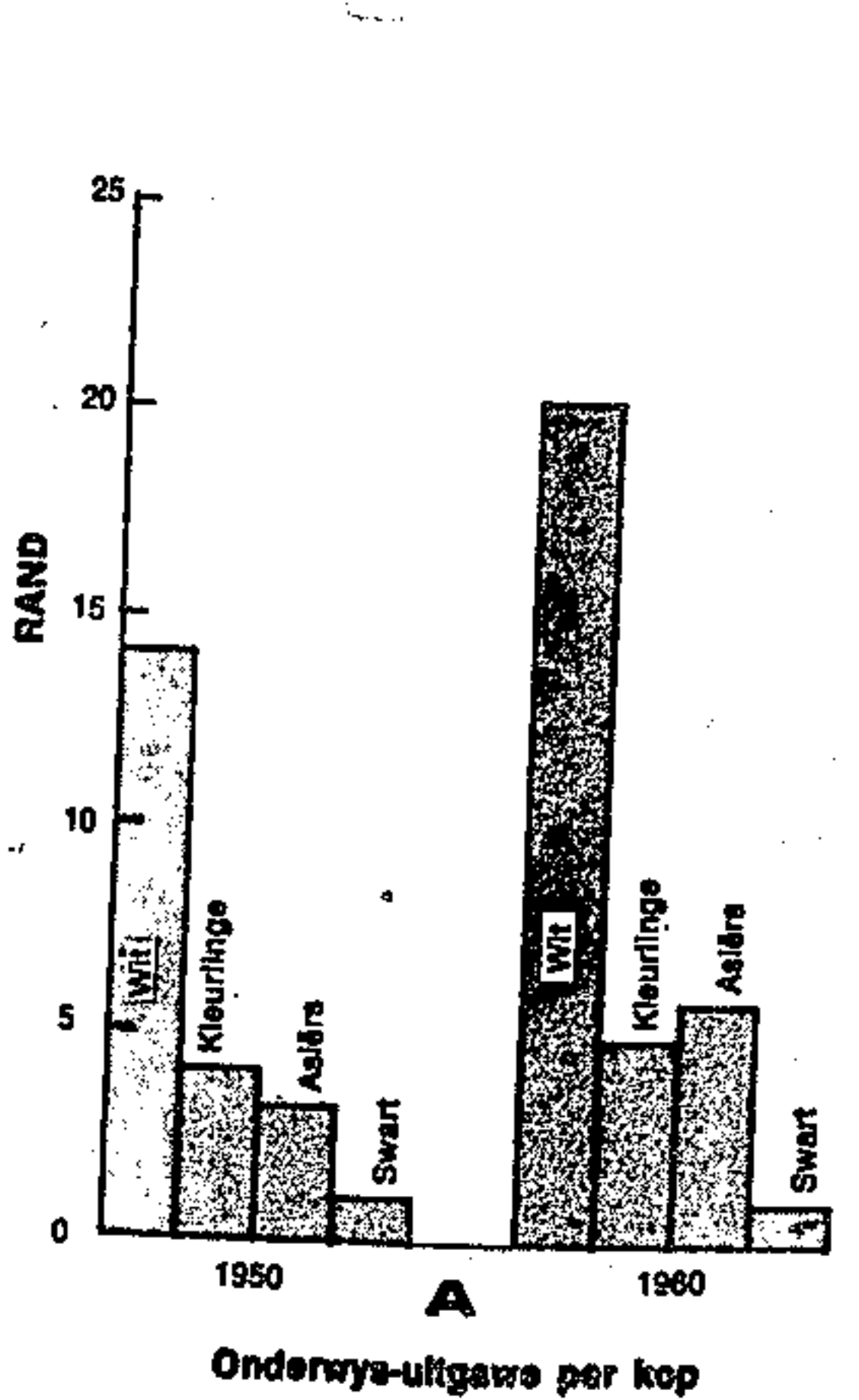
Twee punte beklemtoon dr. Malherbe in hierdie slotgedeelte van sy boek. Die een is die onbillikheid van dr. H. F. Verwoerd se indertydse uitgangspunt dat swart onderwys uit die regstreekse belastingbydraes van die swart gemeenskap gefinansier moet word.

Dit, sê hy, skep 'n dodelike sirkelgang. Want daar moet in gedagte gehou word hoe nou die verband is tussen onderwys en die vermoë om te verdien, en dus belasting te betaal (diagramme 1 en 2).

En, vra hy, word daar onderskeid gemaak tussen blanke gemeenskappe wat baie direkte belasting betaal en dié wat minder betaal? In 1964 het Natal byvoorbeeld 63 persent

MONDSTUK, lyfblad van die Transvaalse Onderwysvereniging, het dit vandeeweek pront gesê: Die blanke gemeenskap moet aanvaar dat onderwys vir die verskillende bevolkingsgroepe voortaan nou sal saamhang met 'n bedeling wat met blanke onderwys vergelykbaar is. Die vereniging reël later vandeeweek 'n veelvokige simposium oor Onderwys in SA in die jaar 2000.

In sy nuwe boek, Education in South Africa (1923-1975), wys dr. E. G. Malherbe intussen juis hoekom die huidige patroon van onderwysbesteding sal bloot uit 'n sake-oogpunt swak beleggingsbeleid is. Hy vertel die hele verhaal in drie/vier diagramme



meer provinsiale belasting betaal as die Vrystaat, maar daar was nie ooreenkomstige verskil in onderwysbesteding nie, die staat het die verskil aangesuiwer.

Dr. Malherbe meen dat die indirekte belasting wat die swartman betaal, stellig eerder moes help om wit onderwys te subsidieer as sy eie.

Die ander punt wat hy onderstreep, is dat diskriminerende maatreëls — en nie net op grond van kleur nie, maar ook van geslag — maak dat mense wat dieselfde onderwyspeil bereik het, nie dieselfde werk

HOE meer daar aan jou onderwys bestee is, hoe meer verdien jy — en hoe meer belasting kan jy betaal.



'N HOFSAK wat nog in die toekoms 'n groot rol sal speel by die oorweging van skadevergoedinge teen dokters in Suid-Afrika het dié week in die Pretoriase hooggeregshof ten einde geloop.

Na 'n verhoor wat 34 dae geduur het, het regter C.F. Eloff uitspraak voorbereid in die nou reeds welbekende „saak van die ineengekrimpde arm.“

'n Jong boer en polo-speler van Ermelo, mr. Peter Blyth, eis R112 000 van die dokter wat hom na 'n polo-pngeluk behandel het, dr. E. (Toefies) van den Heever, seun van wyle regter Toon van den Heever en broer van regter Leonora van den Heever, Suid-Afrika se eerste vroulike regter.

Op 23 Mei 1971 het mnr. Blyth, toe twintig jaar oud, van sy perd geval en sy arm gebreek. Dr. Van den Heever het die arm in gips geplaas. Na 'n paar weke is ontdek dat mnr. Blyth se arm permanent nutteloos geword het en moontlik afgesit sal moet word weens drukking wat in die gipsverband ontstaan het, na bewering 'n toestand wat maklik by die besondere tipe breuk na aan die elmoog kan ontstaan.

Dr. Van den Heever ontken dat hy nalatig opgetree het. Dertig dae lank het agtien dokters en mediese professore vir die twee partye getuig. Albei partye is elk deur 'n senior en 'n junior advokaat verteenwoordig. Regsargument het nog vier dae geduur.

Regter Eloff se uitspraak word eers oor twee maande verwag.

In Suid-Afrika is skadevergoedinge teen dokters nog hoogs uitsonderlik, sê prof. S. A. Strauss van Unisa.

Oral in die Westerse wêreld — en veral in Amerika — het die eise teen dokters só toegeneem dat as 'n Amerikaanse dokter eers een so 'n saak verloor het, hy maar kan ophou praktiseer weens die verhoogde versekeringspremie wat hy dan sal moet betaal. Party chirurgie in Amerika betaal reeds tot R40 000 elke jaar aan premies om hulle teen sulke eise te beskerm.

In Suid-Afrika is die skaal egter nog sterk ten gunste van die dokters gelaai. Waar 'n eis van 'n miljoen dollar jare gelede reeds vir die eerste keer in Amerika teen 'n dokter toegestaan is, is die hoogste skadevergoedinge wat nog in Suid-Afrika weens nalatigheid of onbevoegdheid teen 'n dokter toegestaan is, maar R20 000. En terwyl 'n pasiënt in Suid-Afrika so 'n eis wil instel, die risiko loop dat hy geruineer kan word deur die regskoste is die dokter beskerm vir 'n jaarlikse versekeringspremie van minder as R100.

En die leek se oordeel oor sy kans in 'n saak wat van 'n hoogs deskundige getuie afhang, bly maar dié van 'n leek.

Kenners meen dat 'n saak soos dié van mnr. Blyth tot R100 000 aan regskoste kan beloop.

Van dokterskant gesien, indien al meer pasiënte sulke sake maak, moet hul versekeringspremie onvermydelik styg — en dit moet uiteindelik van die pasiënte verhaal word in die vorm van verhoogde dokterpeil.

50

Open 'neutral' State schools to all —call by Sonn

MR F. A. SONN, president of the 8 000-member Cape Teachers' Professional Association, said last night it was imperative that the Government open a few 'neutral' State schools as a starting point toward the complete 'normalisation' of schooling in South Africa.

Presenting the presidential address at the association's tenth annual conference at Spes Bona High School, Athlone, he said he hoped the intransigent attitude of the Administrator of the Cape regarding private schools was not a reflection of official policy or the will of the majority of the South Africa electorate.

He said it was in the best interest of South

Africa as a whole that its children meet in circumstances as normal as possible at as early a stage as possible.

'They need to know, love and respect one another as fellow human beings and citizens of a common fatherland and not as people who are said to be different.'

In evidence to the Cillie Commission, the teachers' association had asked for a dispensation in which every South African would have free and full participation in the decision-making processes of this country, and had also asked for the gradual

opening of educational institutions to all.

Such full participation formed the touchstone of the teachers' association's educational philosophy and goals.

He said it was economically counter-productive and academically unfair to compel a student to attend a specific university because of an imposed ethnic or racial identity while Whites had the choice of many universities.

Mr Sonn paid tribute to the White teachers at Coloured schools 'for having knuckled down to a job of work alongside

teachers differently classified and under a principal also differently classified.'

'Despite all the things that are said will happen when White and Black work together as equals, the heavens did not fall down.'

The non-payment of teachers' salaries, Mr Sonn said, was a burning issue since 1964 and he implored the authorities to see to it that a situation did not arise where a teacher had to wait three or four months for a salary because it had the effect of 'lowering the status of the teacher in society as he is seen begging and borrowing.'

Teachers demanded equal pay for equal work on a matter of principle and morality, and not on material grounds, he said.

52

CENTENARY OF DURBAN GIRLS' COLLEGE HEADMISTRESS LOOKS BACK ON THE

LAST 21 YEARS

AFTER the centenary celebrations at Durban Girls college are over, the culmination of hectic weeks of preparing pageants, exhibitions and banquets, headmistress Miss Margaret Ella Christisson will quietly retire from the scene after 21 continuous years of leadership.

She looks back on years of both physical growth and academic change. She has seen College House extended, a swimming pool built and extra games facilities introduced and a new wing built on to the main school in 1961.

She has also introduced physical science as a matric subject, included German lessons in the curriculum and seen the JMB examination ousted in favour of the Natal

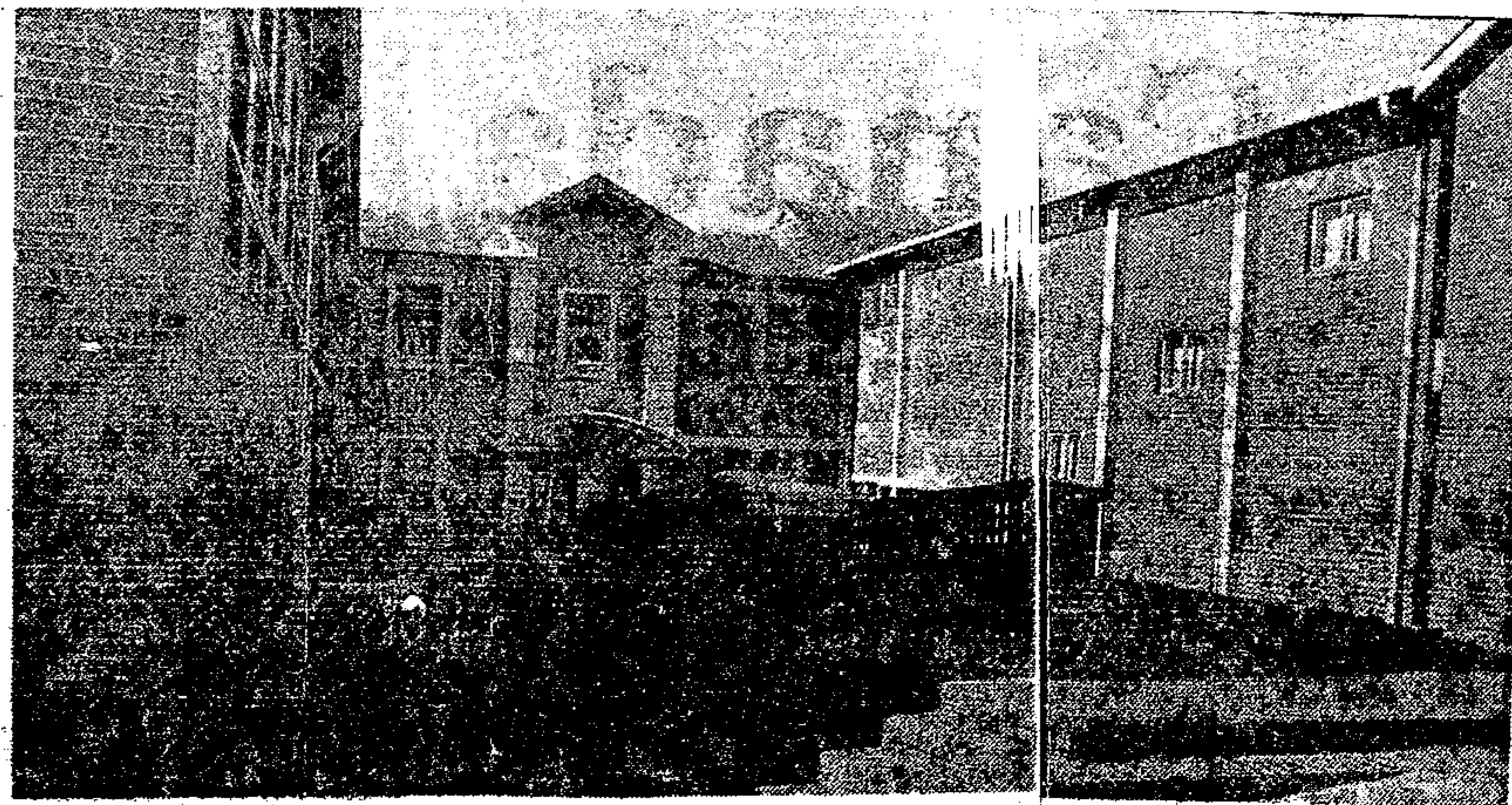
Durban Girls College in 1957.

She is a Somerville College, Oxford scholar with a B.A. Hons degree which she converted later to an M.A.

She says teaching methods have changed during her career.

"There is much more emphasis now in guiding girls and taking initiatives — teaching was much more stereotyped when I first started."

She learned Afrikaans and passed her Hoer



THE COLLEGE today — a far cry from the old building (on facing page) in Russell Street.



Miss Margaret Christisson who will retire 21 years as headmistress of the Coll.

TABLE 5: Agricultural and Fodder

continued

SIZE GROUP (HECTARE)	56		60		TOTAL
	No.	Area	No.	Area	
TO	-	-	-	-	-
1-9	7	25	9	36	16
2-4,9	4	25	4	32	8
5-9,9	1	14	7	98	109
10-19,9	4	118	3	103	7
20-49,9	9	611	7	525	16
50-99,9	11	1 737	17	2 495	28
100-199	19	4 634	17	4 239	36
200-299	56	23 485	19	7 383	75
300-499	176	134 427	21	14 926	196
500-999	263	382 319	12	15 783	275
1 000-1 999	206	603 268	7	20 516	313
2 000-4 999	35	214 851	-	-	35
5 000-9 999	5	69 449	-	-	40
10 000- OVER	-	-	-	-	40
TOTAL	796	1 434 963	123	66 136	919

ge.

Certificate.

She looks back on a "thoroughly enjoyable" time at the College, where she taught English mainly and imbued her students with her sense of fair play, humour and a mixture of discipline leavened by approachability.

She has always stuck to her guns on any issues she feels strongly about, from the time she rocked the academic boat by stating that Rhodesian schoolgirls were "instinctively disobedient" — although they possessed plenty of energy and initiative, to when she challenged the correctness of the Durban Symphony Orchestra's "distorting" of the classics for a "Classical Beat" concert once held in Durban.

British born, she first came to South Africa on the exchange system, taught at Arundel School in Rhodesia, then Johannesburg before coming to

and passed her Hoer Taaleksamen in 1954 after only two years of study, and has been member of many clubs and societies, including the Soroptimists, which took her travelling to Canada, New Zealand and other countries.

Over the years, she has seen the 'permissive' ranks of girls blossom into responsible adults and says reflectively: "You know, girls don't get any worse. Give or take a few locks of hair and skirt lengths, really they are the same from generation to generation."

It is too early yet for her to decide what she is going to do in her retirement, beyond having a holiday, possibly in England and Cape Town.

"I love the climate here and will retire in Durban, among my friends." She will also pursue her hobbies of reading and listening to classical music.

ANN MARSHALL

SOURCE: Department of Statistics.
 Report on Agricultural and Pastoral Production 1972 - 73.
 Agricultural Census No. 46 Report No. 06-01-10.

TABLE 6: PERCENTAGE DISTRIBUTION OF AGRICULTURAL & FODDER CROP PRODUCTION,
VEGETABLE SALES, NO. OF FRUIT TREES AND NO. OF LIVESTOCK
BY ECONOMIC REGION - 1971

	ECONOMIC REGIONS						ES/NO. (1)		
	08	09	10	08	09	10	08	09	10
Maize	-	-	-	-	-	-	-	-	-
Grain Sorghum	-	-	-	-	-	-	-	-	-
Wheat	1,3	0,6	-	-	-	-	-	-	-
Other Cereals	1,1	1,3	0,3	-	-	-	-	-	-
Sunflower Seeds	-	-	-	-	-	-	-	-	-
Ground Nuts(Shell)	0,2	-	-	-	-	-	-	-	-
Ground Nuts(Unshell)	-	-	-	-	-	-	-	-	-
Legumes	0,2	0,5	-	-	-	-	-	-	-
Tobacco	-	0,9	-	-	-	-	-	-	-
Chicory	-	-	-	-	-	-	-	-	-
Seed Cotton	-	-	-	-	-	-	-	-	-
Sugar Cane	-	-	-	-	-	-	-	-	-
Sisal	-	-	-	-	-	-	-	-	-
Phormium Tenax	-	-	-	-	-	-	-	-	-
Hay&Fodder Crops	0,6	0,2	0,4	1,8	1,2	0,7	0,3	0,3	0,5
Vegetables	2,6	0,4	4,2	1,2	6,1	3,4	0,5	1,8	3,6
Citrus Trees (B) (2)	-	0,2	7,2	1,1	1,2	0,5	0,1	0,1	4,8
Citrus Trees (N-B) (2)	-	0,2	8,2	0,9	1,3	0,2	-	0,1	4,5
Bananas, Pineapples, Granadillas	-	-	-	-	-	-	-	-	-
Other Sub-Trop Fruit(B)	1,3	0,2	0,1	0,3	4,5	-	-	0,4	0,2
Other Sub-Trop Fruit (N-B) (2)	0,1	-	0,1	0,4	0,5	-	-	0,1	-
Nut Trees (B) (2)	0,1	0,1	2,3	5,5	8,0	0,1	3,1	0,2	0,7
Nut Trees (N-B) (2)	0,1	-	0,6	0,6	1,3	1,7	0,1	0,2	3,5
Grapes (B) (2)	2,8	0,4	5,3	10,3	69,0	4,9	2,8	0,1	-
Grapes (N-B) (2)	1,3	0,8	8,0	13,4	62,5	3,8	1,3	0,2	-
Other Deciduous Fruits (B) (2)	0,3	0,1	1,2	3,3	38,9	22,2	2,1	2,9	8,6
Other Deciduous Fruits (N-B) (2)	-	-	1,4	2,9	33,1	28,7	1,5	2,7	7,7
Cattle	0,3	0,1	0,2	1,1	0,6	1,0	0,2	0,5	0,4
Sheep	0,1	1,5	0,8	2,4	1,0	3,3	0,2	0,5	0,7
Goats	-	4,7	1,3	0,4	1,1	0,5	2,3	0,5	1,7
Pigs	1,5	0,4	0,7	5,2	7,5	1,2	0,6	0,9	0,5
Horses, Mules, Donkeys	0,2	2,2	0,5	0,9	1,9	1,3	0,7	0,8	0,7
Ostriches	-	0,1	0,2	1,3	0,6	1,2	79,0	2,6	1,4
Poultry	7,0	0,3	0,1	5,4	10,0	1,1	0,1	0,4	0,6

28/6/77 NATAL MERCURY
NEW HEAD OF LANGUAGE LAB

Mercury Reporter

THE head of the Department of Modern Languages at Natal College for Advanced Technical Education, Mr. Eddie Durand, is to take up a position as head of the language laboratory at the University of Natal, Durban.

The Department of Modern Languages offers courses in journalism, television and radio, performing arts and modern languages.

Mr. Durand, who has been at the college for nine years, has been head of the department for two years.

A B.A. (honours) and education diploma graduate of Pretoria University, Mr. Durand is reading for an M.A. doing research in the study of christian names in Durban's Afrikaans community.

He takes up his post at the university on October 1.