

EDUCATION - GENERAL

1977 - 1978

HANS. 21 20/6/77

Cols. 1349-50.

50

MONDAY, 20 JUNE 1977

1350

- (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 1976;
- (2) what was the total sum 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 MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

			Adminis- tration of Coloured Affairs	Department of Coloured, Rehoboth and Nama Relations
(1)	(a)	(i)	None	None
		(ii)	None	None
	(b)	(i)	2 706	156
		(ii)	None	None
	(c)	(i)	78	50
		(ii)	None	None
	(d)	(i)	None	6
		(ii)	None	None

(2) (a) R994 417.

(b) Nil.

(3) (a) 24 726.

(b) 32.

Bursaries granted to Coloured pupils/Coloured students

1019. Mr. T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

HANS 21

20/6/77

col. 1352.

50

Free books/writing materials for Coloured pupils

1056. Mr. L. F. WOOD asked the Minister of Coloured Rehoboth and Nama Relations:

- (1) What amounts were spent in each of the past four financial years on the provision of free books and writing materials for Coloured pupils from Sub-Std. A to Std. 10 in the Republic and South West Africa, respectively;
- (2) what is the estimated amount required to provide free books and writing materials for such pupils for each of the next three financial years.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

	Republic	South West Africa
(1) 1973-'74	R1 389 573	R163 904
1974-'75	R3 314 628	R194 722
1975-'76	R3 503 876	R228 115
1976-'77	R4 141 702*	R222 000*

*Provisional figures. The final figures are not yet available.

(2) 1977-'78	R3 610 000	R250 000
1978-'79	R4 317 500	R286 000
1979-'80	R4 749 000	R296 000

HANS 21.

20/6/77

col 135 9

50

Bursaries for Bantu

X 1094. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (1) How many bursaries were awarded by his Department to (a) school pupils and (b) students taking technical or vocational courses during the latest year for which figures are available;
- (2) what was the total amount awarded in (a) non-repayable and (b) loan bursaries;
- (3) in respect of what year are the figures given.

The MINISTER OF BANTU EDUCATION:

- (1) (a) 581.
(b) 1 405.
- (2) (a) R174 180.
(b) None.
- (3) 1976.

HANS 21

20/6/77

Cols 1360-61

~~1~~
2 SO

Schools in Soweto

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

(1) Whether funds have been provided for
the building of schools in Soweto
during 1977-78; if so, what is the
amount of the funds;

(2) whether any part of the funds will be
used to repay existing loans; if so, what
part;

(3) (a) how many (i) primary and (ii)
junior secondary schools will be built
in Soweto, (b) when will they be
completed and (c) how many pupils
will each of these schools accommo-
date.

THE MINISTER OF BANTU EDUCA-
TION:

(1) Yes, R522 690.

(2) No.

(3) (a) (i) 1.

(ii) 3.

(b) Within 8 to 10 weeks if cir-
cumstances permit.

(c) Primary school: 500.

Junior secondary schools: 1 920.

HANS 21

21/6/77

cols 1372

50

Bursaries for Indian school pupils

X 1095. Mr. R. E. ENTHOVEN 'T HOOFT
asked the Minister of Indian Affairs:

- (a) How many bursaries were awarded by his Department to school pupils during the latest year for which figures are available.
- (b) what was the total amount awarded and
- (c) in respect of what year are the figures given.

The MINISTER OF INDIAN AFFAIRS:

- (a) (i) 106 Boarding allowances.
(ii) 9 456 Travelling allowances.
- (b) (i) R13 617.
(ii) R161 924.
- (e) 1976.

HANS 21

24/6/77

Col 1403

50

Bursaries for Coloureds

X 1093. Dr. A. L. BORAINÉ asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) How many bursaries were awarded by his Department and by the Administration of Coloured Affairs to (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 during the latest year for which figures are available;
- (2) what was the total amount awarded in (a) non-repayable and (b) loan bursaries;
- (3) in respect of what year are the figures given.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (1) (a) None.
(b) 2 143.
(c) 629.
(d) 5.
(e) None.
- (2) (a) R944 156.
(b) Nil.
- (3) 1977.

HANS 21

23/6/77

Col 1393

~~1~~
2 50

Schools in Bantu townships in Cape Peninsula

1158. Mr. G. W. MILLS asked the Minister of Bantu Education:

In how many Bantu townships in the Cape Peninsula (a) are there and (b) are there no (i) high schools and (ii) primary schools.

The MINISTER OF BANTU EDUCATION:

	(a)	(b)
(i)	3	none
(ii)	3	none

HANS. 21

24/6/77

C/114/4

50

Training of Indians as nursery school teachers *

1150. Mr. H. MILLER asked the Minister of Indian Affairs:

Whether there are facilities in the Transvaal for Indians to train as nursery school teachers; if so, (a) where, (b) how many were trained in each year since 1970 and (c) how many are being trained at present.

The MINISTER OF INDIAN AFFAIRS:

No. (a), (b) and (c) Fall away.

HANS 21

24/6/77

CP 1415 - 16

~~2~~
2 SO

X Schools in townships for Indians in Cape Peninsula

1160. Mr. G. W. MILLS asked the Minister of Indian Affairs:

In how many townships for Indians in the Cape Peninsula (a) are there and (b) are there no: (i) high schools, (ii) primary schools and (iii) community centres.

The MINISTER OF INDIAN AFFAIRS:

Rylands (a) and (b) (i) One high school.

(ii) No primary school.

(iii) No community centre.

Cravenby: (a) and (b) (i) No high school.

(ii) One primary school.

(iii) No community centre.

HANS. 21.

24/6/77

Col 1416

~~205~~
250

Schools/community centres in townships
for Coloureds in Cape Peninsula

X 1161. Mr. G. W. MILES asked the Minister
of Coloured, Rehoboth and Nama Relations:

In how many townships for Coloureds in
the Cape Peninsula (a) are there and (b) are
there no (i) high schools, (ii) primary
schools and (iii) community centres.

The MINISTER OF COLOURED, RE-
HOBOTH AND NAMA RELATIONS:

Education and Welfare Services for Col-
oured persons in the Republic are matters
which have 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) (i) 21.

(ii) 23.

(iii) 19.

(b) (i) 2.

(ii) None.

(iii) 4.

RIYADH — Saudi Arabia and the United Arab Emirates have decided to increase their oil prices by 5 percent to bring their prices into line with other Opec members, the Saudi Press Agency announced yesterday.

The agency, quoting an official statement, said the decision had been made following a meeting between the UAE Oil Minister, Mr. Manah Said al-Oteiba, and the Saudi Oil Minister, Mr. Ahmed Zaki Yamani.

The increase was effective

H/MERCURY 4/19/77

Arabs to put up oil price

from last Friday, the agency said.

The statement said the two ministers had agreed to raise the price of their countries' oil to Opec's figure agreed at its meeting last December in Doha, Qatar.

The UAE and Saudi

Arabia had held their increase to 5 percent on January 1 while the other 11 members of Opec had raised their prices by 10 percent with a further 5 percent rise set for July 1.

Nine Opec members announced last Wednesday in Vienna, site of the Opec headquarters, that they would drop the second increase following suggestions from the UAE and Saudi Arabia that they would equalise on 10 percent if other Opec States held the line there. — (Sapa-Reuters.)

NATAL MERCURY 5/7/77

Blacks 'resent' race policies

(50)

Mercury Reporter

RESENTMENT among Black pupils and students would flourish and grow as long as apartheid and separate education continued. Professor G. R. Bozzoli, principal and vice-chancellor of the University of the Witwatersrand said last night.

Addressing the Natal Teachers' Society conference in Durban, Professor Bozzoli said even if Black education was at an equal level to White education there would remain a conviction in Blacks' minds that what they had been given was "different and second-rate."

He added that education in South Africa should change in a direction set by United States President Truman after World War II, namely that government and the private sector should remove the barriers of race, religion, status and residence.

Institutions

He pointed out that when educational institutions in the United States were opened to all races, those that were White remained so — and those predominantly Black remained Black.

This was explained by the fact that Blacks were no longer suspicious, and their attitudes towards the institutions had changed radically as they could judge their universities on the same level as the White universities, Professor Bozzoli said.

Integration in education could start at post-graduate level with "little or no disturbance."

"Virtually all the White residential universities have some Black graduate students," he said.

A further vital step in the creation of satisfactory relations between races would be to remove all racial barriers at undergraduate level.

Long enough

"My university has been at this long enough to observe how completely satisfactorily students of all races in South Africa work and play together.

"I have no doubt that what happened in America would happen here — that the mistrust generated by the system of segregation would be replaced by pride for those same institutions," Professor Bozzoli said.

The power of the educator could bring about peaceful change in South Africa.

"But segregated schools and universities will not permit him to use his power, but will, and do, generate hostile, not peaceful situations," Professor Bozzoli said.

Natal Mercury 11/7/77

Natal Mercury 11/7/77
**Black
seminary
to reopen**

50

JOHANNESBURG —
St. Paul's minor Roman Catholic Seminary at Hammanskraal will reopen with a White rector and a Black principal next year after closing down during the unrest last October.

A Canadian priest, Father Michel Barrette of Lydenburg, and Father Samuel Motswenyane, of Natalspruit, have been appointed.

The Black Priests' Solidarity group had hoped to have the seminary entirely staffed by Blacks.

Yesterday president Father Lebamang Sebidi said "Father Barrette is okay, Blackness is not a question of pigmentation but of ideology."

In his opinion there had been no need for the seminary to close last year so affecting the education of about 160 pupils.

"There was a little squabble between the students and the teaching staff. Some of the Irish brothers got jittery and decided to close the school," he said.

He hoped all the Seminarists would return when St. Paul's reopens with new staff.

Transvaal to spend R4m on schools

Staff Reporter

THE Transvaal Provincial Administration yesterday accepted tenders for building projects worth R6-million in the province.

Nearly R4-million of the total amount is for schools — some R540 000 of it for four nursery schools.

Mr P W du Plessis, Director of Works for the Provincial Administration, said tenders for 18 high-priority projects had been accepted.

The biggest single project is the erection of a R1-million high school at Norkem Park, a suburb of Kempton Park.

Other big sums voted include R611 245 for the new Panorama Primary School at Roodepoort, R496 300 for a modernisation programme for the Pietersburg regional library, R469 804 for the new Suurbekom primary school and R369 860 for the new Laerskool Harmonie, Brakpan.

N. Mercury 15/2/77

Make use of idle schools, call by MEC

50

Mercury Reporter

PIETERMARITZBURG — A proposal to make more use of school buildings which stand idle for more than 30 percent of each year was made yesterday by Mr. Roger Whiteley MEC.

The move would mean closer links between communities and schools and better utilisation of facilities which have cost the public millions of rands.

"We are too compartmentalized in South Africa," said Mr. Whiteley, shortly after returning from a tour of schools in Europe and Britain.

Mr. Whiteley, Exco member for Education, studied the involvement of communities with school facilities. He also had talks with experts on television education.

Mr. Whiteley pointed out that the average South African school was used for about 200 days in each year, usually in daylight hours only. There was no real involvement with parents or the community.

In Europe, controlled use of sophisticated indoor multi-functional buildings by the community was common. This use was even extended to school libraries.

Mr. Whiteley conceded that many schools here could not be opened to the community because of the security problem brought about by their design. Halls were often in the centre of school complexes.

"But the needs of the community could be taken into account in the planning of new schools," he said.

The community would be charged for making use of the facilities and while this would not entirely cover the cost, it would pay for wear and tear.

Mr. Whiteley envisaged closer co-operation between schools and municipalities and sports clubs so that playing fields could be shared. Education authorities could then cut back on the huge areas of land needed for fields at schools.

Jobs scarce for 50
Indian graduates

Sunday Times 17/7/77

Sunday Times Reporter

ONLY 79 university-trained Indians are employed in the private sector in Natal and a survey has indicated that 42 more will be taken on over the next 10 years.

But more than 5 000 graduates are expected to leave the University of Durban Westville over the same period.

This is revealed in a report on "Employment Opportunities For University-Trained Indians" by Professor Jaap Greyling, head of the university's Institute for Social and Economic Research.

The report is a result of a survey among employers in Natal where more than 80 per cent of South Africa's Indian population lives.

Professor Greyling says the results suggest that university-trained Indians will have to be absorbed into the teaching profession, with the risk of an over-supply of teachers.

Professor Greyling says that the enrolment of students in particular fields is sensitive to demand.

"Inquiries have revealed that the limited demand for Indian graduates is in part due to a lack of knowledge among firms on the courses offered at UDW, a lack of confidence in the quality, efficiency and ability of the candidates and the hostility of other employees towards Indians.

"A number of firms are disappointed in the quality of graduates they employ."

N. Mercury 20/7/77

MEC'S NO TO ZULU

PIETERMARITZBURG — The compulsory study of African languages — to be launched in Transvaal schools next year — could not be introduced to Natal, Mr. Roger Whiteley, MEC in charge of education said yesterday.

Although Mr. Whiteley described the Transvaal move as "a step in the right direction," a shortage of suitably-qualified teachers made it impossible in Natal.

He said that intensive four-week courses at which African languages spoken in various parts of the Transvaal were taught, were attended by 700 Transvaal teachers over the past few years.

At present some Natal schools held Zulu lessons on a non-examination basis.

The Transvaal will introduce the languages at senior primary level.

D.P. 22/7/77

SRC plea for blacks

50

PORT ELIZABETH — It was decided unanimously by the SRC of the University of Port Elizabeth this week to ask the university council to enlarge study facilities for black students.

A motion was passed in which the SRC asks the university council to enable postgraduates and undergraduates who are not able to take their courses at black universities in the vicinity to make use of the facilities of the University of Port Elizabeth.

A letter to the rector, Prof E. J. Marais, was since drafted in which he was notified of the decision and asked to put the matter before the university council. — SAPA.

What makes these faces stand out in a crowd?



50

• Surrounded by a sea of boys are the five girl students of St John's College. From left are Eva Bertorelli, Jane Knox, Carol-Anne Bezuidenhout, Karen Newbigging and Louie Siebert.

Sun. Express 24/7/77

They're the only girls at a posh boys' school

By JILL SHIRES
THE odds are 86 to 1 that if anyone is pushed around at St John's College, it's the girls.
Because St John's College, Johannesburg, one of South Africa's most exclusive boys' private schools, has only five girl pupils among its 430 boys.

The girls, Carol-Anne Bezuidenhout, Louie Siebert, Eva Bertorelli and Jane Knox, all 17, and Karen Newbigging, 18, found the boys very friendly at first, "but now they push us around; we are just like their sisters".
The monastic atmosphere of St John's has steadily

changed since 1972, when for the first time in 74 years a girl student, Barbara Schneider, was admitted for post-matriculation studies for Cambridge A-level exams.
St John's is the only school in the Transvaal that provides sixth-form facilities.

And the girls brighten up the scene in their "civvies". The wearing of slacks is permitted but denim jeans are taboo.
Completing a post-matriculation course doesn't allow the girls much time for extra-mural activities, but Carol-Anne and Louie both play squash.

Eva and Jane come from Botswana. Karen is a Zambian. The three are boarding at Roedean, a private girls' school near St John's.
On the boys' side, one pupil remarked: "The girls this year were not quite as pretty as last year's batch of six."
Then he added: "They all have nice personalities."

Mercury's lessons resume

50

HOLIDAYS are over and it's back to school tomorrow which means it's time to resume the Mercury's educational programme for the new term.

In tomorrow's Mercury Standard 9 Science follows on from where we left off last term. On Wednesday, as usual, there will be Matric Maths; on Thursday it's Standard 10 Science, and on Friday there's the popular Junior Maths. And on Monday August 1, there will be lesson 17 of Let's Speak Zulu. The third Let's Speak Zulu tape is now available.

1

Mercury
25/7/77

Let Blacks teach us Zulu

ZULU is generally acknowledged as a subject that can profitably be incorporated in the Natal school curriculum. Its inflective beauty and rhetorical subtlety are reason enough for its appeal to the scholar, but even more important is its tremendous potential in the field of inter-racial communication, bearing in mind that it is the language of most Natalians.

So it is disappointing to hear from Mr. Roger Whiteley, MEC in charge of education, that the compulsory study of Zulu cannot be introduced in Natal. The report gave no indication whether this would be possible in the future.

Mr. Whiteley says the decision was arrived at because of the shortage of suitably qualified teachers. However, while we do not dispute the argument, the problem could be overcome in large degree by the appointment of African teachers of Zulu to White schools.

It has been done before — a Black joined the staff of a White school in the Cape last year, with official blessing after the authorities were satisfied that the move was not politically motivated — so there should be no objection to Natal following the example.

The argument has been raised that newly-qualified Black teachers are needed for their own schools. This is true, but if the question of inter-race dialogue is of paramount importance (and we believe it is) surely even a limited number of teachers could be made available to instruct White pupils.

African languages will become part of the compulsory syllabus for Transvaal primary schools next year, and this could not have happened without proper advance planning. Natal should emulate the example and so encourage the building of historical and cultural bridges for the ultimate benefit of all our peoples.

50

productive activities can be carried out
It has subsequently become the time of seasonal migration, when many seek employment to the South in the cultivation of tree crops, or in the mines, or in the growing parts along the coast" (5, p.111)

Until recent years labour migration has always been from subsistence farming regions to areas where cash income could be earned. However, there has been tremendous structural changes in the Ghanaian society and these changes have in turn exerted profound influences on the pattern and direction of population movement in the country. On the other hand, the patterns of population movements have effected certain socio-economic changes in the society. In addition to the cocoa-growing areas and the mines which have been the major traditional 'pulls' for migrant labour, the expanding urban areas have become the centres of attraction for migrants seeking economic opportunities.

15 PUPILS IN FINALS OF MATHS TEST

Science Correspondent

FIFTEEN pupils from eight Natal schools have reached the finals of the maths olympiad of the S.A. Akademie vir Wetenskap en Kuns, the Afrikaans cultural organisation.

More than 3 500 pupils participated in the first round of the olympiad, which is sponsored by the Old Mutual and is open to schools of all races.

With three students through to the finals, Maritzburg College was one of the country's top scoring schools. The successful Pietermaritzburg pupils were Alan David Manson, David Gavin Tarboton, and David John Taylor.

Other successful Natal pupils include Christopher James Leslie-Smith and Christopher John Sutton, of Alexan-

dra High School, Pietermaritzburg.

Charles Warren Tayler and Louis van den Berg of Hilton College passed, as did Michael David Bentley and Glenn Douglas Jennings of Kearsney College. Michaelhouse finalists include Andrew John Robertson and Hans-Joachim Woermann.

Stanger High School made the grade with Clive Martin while Durban was represented by Gavin Thain Smith and Jonathan Peter Taylor of Durban High School, along with Johannes Appelo of Hoërskool Port Natal, Congella.

D. D. 38/7/77

Why books not given to charity

50

EAST LONDON. — Jane of the Fourth and her tatty companions have been laid to rest, condemned to destruction by the Cape Education Department schools' library service.

Books considered too badly damaged, unsuitable, or redundant, are taken from the school libraries and destroyed.

A spokesman said they were not given to charities because if they were unsuitable for the schools' libraries, they were unsuitable for anything else.

"We would not be serving a charitable purpose. Once a book is condemned it is either beyond repair or it has no reading public," he said.

He said he could understand why people would get upset at the idea of books being destroyed.

"It comes from a reverence for books we do our best to encourage. But this must be tempered by reality.

"Anyway, if we did give them away, someone would complain that we were giving away the taxpayer's money," he said.

He said they did not just take books from the shelves and burn them. Each school submitted a list of books it no longer thought suitable, which either a library or school inspector then studied.

"Those that can be repaired are sent to Cape Town where they are rebound and returned or redistributed to another school which would like to have them.

"If they consider a book beyond repair, it goes on a list which is circulated to all State libraries and anyone wanting it will get it. Any book with historical value will certainly not be destroyed," the spokesman said.

"Others, like Jane of the Fourth, a 1920's English school story, will get destroyed because no schoolgirl today would be caught dead reading it," he said.

The actual destruction of the books was up to the local School Board, he said.

The East London School Board maintained it was an internal Departmental matter, and would not comment on the methods of destruction.

In-service training courses for school librarians are being held all over the Cape Province at the moment. One will start in East London early in August. — DDR

ADVERTISEMENT

See Times 3/7/77

MATHS

*A New, Easy way to
Master it*

50

Are you concerned about your child's weak marks in Maths?

Here is something you can do about it: we have developed a unique new method that will enable your child not only to understand Maths, but also to master it and excel in the subject. This simple, easy-to-understand new method will help your child overcome fears for Maths tests and exams ... help build up self-confidence, and make each Maths lesson a pleasure. And your child will be just as pleased and proud as you about the improvement!

All you have to do is write urgently for free particulars, without any obligation whatsoever. But do it NOW, while there is still time to help your child. Full particulars will be sent to you without delay - no matter where you live. Just send us a letter or postcard with the following details:

Your name and address, your child's name, and the standard he or she is in this year.

Post it, marked URGENT, to:
**School for Mathematics,
MBA Building,
P.O. Box 3570,
PRETORIA 0001**

Fund to build schools

50
100
1/9/77

A FUND to build schools has been established by the Thokoza Urban Council, Germiston, to relieve the school shortage in the township. A fund-raising drive has started in Thokoza and donations will be supplemented on a rand for rand basis by the East Rand Administration Board. Money raised will be held in trust by the board, to be used exclusively for classrooms and schools in Thokoza.

741

ia legis convenit. d. l. 11. de praem. 33. §. 1. hoc tit. l. 7. §. 1. idem hoc tit. l. 1. §. 1. Illa in factum dicitur & tota subsidia est.

Comment.

Quid sit actio: & quae ratione quando a quibus litentur. Item actioem esse, tam quae ex contractu nascitur, quam quae ex verbis nascitur, per sententiam per interpretationem ex causa. Item, cum nec oratio nec sententia tollatur, ut quae tamquam ex sententia legis, & per sententiam in factum appellari.

hic locus plene intelligatur, sciendum est, nam si per & quibus oppositiois incum, actionis aut directae aut utilis a veritate unquam primam directam actionem dicitur principalem, vel praetoriam, puta, actionem ad exhibendum, §. 1. l. 1. si quis. 17. ad exhibendum, vel ut actio directa commodati, deponi, pignori, &c. vide notata ad §. 2. sup. quibus modis re d. §. 1. sup. de oblig. quae quasi ex contr. Ininde dinaria ex delicto, opposita noxali, directa vocatur. §. 1. inf. de nox. actum. Potest etiam dicitur ad differentiam actionis ut consideratio huius loci propria est. Ut in universum describi potest, quod sit actio, sciente stricta juris ratione ex sequitate intro. Id vero sit bifariam: vel interpretatione iudiciorum; vel etiam iure expresso, tum praetoriam etiam civili, aequitatem sectante. Actiones et, in relatione ad jus civile strictum, omnes et utiles, tamen aperte verbis edicti proponuntur. §. namque. 4. inf. de actum. l. tutor. 16. §. 1. ut. l. 1. de iur. 26. §. 2. de noxal. act. l. 1. de iur. C. quib. ex ea. maj. Quamquam illos per absolute spectamus, quaedam actiones hoc uter, directas; quaedam, utiles appellari possunt, quae ipse edicti verbis proponuntur, ut res, res cessantibus, praedictum interpretatio m. per. §. 1. de his qui ad. n. et ff. ut possit. l. 1. de rei vind. l. 1. l. §. 1. de per. act. l. 1. de per. act. Sed & jus civile nonnunquam tribuit, ut illis tantum actiones tribuit, immo ratio iuris impedit, quominus directae dicitur, si directae iam sunt apud aliam. Item, non patitur, ut aut apud quosdam dicitur, ab eo, cui illa sententia competere debet, et transferatur. Hinc est, quod et, ut per legatum, donatumve est, non necesse est, actionem remitti impeditur, quia sententia sententis, directae penes venditorum, licet non remanet. l. §. cum. 16. de per. act. l. 1. de per. act. l. 1. §. 1. C. de iur. 18. C. de iur. 27. Pariter, cum dicitur, si illis non patitur, et a qua actionem quarantur, quidam actiones, et actiones constitutionibus introducta est. l. 1. §. 1.

don. quae sub mod. His autem similes, dampnis, actio directae legis, coque, quod scriptum autem etiam illud & verbis comprehendendum oportet, quod voluit legum conditor, etiam in id verbis aperte expressum non sit. Ut ecce, lege Aquilia, qui damnum dedit, expresse iubetur quod damni estimationem praestare. Illud non exprimitur, damnum tanti estimandum, quanti interit damnum datum non esse. Ceterum, quia damnum sarciri lex voluit, ex voluntate legis hoc sic acceptum est, quasi scriptum esset, quod omnis, quod interit estimationem fieri debere: ac proinde etiam ejus nomine quod extrinsecus interit, directae ex lege actio competit, ut notavimus ad §. 1. l. 10. sup. ead. At vero, ubi longius proceditur, atque, ex scripto & sententia contraria orta, actio inducitur per interpretationem, & exceptionem aliquam, tanquam ex mente legislatoris, ea non directae, sed utilis est; quinquam vi & effectu juris a directae non differt. l. prope. de neg. gest. Quod si & verba & sententia legis deficient, hic praetor defectum legis, utilitate id exigente, supplet et reddendo actiones in factum. l. quae a. inum. 11. de prese. verb. Quae omnia exemplis in textu illustrantur. Illud etiam hic obiter notandum, appellatione actionis in factum nonnunquam significari actionem illam utilem, quam ex sententia legis per interpretationem induci diximus. ut videre est in l. quae actio. 7. §. proinde. 3. l. item §. 9. in pr. l. item Mel. 11. §. sed §. 3. l. quae adrad. am. 29. §. pen. hoc tit. Proprie autem eo nomine designari actionem ab illa utili distinctam; quae sententia id factum persequitur, cui nec

TITULUS IV. De Injuriis.

Continuatio. & argumentum tituli.



Quarta species delicti, unde obligatio & actio inter privatos nascitur, est injuria seu contumelia. Quae quid sit, quomodo & quibus fiat, tam quae poena vindicetur, quae circumstantiae eam augeant aut minuant, & de quoque quomodo aboleatur, hic docebitur.

TEXTUS.

Generaliter injuria dicitur omne, quod non jure sit: specialiter, autem contumelia, quae a contumendo dicta est, quam Graeci ὀβριμία appellant:

autem culpa, quam Graeci ἀδίκημα dicunt, sicut in lege Aquiliae damnum injuria datum accipitur: aliam iniquitatem & iniustitiam, quam Graeci ἀδικίαν ἢ ἀδίκημα vocant: cum enim praetor, vel iudex, non jure contra quem promissus, injuriam accepisse dicitur.

COMMENTARIUS.

Omne, quod non jure sit] Quicquid non jure sit, generali verbo injuria licetur. l. 1. hoc tit. ubi Ulpianus ait, injuriam ex eo dicitur, quod non jure fiat. Itaque omne factum, quo nocetur detrahiturque

Soweto sympathisers barred

RDM 3/8/77

(50)

Staff Reporter

TWENTY student teachers at Tlhabane Teacher Training College, in BophuthaTswana, were refused re-admission at the school after taking part in a Soweto commemorative service at the school on June 16.

Fifteen of the students were doing their final year teachers' course and were to write their final year examination in two months.

Four of the students said they were given 30 minutes to leave the school

premises on June 17. Seven students were arrested by the Security Police, but were released on June 21.

A final year student, Miss A, 22, said students at the school decided to boycott classes on June 16 and 17 to hold a commemorative service.

On the following morning, the students heard from a Radio Bantu broadcast that the principal had ordered the closing of the school and that all students were to leave the premises immediately.

When the students demanded an explanation from the principal why the school was being closed, the police ordered them to leave within 30 minutes.

Miss A said the students were later asked through a radio report to re-apply for re-admission. When she applied her application was turned down.

The principal, Mr C J Greyling, told her parents that she was involved with a group of students who throttled him, assaulted some teachers and a school

prefect.

The students have denied the principal's allegation of assault. Mr Greyling, who refused to comment on the incidents, referred me to the Secretary for Information of the BophuthaTswana Government. The department refused to comment.

The opposition National Seoposengwe Party is planning to approach the Secretary for Education in the homeland to re-admit the 20 students.

The college has about 500 students.

...militiam constans... occiderit, hinc miles extra campum... pro dicens de conventibus... solent? Et quamvis hi milites non... corum die & loco solito... aliam esse respondit... in direxit, aliud juris est...

ex arbore dejecto ramo] Arborem puta-
plane licitum est: ceterum in derecitate
culpa esse potest. Quod ex loco, modo
or, estimandum est. Nam si is locum
publicam aut viciniam alterius per quanti
aut uniusque transtite jus est: & si ma-
ri arbores amputat, tantum in eum to-
umvis privato, sine proclamatione de-
in praeferentem occiderit, culpa obno-
pro proclamavit, nec alter curavit cul-
a culpam est. Similiter extra cunctum
si in eum locum dejectur: in quo aut
landi juserat, quamvis non proclamavit
divinare non potuit. In p[ro]cipua enim
turus esset. l. si p[ro]cipua. 2. §. de re. 1. 1.
uar Graecis & Romanis, regis dicitur. Do-
ria & consularis, item nuntius. Quae
co: dicit, quae & ipsa sua p[ro]cipua in
in loc. publ. Sic Elic. de re. 1. 1. §. 1.
hic.
s qui servum suum secus] Quamvis
1. 1. §. 1.

...impetum quoque mularum & c. Mullo cuius ob impe-
ritiam vel intractatam, impetu mularum servus alio-
nus obtritus est. hac actione tenetur. Idem juris est in
persona ejus, qui impetum equi, quo vehabatur, pro-
pter imperitiam vel intractatam retinere non potuit.
Neque iniquum est infirmitatem culpa adnumerari.
Quippe cum nemo tenere affectus debeat, in quo vel
intelligit vel intelligere debet, infirmitatem suam ali-
periculo fam suam. l. 8. §. 1. col.

TEXTUS

9. His autem verbis legis, Quanti id eo in
anno plurius fuerit, illa sententia exprimitur,
ut, si quis hominem tuum, qui hodie claudus, aut
mancus, aut luscus erit, occiderit, qui in eo anno
integer, aut p[ro]cipuus fuerit, non tanti tenetur,
quanti hodie erit, sed quanti in eo anno plurius
fuerit. qua ratione creditum est poenalem esse hu-
jus legis actionem; quia non tanti quisque obliga-

...Si moritur vulneratus, sic servus, deinde post,
etiam longior tempore interjecto, mortuus sit, se-
cundum Julianum inde nonnum numerari placet, ex
quo vulneratus est, licet Callus contra sentent. d. l. ar-
lex. 1. §. 1.
Paridem esse hujus legis actionem] Aequitate A-
quillae poenalis est. Nam cum interim his ultra da-
mam datum non estimetur, veluti res intra annum
deperita non sit, tantum ad hoc, ut poenalis habea-
tur, sufficit potest praesentem estimacionem exquiri.
& poenam generatim in damnum statuat esse.
In heredem non tranfire] Constat hanc actionem
heredi dari: sed in heredem non datur, cum sit pec-
nalis; nisi forte ex damno locupletior heres factus sit.
d. l. de Noveratus. 23. §. hanc actionem. 8. hoc sit. aut
temp. a. l. 1.
Qua transture fuerit] Ait actionem legis Aquillae
in heredem non transtire, non quia ex delicto est, sed
quia poenalis; transturem, si poenalis non esset. Ita-
que hic locus aperte confirmat eorum sententiam, qui
exstimant. actiones non poenales, etiam ex delicto
veniunt, in heredem dari, de quo latius alibi §. de leg. 2.
de obl. que ex del. §. 1. de p[ro]cip. §. 1. de tem. a. l. Ho-
die actio legis Aquillae poenalis non est: nam solum
cautionis, ea nunc utimur, ut damnum injuria datum
persequamur, non etiam quanti plurius supra id res in
eo anno aut in diebus 50 proximis fuit: & quando ali-
quid propter occasionem conjugii vel parentis, vel
propinqui adjudicatur, id potius eius qui agit, inde-
tanis servandi, quam coeheredi advertarii, causa fieri
existimatur. Cuius de jur. 2. lib. 3. c. 13. Grot. 3.
in id. 32. & 34. Croenw. ad l. aurez. hic.

Staff Reporters

THE Department of Bantu Education said yesterday that it was possible that the number of pupils who had enrolled at the 40 "new" State schools had barely exceeded 100.

Registration at the "new" State schools started on Thursday and ends on Monday. About 27 000 pupils are affected by the takeover of the 40 schools and are all required to seek enrolment.

A Rand Daily Mail survey yesterday showed that only 77 pupils had enrolled so far in 10 of the 40 schools affected. The resignation of 10 teachers has been confirmed.

A "Mail" reporter visited 20 of the State schools in Soweto and Dobsonville yesterday. These schools were all previously community schools.

The "Mail" survey revealed the following situation at about noon yesterday.

Morris Isaacson High School, Naledi High School, Phefeni Junior Secondary School, George Khosa Junior Secondary School — no registrations.

Thoma Mofolo Secondary School had four registrations, the Moletsane Junior Secondary School had 40 and Sekano-Ntoano Secondary School two registrations.

Three pupils had enrolled at Musi High School,

Only 100

pupils

sign up

nine at the Orlando West High School and six at Orlando High School.

A spokesman for the Johannesburg office of the department said his office was hoping registrations would pick up sharply today and on Monday — the last two days for registration. Parents have to accompany their children and themselves sign undertakings to ensure that their children study at school.

The hope is that most parents will be at home over the long weekend and take the opportunity to register their children.

Meanwhile in the Pretoria townships of Arteridgeville and Sandville, two schools were the target of stone throwers as the other two which were affected by the similar incidents on

Thursday resumed normal classes yesterday morning.

The new targets were the neighbouring Kholofelo and Walton Jameson higher primary schools.

At Walton Jameson school a group of youths scaled the school fence and pelted the school with stones, according to an eye-witness. Classes were abandoned.

Mathabathe and Mboweni higher primary schools, which were stoned on Thursday morning had normal classes yesterday.

But there was again a total boycott of classes at Hofmeyr High School yesterday. At Dr W F Nkomo Secondary School lessons were held in three classrooms for the few Form three and two pupils who turned up.

50

No peace in the schools

It's nearly a quarter of a century since Hendrik Verwoerd told Parliament that his new Bantu Education Act would ensure that "a Bantu child remains a Bantu child". Most whites have forgotten that speech. But African pupils and teachers haven't.

Indeed, those words still haunt SA this week as African pupils are again boycotting classes and Bantu Education Department officials are threatening boycotters with "permanent expulsion". The children say they want an end to Bantu education and Verwoerd's speech is never very far from their lips.

"Enter to learn; leave to serve", read a slogan daubed on a Soweto school. And Verwoerd's words were quoted only a week ago by Soweto headmaster L M Mathabathe.

The pupils and their teachers are rejecting not only the appalling quality of

Bantu Education, but the very system itself.

Examples of the handicaps faced by African schoolchildren are legion: pupil-teacher ratios of about 50 to 1 (compared with 20 to 1 for whites); teachers who are, for the most part, inadequately qualified; a drastic classroom shortage; a staggering drop-out rate; a "double session system" in which teachers must teach one group of pupils in the morning, and another in the afternoon.

The white-African per capita State spending gap in education has widened steadily. In 1953, the State spent R128 on each white and R17 on each African scholar. In 1975, the figures were R644 and R42 — a widening from 7,5 to 1 to 15 to 1.

There has been progress in some of these areas. Jaap Strydom, Johannesburg

regional director of the Bantu Education Department, claims that "we've virtually eliminated double sessions; we've introduced a programme to raise teachers' qualifications; we're phasing in free text-books; and we're committed to build five Soweto senior secondary schools by the end of 1978". Primary school teachers, however, are dubious about what Strydom says about double sessions, saying that they are still in operation in many schools — they also point out that the system is very much alive outside Soweto.

Strydom says that the requirement (*FM* January 9) that parents sign an undertaking that they'll keep their children at school for at least four years is "a demonstration of our commitment to phasing in compulsory education".

And Bantu Education Minister M C Botha has said that his department

WHAT THE PARTICIPANTS THINK

The *FM* spoke this week to African pupils and teachers. Some extracts from the conversations:

Why do you object to Bantu Education?

It's aimed at our suppression. It doesn't give us the opportunity to prove ourselves, as white education does.

Why do you say that?

There are no proper facilities. The classes are overcrowded, there are no pre-school facilities like those whites have, so we start off at a disadvantage. It's run on tribal lines, and there's no opportunity to question. The courses ignore our view of history and stress things like the Bantustans which we reject. The whites are given an education which relates to their own situation — Bantu Education ignores our situation.

Couldn't the lack of facilities you complain about be remedied by the authorities?

No. When we say Bantu Education we mean the whole structure, which is separate and run by whites.

You complain that the courses are biased. Wouldn't that still be a complaint if you were allowed into white schools?

We're not trying to encourage pater-

THE EDUCATION GAP*

* State spending on school education in the common area

R644



white

R42



african

nalism. We don't just want to be taught by white teachers in white schools. If we're going to go to white schools, then our teachers must be trained to go to those schools and we must be consulted as whites are.

Doesn't the fact that subjects like commerce are now taught in African schools mean that you aren't just being taught to be labourers?

No. It just means the whites want a different type of work from us now.

What happens if pupils ask questions about what they are taught?

Most of the time the teacher doesn't know the answer. We're just told to go and study on our own.

You say the standards are different, but the Department of Bantu Education says you're taught the same syllabus and write the same exams.

We don't know that. We've never seen a white exam paper. Ours have "Bantu Education" written on them, so we suspect that there are differences. And if our exams are the same, why aren't they marked by the same people?

And, if the systems are the same, why do they keep them separate? We'll be suspicious as long as they keep us separate from the white system.

"cherishes the same goals as any education department; that its duty is to make the most of the potential of the children entrusted to its care".

But black schoolkids are still unimpressed even by the few improvements that have been made. It's all a cosmetic operation, they say — the system remains the same: "Nothing has really improved since last June 16", a Soweto student tells the *FM*. The system is still vastly inferior to that for whites, they say, and is designed to keep them at the bottom of the ladder in the "white" areas.

Bantu Education officials concede that the quality is in need of revamping. "The quality of Bantu Education could obviously be improved, but the problems are those of most developing countries. And we're battling desperately to reduce them. It's not a cosmetic operation — it's plastic surgery", says Strydom. He adds that "the system isn't designed to keep black progress back. Black pupils write the same matric as whites and their schools choose their own syllabuses. Our goal is the same as that of white education.

"The way to improve Bantu Education is chiefly by improving teacher training. There's no need to scrap the system".

But this is precisely what the pupils and teachers deny. They point to issues like mother-tongue instruction in junior classes (itself originally imposed against the parents' will). They add that denying them English-medium instruction until later on in their careers is a deliberate attempt to bar their progress. English is not only an international language, it's the gateway to success in the white world, they say.

Too many drop-outs

Some commentators, like a columnist in *The Nation*, a paper backed by Chief Gatsha Buthelezi's Inkatha movement, see mother-tongue instruction as a deliberate attempt to encourage tribal differences and encourage a high drop-out rate.

Replies Strydom: "We believe that starting in the vernacular is educationally sound. Besides which, whites are also forced to learn in their home language".

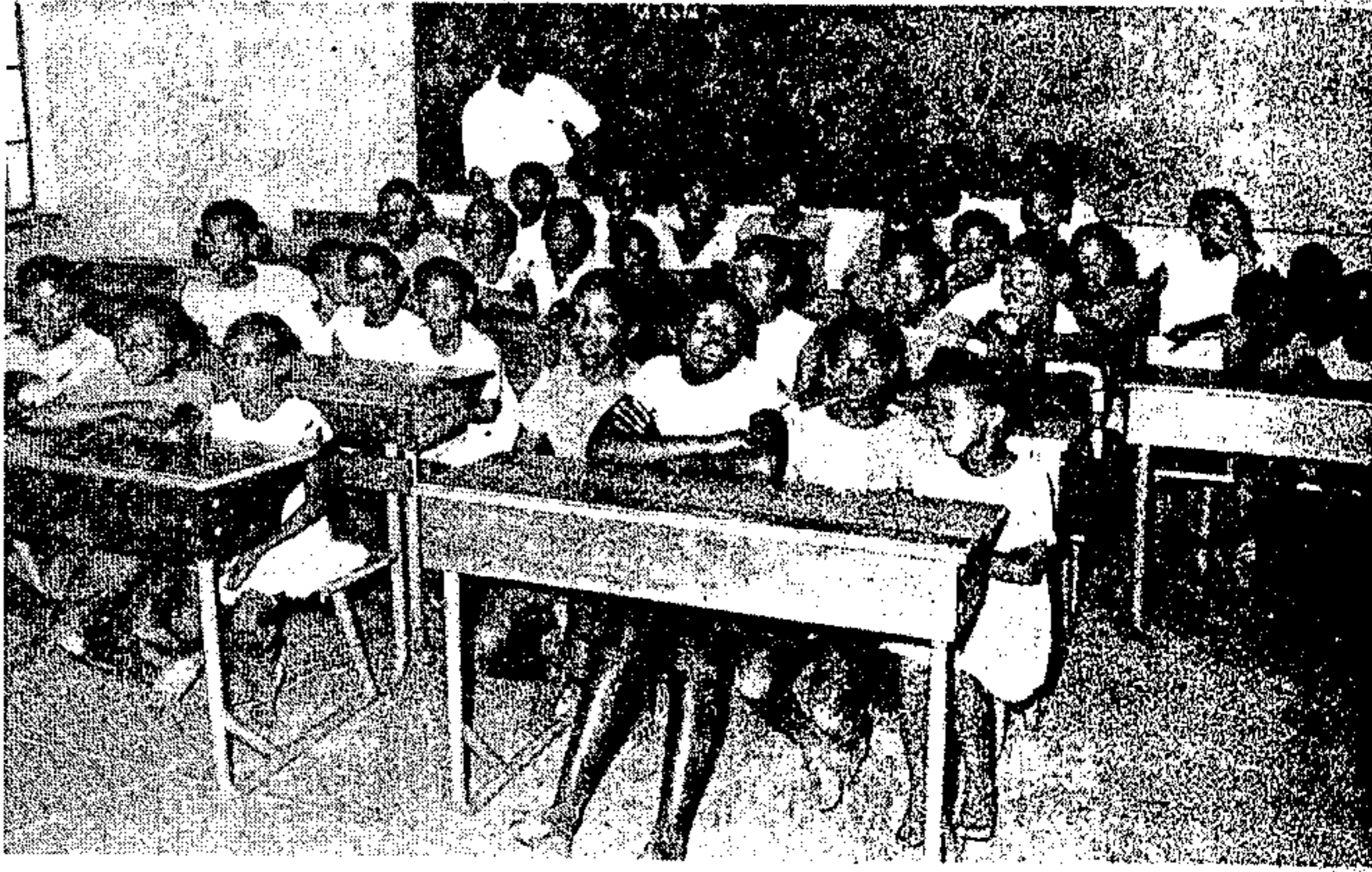
Nevertheless, the pupils remain sceptical. Even if the syllabus is similar, they ask, does this help if the teachers simply can't teach it.

Comments David Adler of the Sached Trust, which provides a range of educational services to Africans: "Education isn't just a syllabus or an exam. It's an entire process. While white schools can perhaps afford the luxury of encouraging independent thinking, black schools can't — the emphasis is therefore on accumulating facts rather than critical skills.

"The result is that even those Africans who do make it through the system are

disadvantaged when compared to whites with the same qualifications".

Reef educationalist Franz Auerbach concurs: "The syllabus may be the same. But a syllabus is only an indication of what should be happening. As long as teacher-pupil ratios are lopsided and the teachers aren't as well qualified as whites, the system is inferior and it doesn't matter what exam is written".



Squeezing them in . . . little room at the desks

So the issue is not whether exams, courses or textbooks are the same, but whether the improvements in quality Strydom talks about are possible as long as there's a Bantu Education system.

The pupils simply don't believe that the quality of education will be improved: "They'll never give us the facilities we need, they just don't care," says one.

Says Auerbach: "Real improvement is impossible without a massive cash injection. And that means white schools might have to take a slight drop in funds. Improving African education also means improving black living standards.

"The fact that parents can't afford to keep children at school is a significant factor in the drop-out rate. So is the fact that there simply aren't enough jobs for African matriculants".

Indeed, one probable factor in the present unrest is that Africans are realising that schooling doesn't help if there are no jobs.

Strydom insists that money isn't the issue. *Per capita* spending differences, he says, are mainly the result of salary differentials, and that's because black teachers aren't yet well qualified.

And BED isn't that short of cash, he says. Whereas in the Fifties and early Sixties, allocations from the Exchequer were pegged, that's no longer the case. "We draw up a list of what we want and we get it. There's no ceiling".

Perhaps. But that's not what the pupils are saying. As long as the system is one in which blacks have no say, it will be unequal, they believe.

When they say they want an equal system, they don't necessarily mean they want the same syllabus or the same matric. Indeed, they reject much of what whites are taught as "cultural imperialism": "We're told that only whites have

contributed to SA history, that literature has only been created by whites", says one.

What they really want for their parents is the crucial thing which whites have and they don't — a direct say in what will be taught, how much money will be spent and what it will be spent on.

Bantu Education was a system designed not by black educationists and black parents, but by a white government in which they have no say. And Africans believe it was designed to further not their interest, but those of whites and their economy. Verwoerd's philosophy and motivation — which he enunciated so bluntly — has poisoned the entire system probably beyond repair.

The big issue

Nor is it possible to divorce Bantu Education from issues like black poverty and the jobs colour bar.

All this talk of Bantu Education is essentially about political power. And, despite the well-meaning efforts of those who seek to revamp Bantu Education, the boycotts are likely to stay as long as the demands for power aren't met.

For a say in educational decision-making ultimately means a say in political decision-making.

That's what lies at the back of it all. And that's why we're such a long way from peace in the schools.

Towards protectionism

As inflation and unemployment continue in the rich nations, growth prospects wane. That's bad for countries like SA

Increasingly ominous. That's how prospects for economic growth throughout the industrial world during the next 12 months are looking right now.

There is one bright spot. Representatives of major governments are due to meet in the Organisation for Economic Co-operation & Development (OECD) towards the end of this year to compare 1978 national forecasts.

If these suggest that the industrial world is going to undershoot the 5% annual average growth target it has set itself for the second year running, then moral pressure on the rich countries to adopt more expansionary policies will increase. This looks like happening.

In its forecast published last month, the OECD foresaw world industrial growth slipping back to 4% at annual rates in the first half of next year, compared with 4,5% in the final six months of this. Again it pleaded for Germany, Japan, Holland and Switzerland to follow the US example and adopt more growth-oriented policies.

More recently, the Commission of the European Common Market in Brussels lowered to 3,5% its forecasts for likely economic growth in its nine member countries during the coming 12 months. As a result, European unemployment is expected to continue edging up, while continuing reduction is likely in the US.

Policy-makers face a dilemma. Growth may be slow, unemployment increasing, but progress in reducing inflation is proving disappointing.

For the OECD area as a whole, prices are likely to continue rising at between 7% and 8% this year. During the first half, much of the inflation came from rapidly rising raw material prices. It is remarkable that the rise in commodity prices between 1975 and the early months of this year was almost as rapid as the rise during the 1972-1974 boom,

despite entirely different economic circumstances.

The prospect now could be for a flatter trend in commodity prices during the remainder of this year, and into 1978.

The fact that inflation is still rising suggests much of the blame lies with governments trying to maintain employment, along with growing worker resistance to wage restraints. This, certainly, has been the case in Britain.

The persistence of inflation makes it difficult for many governments to keep faith with the economic strategy OECD countries jointly adopted last year. This claimed that an average annual growth rate of about 5% for the industrial world as a whole was compatible with a gradual return to sustained growth and stable prices by 1980.

Prices still rising

Even in Germany, inflation has been edging up towards 4,7% and unemployment is still rising. In the US, the jobless may be coming down still but the rate of inflation is turning out closer to 7% than the 5% the Carter Administration forecast a few months ago.

In Britain, inflation and unemployment are both peaking simultaneously. France is making little headway in curbing prices, despite continuously rising unemployment.

Further stimulative action by the better-off countries cannot be ruled out later this year. The Japanese government is under growing pressure from business to take new measures. So too the German government which faces the added problem of important local elections next year. Even France will be tempted to expand because of next year's critical elections.

But such action seems certain to be limited. In the meantime, the talk in Europe and the US is increasingly of pro-



**World Trade Center's buildings
... but world trade looms less large**

tectionism to preserve jobs. Such trade restrictions are being directed not against other major industrial countries, but chiefly against Third World producers, including Brazil and Australia, whose exports of steel are being found particularly troublesome. Despite brave words about free trade, the trend of government action today is firmly in the opposite direction.

The weakness of the dollar has fuelled protectionist sentiment in Europe. And there is no doubt that EEC countries would like to see US interest rates move higher.

Already, there are signs this is happening. America's worsening inflationary outlook must certainly be pushing Dr Burns, of the Federal Reserve, back towards a tight money policy, despite the economy still being in far from a sturdy state and the continuing absence of an upturn in capital spending.

How far he dares go in putting the dollar before the recovery, with Democrats controlling both the White House and Congress, promises to be one of Washington's more interesting economic sagas in the closing months of the year.

Staff Reporter

THE Black People's Convention yesterday issued a blueprint for the education system it wants to see in the South Africa of the future.

Covering education from nursery schools to universities, the draft proposals will be considered by the BPC's national congress at the end of the year before being presented to the Government.

Four fundamental principles are stated by the BPC in its introduction to the blueprint:

● Education should be an instrument for national unity;

● Education should be geared towards raising the cultural, social, economic and intellectual level of all citizens.

● The general content of education should be geared towards the promotion of self reliance, a high level of critical awareness, understanding of the community and its problems and a sense of positive identity;

● Education should be geared towards the destruction of all racist, tribal and sectional notions.

A key hope behind the drafting of the blueprint is that the proposed system will replace Bantu Education.

Soweto schools to go on holiday

All Soweto schools will be on holiday next week, the Department of Bantu Education has announced. The October holiday is being brought forward and children will have their holiday from August 29 to September 2 instead. High school teachers will be at schools next week to be briefed on the Government take-over.

An air of uncertainty hung over Soweto post-primary schools this morning following the announcement that the schools would be taken over by the Department of Bantu Education.

Students at most schools trickled to school early today — not knowing that they are expected to reapply for admission to the new State schools, as announced by the Minister of Bantu Education, Mr M C Botha.

Mr T W Khambule, principal of Orlando High, said today the step taken by the Minister was not unexpected. He said it appeared to be a logical outlet under present circumstances.

But, he said, uncertainty prevailed and more clarification was awaited.

Most principals spoken to said they did not know the implications of the Government takeover and could not comment. They awaited a detailed report from the regional director of education, Mr Jaap Strydom.

Others forced their way out of the building, breaking and ripping locks off doors. They then massed outside and bombarded the hall with stones.

High-pitched screams mingled with the noise of shattering glass as more than 50 panes were destroyed and stones rained into the hall among the people.

Students go on rampage in hall

Pretoria Bureau

Police shot a youth and arrested five when hundreds of black students went on the rampage during a report-back meeting at Atteridgeville community hall last night.

The cars of five teachers at Hofmeyr High School in the township were damaged today by students demonstrating against the detention of detained colleagues.

The demonstrators waved placards calling for a stay-away and police report a total boycott at three Atteridgeville secondary schools today — Hofmeyr High School, Dr W

F Nkomo Secondary School and Flavius Mareka Secondary School.

At last night's meeting in the community hall, Mr Matthews Mahlangu, a member of the joint school boards and the local advisory board reported to about 1500 people — 500 of them youths — on the outcome of discussions with the Minister of Bantu Administration and Education, Mr M C Botha.

At the close of the meeting, hundreds of people panicked and stampeded from the packed hall as youths ran wild and broke scores of chairs by smashing them against the floor.

150
~~150~~

Youths then moved on to a neighbouring liquor store and stoned it, breaking two windows.

At Sibasa in the Northern Transvaal the Venda Government has closed the teachers' training college for a week because of student boycotts.

MPs' REACTION

Students, teachers and parents of Soweto would interpret the Government's takeover of Soweto community schools as "nothing less than a witchhunt," Dr Alex Boraine MP said today, reports John Patten.

Dr Boraine, Bantu education spokesman for the Progressive Reform Party, said the decision would be seen as a "witchhunt" because it would enable the department to identify any so-called "trouble-makers".

"Anyone they feel they do not like or who has not been co-operative could be banned from the schools and therefore from any education," Dr Boraine said.

POLICE PRESENCE

A Johannesburg PRP MP, Mrs Helen Suzman, said she did not believe any real attempts at conciliation had been made. The constant attendance of the police with dogs and teargas was hardly conducive to encouraging the students to go back to school.

A man was shot dead in Soweto yesterday during a confrontation between students and police and Jabulani. Police had been called to the area after complaints of cars being stoned.

We quit, say 600 teachers

RDM 7/9/77

(50)

By **DIAGO SEGOLA**

ABOUT 600 Soweto secondary and high school teachers decided at a meeting yesterday to resign their posts in protest against the system of Bantu Education.

In a unanimous decision, the teachers said they could not continue to serve "under the present educational system which has brought upon teachers degradation, including degradation by police at schools and elsewhere."

A motion by a section of the teachers that the resignations take effect immediately was defeated, and a committee of six was appointed to study and make recommendations and to report back

next week on:

- The terms of contracts signed by teachers.
- The date on which the resignations should take effect.

The meeting, held at the Methodist Youth Centre, Central Western Jabavu, Soweto, had been called to discuss the present schools situation and what steps teachers could take.

Only about 2 000 out of 27 000 pupils had registered yesterday when the 40 "new" State schools reopened yesterday.

Last night the teachers issued a statement in which they said that in view of the fact that all black people in organisation had condemned Bantu education,

and that the takeover of secondary schools by the State had been done in an "arrogant and unacceptable manner, we:

- All agree to resign from our posts; and
- A letter of resignation shall be circulated to be signed by all teachers".

Mr Mathabathe said last night: "Continued harassment by the police, similar to their behaviour at today's meeting, is the kind of treatment we can no longer take and is a contributory factor to our decision to resign en bloc."

More than 2 000 schoolchildren had so far registered at the 40 "new" State schools in Soweto, the Regional Director of Bantu Education for the townships, Mr Jaap Strydom, said yesterday.

He told Sapa he was optimistic that more would enrol during the week.

A "Mail" reporter confirmed the low attendance when the schools reopened yesterday. The total enrolment at the 17 schools he visited was 272.

Meanwhile the Deputy Commissioner of Police in charge of Riot Control, Maj-Gen Dawid Kriel, said yesterday there was only one incident in Soweto.

Police used batons to disperse a group of about 200 youths outside the Jabulani Junior Secondary School after they shouted slogans and gave Black Power salutes.

● See Page 2

Police raid meeting of Soweto teachers

RDM 7/9/77

50

Staff Reporter

A JOINT Soweto and Dobsonville teachers' meeting at the Jabavu Youth Centre yesterday, to discuss the students' call on them to resign, took a dramatic turn when a heavily-armed police contingent arrived, and held it up for more than five minutes.

The meeting was half-way through and Mr Daniel Mazibuko, a Soweto teacher, was speaking when the northern door was opened and two policemen in camouflage uniform walked in. Then two more policemen appeared from the southern door and one pointed out Mr Mazibuko as "the one who said something about arrests."

About four more policemen entered the hall, and discussions were held up

for about five minutes while the chairman, Mr L M Mathabathe, principal of Morris Isaacson, explained that the meeting was discussing the schools issue.

The police left and the meeting was resumed, with speakers criticising the police action.

One teacher said: "They harass us all the time as they think we are irresponsible people." The meeting formed a committee of six to investigate the position of teachers.

(50)

Exams out for stay-away pupils

STAFF REPORTERS

PUPILS boycotting classes in Soweto will not be allowed to write examinations at the end of the year, the Minister of Bantu Education, Mr M C Botha, announced yesterday.

At the same time, he said the deadline for parents to enrol their children at Soweto's 40 State schools had been extended to next Wednesday. So far, only 2 000 of Soweto's 27 000 high school pupils have enrolled.

Mr Botha dismissed "rumours being spread in Soweto that pupils need not attend classes providing they have entered for the final examinations."

"The true official position is that fulltime pupils who are not attending classes will not be allowed to write final examinations," Mr Botha, who refused to talk to the Press yesterday, said in a statement.

He ignored the decision on Tuesday of most of the township's secondary school teachers to resign in protest against the Bantu Education system.

The secretary for Bantu Education, Mr G J Rous-

Warning shots

seau, said he could not comment until official resignations had been received. "All we know at this stage is what we have read in the Press," he said.

"There seems to be little the Bantu Education Department can do about the situation in Soweto because it is no longer an educational problem. It is out and out political."

"This makes it very awkward for us as an education department. It seems that whatever we do now won't help matters. It seems that whatever changes we make won't make any difference. This is the nature of the problem we are faced with," Mr Rousseau said.

In his statement, Mr Botha supported Mr Rousseau's view. "Certain persons with various aims foreign to education have for several months tried to disrupt education in Soweto," the Minister said.

Staff reporter

POLICE fired warning shots yesterday when Soweto scholars stoned a train at New Canada Station.

The incident came after police had ordered about 200 young blacks, who were travelling to Johannesburg by rail, to return to the townships.

General Dawid Kriel, Deputy Commissioner of Police in charge of riot control said last night his men had stopped the scholars after receiving certain information.

Simple

Mr Botha added: "The facts of the matter are quite simple. As is the case in most education departments the world over, parents are expected to enrol their children at a new school."

It was essential that the line of communication between school and parent be kept open because both had responsibilities towards the child and each other.

"Considering the practical difficulties that parents may encounter in finding time to be present at the enrolment of their children at the new State schools, enrolments will be accepted up till but not later than Wednesday, September 14," he added.

Where parents were unable to accompany their children for enrolment, the schools concerned would make the necessary arrangements. In such cases, pupils must contact the principals of the schools.

Dropped

Meanwhile, the number of pupils reporting at some State schools in Soweto dropped even further yesterday.

At Morris Isaacson High, the number dropped to 20 from 90 on Tuesday. Not a single pupil has registered.

At Orlando High, attendance dropped to 70 from 180 the previous day. Only one more pupil registered yesterday.

About 300 pupils reported at Ibhongo Junior Secondary but could not be registered as they were not accompanied by their parents.

At Naledi High, 300 pupils reported, although only 100 were registered. No classes were held.

● See Page 3 and Page 10 for Editorial comment.

2
W
g
w
i
l
n
3

Soweto heads for talks

SO
RDM
12/9/77

Staff Reporter

THE Secretary for Bantu Education, Mr G J Rousseau, will hold talks with Soweto school principals today.

He said yesterday that the meeting was for general discussion and had not been called specifically as a result of the threatened resignation of 600 Soweto teachers.

"We have still not heard anything official about these resignations. I am holding general discussions with the principals and any talk on resignations will depend on what materialises from the meeting," Mr Rousseau said.

Uniforms are not compulsory in black schools

RDM 12/9/77

50

By JOHN MOJAPELO

SCHOOL uniforms in black schools under the Department of Bantu Education are not compulsory under any circumstances, says the current Bantu Education Journal.

This clears the confusion caused by the wearing of school uniforms, especially in Reef schools where there were incidents concerning them.

Principals, teachers and parents were involved in the matter. Some principals were accused of sending away pupils not wearing uniforms.

The journal said there was no objection to the general principle of having a prescribed school uniform.

"The school committees, after consultation with the parents, may decide to prescribe a school uniform, but this may not be made compulsory under any circumstances," the journal explained.

"The most that any principal may demand of his pupils is that they should

come to school neatly, and as far as possible, well clad. Under no circumstances may a pupil who cannot meet the special demands of the school be discriminated against."

The Education Department said it would not tolerate the sale of school uniforms by principals to pupils. This practice was not permitted.

Parents reported incidents where school principals had an "agreement" with shops to supply school uniforms to pupils of a particular school.

"Neither may any principal or teacher endorse any firm's advertisement to the effect that the firm is the official stockist of their school uniforms," the journal said.

Politics

Eglin flies

to Israel

D-day for ⁽⁵⁰⁾ RDM 13/9/77 Soweto pupils

Staff Reporters

TODAY is D-day for the 27 000 pupils registered at the 40 post-primary schools in Soweto to re-enrol — but a spot survey of 18 schools yesterday showed that only 470 have done so.

The State has taken over control of the 40 schools, and Government officials said yesterday that 3 000 pupils had re-enrolled.

Principals questioned by the Rand Daily Mail doubted that this figure was correct.

Yesterday Mr G J Roussseau, Secretary for Bantu Education, has said that pupils who have not re-enrolled by today will not be allowed to write the year-end examinations.

No pupils at all have re-enrolled at Naledi Junior Secondary School, Morris Isaacson High School or Lefontse Junior Secondary School. Their total previous enrolment was 2 300.

Meadowlands Senior Secondary School where there were scenes of stone-throwings has the highest number of re-enrolled pupils — 1 000.

At 12 post-primary schools visited by the "Mail" yesterday pupils were continuing their stay away.

At both the senior schools in Kwa-Thema, Springs, pupils were also still staying away.

But at the Themba-Likazulu Higher Primary School more than a third of the pupils turned up.

A report-back meeting by the Committee of Six, which represents the 600 Soweto teachers who have decided to resign, is to be held tomorrow.

It was scheduled for yesterday, but was postponed because the legal adviser was not available, and because a committee member, Mr Nathan Molope, was admitted to hospital on Monday.

University of the North (Turfloop) students yesterday chanted for the resignation of the rector, Professor W Kgware, after seven members of the Students' Representative Council were detained and driven away by police after being summoned to the rector's office.

Boycott goes on at schools in Soweto

Staff Reporters

POST-PRIMARY pupils are ignoring the Government deadline to register at the new State-controlled schools in Soweto, a survey of the leading schools yesterday revealed.

The original registration deadline was September 1. After a poor response, the Minister of Bantu Administration and Development and Bantu Education, Mr M. C. Botha, extended the deadline until tomorrow.

Yesterday, the Rand Daily Mail visited Diepkloof Junior Secondary School, Orlando High School, Orlando West High School, Morris Isaacson High School and Naledi High School to gauge registrations. No pupils had reported for lessons at any of the schools.

Only three pupils have registered at Morris Isaacson since Thursday, and none at Orlando West.

Mr G. J. Rousseau, Secretary for Bantu Education, told a meeting of Soweto post-primary school principals at the offices of the Regional Director of Bantu Education in Johannesburg yesterday why the Government had taken over control of the schools. Mr Rousseau said after the closed meeting:

"There was a misconception that the Government took control to be

able to take punitive measures against teachers."

This had been claimed by a newspaper, he said.

"I explained that the takeover was to safeguard teachers and that conditions of service for teachers in community and state schools were the same.

"The Press report created the impression that teachers would be unsafe in future. The opposite is true."

Yesterday morning police arrested a youth and fired several warning shots when about 200 youngsters stoned Meadowlands Secondary High School in Soweto and the police.

Major-General Dawid Kriel, chief of the South African Riot Police, said a mob gathered to intimidate pupils registering.

At Guguletu, about 50 stone-throwers attacked Sisiwe High School and Mkize High School, causing minor damage.

At Kwa Thema, on the East Rand, about 300 school children at Themba Lika School quietly abandoned classes.

FOOTNOTE. — Jabavu High School, outside Alice, was closed yesterday, reports Sapa. This is the second time in a month the school has been closed because of unrest among pupils.

Scramble for jobs boosts standard

(50)

WHITE schoolchildren seem to be becoming aware of the need for higher education and most companies who provide university bursaries report a flood of applications this year.

The mining houses in particular are being flooded with inquiries, whereas a few years ago they had difficulty obtaining enough suitable candidates.

Jobs for matriculants are becoming scarcer and for white schoolchildren who do not matriculate (50 percent of the total) the job outlook is not too rosy.

South African society is in transition and nowhere is this more apparent than in the labour market where attitudes are changing daily. Integration at the work-place is widespread and reaches into the most unlikely places.

Take a walk into the plush Sandton City shopping centre, to Stuttaford's haberdashery department. At one counter two black women are selling scissors, zip-fasteners, ribbons, etc, while white women are selling sewing cotton and materials at a counter not four paces away.

The two groups seem to be working in perfect harmony.

Blacks are moving into positions they never would have dreamed possible a few years back, such as book-keepers, secretaries, receptionists, clerks, computer programmers, sound recorders, telephonists, personnel

managers and marketing consultants.

Many industries are almost exclusively black, such as textiles, clothing, leather and radio assembly, and still the social revolution is only just beginning.

It is only a matter of a few years now before there will be a completely open labour market in all trades.

The assumption that being white is enough to guarantee a white-collar job is no longer valid.

A black labour official, Douglas McBain-Charles says: "My heart bleeds when a boy — white or non-white — walks into my office looking for a job armed with just a JC."

He points out that matriculants are having a tough time finding jobs at present. He feels that as the labour market opens, wages for jobs requiring little or no training are likely to reach rock bottom.

The reason for this is simply the age-old economic law of supply and demand. Whites who do not have training — such as married women going out to work for the first time — will find it hard to get a living wage.

(50)

'You know we love you Harold,' his mother said, 'and I want to tell you for your own good how matters stand. Your father does not want to hamper your freedom. He thinks you should be allowed to drive the car. If you want to take some of the nice girls out riding with you, we are only too pleased. We want you to enjoy yourself. But you are going to have to settle down to work, Harold. Your father doesn't care what you start in at. All work is honourable as he says. But you've got to make a start at something.'

Go back to school —SSRC

Staff Reporter

THE SOWETO Students Representative Council (SSRC) yesterday appealed to all pupils to go back to school today in "readiness to learn."

In a statement released to the "Mail" yesterday, the SSRC said students should "take their books to school in readiness to learn" while their grievances against Bantu Education were taken up with the authorities by parents.

It was released after an agreement between the SSRC and headmasters that the Joint Matriculation Board syllabi would be taught from Standards 6 to 10.

But students would only go back to school if police harassment was stopped, the SSRC said.

Major General David Kriel, Chief of the South African Riot Police, yesterday confirmed that all 137 students and teachers detained on Friday at the Moletsane Junior Secondary School in Soweto, after police allegedly found drawings of bombs and booby traps on blackboards had been released.

General Kriel would give no further comment on the alleged bomb and booby trap drawings at this stage.

Mr M M Ramphomane, principal of the school, said in an interview yesterday he was called into one of the classrooms by police before the arrests.

"They asked if I could read some writing on the blackboard and I said I could not. The letters were very faint. They then asked for chalk and wrote on top of the old letters."

The words which came out were: "How to manufacture a bomb: petrol bomb, torch bomb and glycerine bomb."

"There were no diagrams of petrol bombs and booby traps," he said.

Thousands ignore school deadline

EDM 15/9/77

50

By HELEN ZILLE

MOST of Soweto's 27,000 post-primary school pupils will spend the rest of the year out of school.

This became clear yesterday as the deadline for registration at Soweto's 40 senior secondary schools passed — with every indication that fewer than 2,000 students had enrolled.

All students who had not registered before the deadline will not be allowed to write examinations at the end of the year and education authorities have little hope that they will return to schools.

Principals at certain schools said a group of youths came to the schools demanding to see the registration forms. Some also demanded to know the number of students who had re-applied since the community schools were taken over by the Government.

Seven hundred Soweto teachers and 40 principals responded to a meeting today to decide whether or not to resign. A principal who did not wish to be named, said the teachers were almost equally divided on the issue.

At the University of the

North (Turfloop) almost all the 1,800 students walked off the campus yesterday, two days after being readmitted after the closure of the university over a student lecture boycott.

Yesterday's walkout came after an ultimatum by the administration to students to return to lectures by 12 noon or leave the campus.

The students refused to return until seven detained students were released and reinstated at the university. They carried their luggage off the campus which was under heavy police guard.

STAR 17/9/77

In general, blacks prefer English

In general, South African blacks seem to prefer English to Afrikaans, although they regard a knowledge of Afrikaans essential as communication medium in this country.

But about 40 percent of them do not know either, and this creates a communication problem between black and white.

These facts emerge from a national survey carried out by the Human Sciences Research Council to determine the situation of Afrikaans, English and the African languages among all sections of the black community — urban and rural.

The overall ability of blacks to speak, understand, write and read English is higher than

the ability to do so in Afrikaans. This difference is slight in respect of speaking and understanding the two languages, but their skill in reading and writing English is superior.

The study shows that most blacks prefer English to Afrikaans. The higher the school standard, the more popular English becomes as medium of instruction. Blacks thus seem to link English with education and prestige, while regarding Afrikaans as the bread and butter language of everyday communication.

The popularity of African languages as school medium also declines with the progression to higher standards and may even drop below that of Afrikaans.

Mr G K Schuring, who is compiling a report

on the study, deduces that this phenomenon is based on practical considerations — the teacher must speak the child's own language until it knows English and/or Afrikaans.

Many blacks want an African language — usually their own — as a school subject.

"This means that the blacks regard themselves not only as blacks, but also as Zulu, Xhosa and so on, who have their own language," says Mr Schuring. "In other words, the different black population groups in South Africa are still strongly ethnocentric."

The survey shows that blacks seldom read and write Afrikaans. They usually write letters in their own language although many use English, even when writing to friends and relatives.

More read newspapers and magazines published in English than in African languages.

English is particularly prominent among the higher educated urban blacks, whereas Afrikaans is prominent among the lower educated and rural blacks.

Nevertheless, the latter, too, prefer English to Afrikaans, probably because the higher educated urban black who reads English newspapers enjoys a high status among the uneducated rural blacks. On the other hand, Afrikaans is used more often in the work situation. In shopping Afrikaans and English are used by equal proportions of blacks.

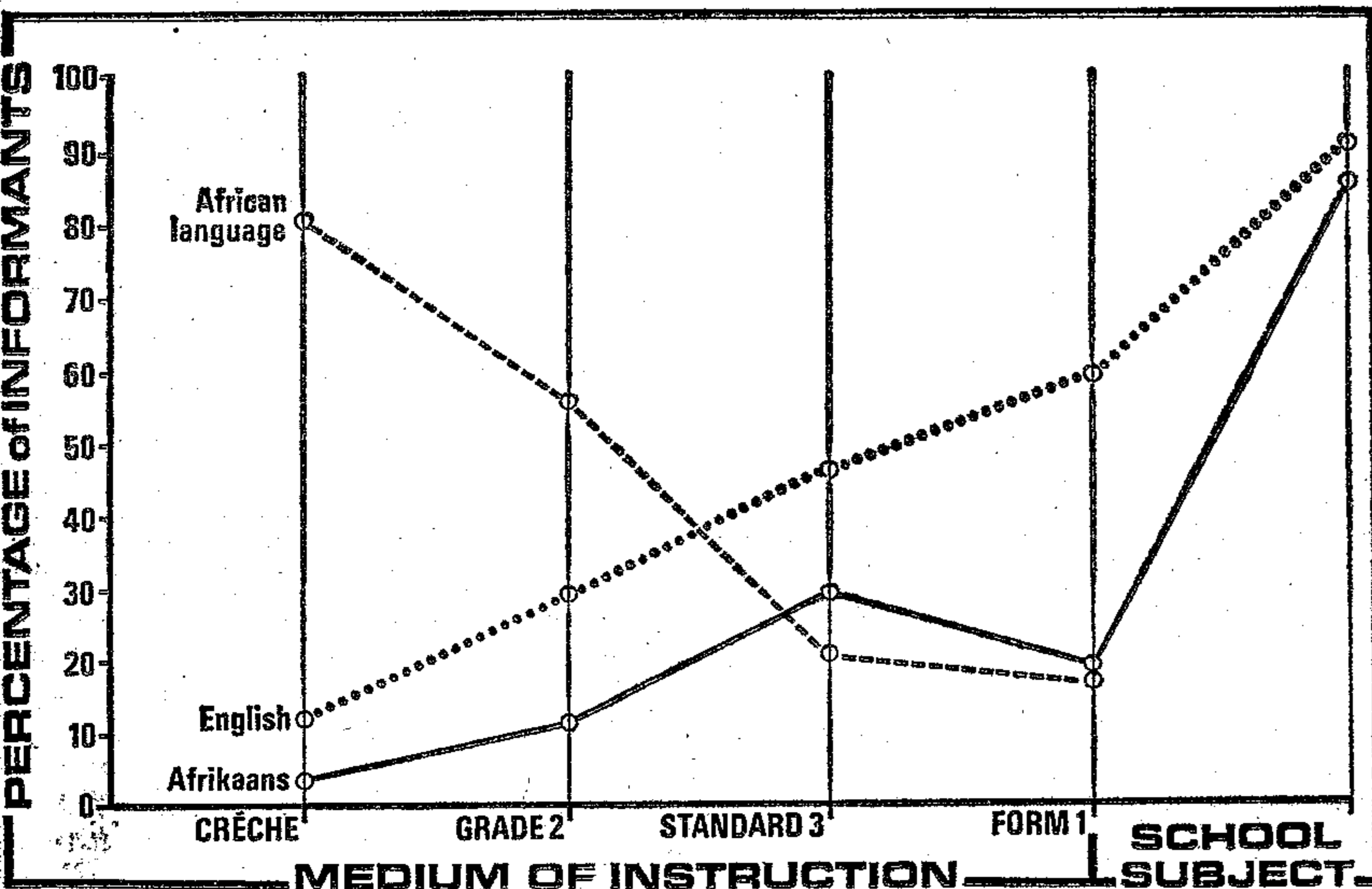
Blacks understand Zulu best of all African languages, even better than Xhosa although the

Xhosa population is slightly higher.

Among themselves most blacks speak African languages, although a few usually listen to English radio broadcasts and speak English at parties by preference.

African languages are spoken almost exclusively to relatives, neighbours and black shopkeepers, in hostels, at work, and in church.

In summary, says Mr Schuring, blacks regard the African languages as their own local languages, Afrikaans as a national language with which they should be familiar for practical reasons, and English as an international language which they can use in South Africa and must know if they want to go overseas, for example, to study or as a member of a soccer team.



This graph shows the expressed preference by blacks of English, Afrikaans and an African language as a medium of instruction for their children at different levels of school education. The preference for English increases steadily up to Form 1 while it declines for Afrikaans after Standard 3. The call for an African language as instruction medium declines all the way from creche level. The last points show a high preference for English and Afrikaans as school subjects apart from medium of instruction.

SA agrees on bilingualism

Both Afrikaans and English speakers in South Africa agree — bilingualism is necessary and good for South Africa. And more than 80 percent of them, almost equally divided, are in favour of bilingual schools.

These are some of the findings of the division of social linguistics of the Human Sciences Research Council following a massive survey in various large urban centres among different white socio-economic groups. About 1 600 people were interviewed.

The overall object has been, broadly, to determine the multilingual situation in South Africa and the results of the study, written by Mr I Hauptfleisch, is to be published in four volumes. The first concerns attitudes towards the official language policy.

One of the most important findings is that the bilingual policy of the country is not only necessary for the daily business of South Africa, but is strongly supported by almost all the people from both language groups interviewed.

It would thus appear that there are basically few differences between the language groups concerning a wish for bilingualism or a personal need for the second language.

But in studying the type of bilingualism favoured and the spheres of need, a marked difference was found in attitudes between the two language groups.

The latter are much more in favour of an extended form of multilingualism including a black language.

The other important finding is that while the Afrikaner needs English, the English-speaker does not need Afrikaans to the same extent. While both language groups are aware of the roles played by the two languages, it is only as far as the administration of the country is concerned that English speakers seem to feel the need strongly.

On the other hand, the Afrikaners feel the need strongly in all spheres, also in social relationships.

The two language groups also confirmed the traditionally held views concerning the spheres in which the second language is needed — English in commerce and Afrikaans in government administration.

Socio-economic status has a strong influence on opinions regarding bilingualism. Awareness of the

functional value and the roles played by the second language is greatest among the upper classes, although support for the current bilingual situation is not necessarily wholehearted.

Bearing in mind the high percentage of general support for bilingualism, the greatest resistance to Afrikaans as second language appears among the English-speaking upper class, and to English as second language among the Afrikaner middle and lower classes.

The report says that social contact between the two language groups seems most likely among the middle and lower classes, the upper classes finding the second language rather a functional than a private tool.

A finding that more than 84 percent of the

sample are in favour of bilingual schooling seems to point to a high rate of earnestness about the need for bilingualism.

But the finding that only some 12 percent actually supported second-language schooling (as opposed to bilingual schools where each group is taught in its own language) places a rider to this bilingualism only on an equal basis.

The need for knowing the other language, says the report, is not so great that the first language is to be sacrificed. So it is a wish for bilingualism, not for the elevation of a second language to a commanding position.

It is particularly the English-speaking lower class and Afrikaans-speaking middle class who feel that their second language is of use to them socially. Thus the second

language has a more functional value for the upper classes rather than social value.

Social contact between the two groups is therefore most likely among the middle and lower classes, the upper classes apparently being more polarised.

The report says that language feelings run higher in the Transvaal and particularly in Johannesburg, than in any other area of South Africa.

Language issues are more relevant in this province, language contact being more fraught with attitudinal, political and economic overtones engendered by such factors as the proximity of two cities representing opposing values, historical influences and the presence of numerous activist cultural bodies.

325 Soweto teachers will resign today

50

By MIKE LOUW

RESIGNATIONS from 325 teachers at post-primary schools in Soweto will be handed to the Regional Director of Bantu Education, Mr Jaap Strydom, today.

They are among the 700 employed by schools taken over by the State earlier this month.

Mr Fanyana Mazibuko, secretary of the Committee of Six representing the teachers, said in an interview yesterday that more resignations were expected on or before Thursday.

Some prominent school principals are among those who have signed the forms. The entire Committee will hand the forms to Mr Strydom at his office in Johannesburg.

Members of the com-

mittee are Mr Curtis Nkomo, chairman, Mr Fanyana Mazibuko, secretary, Mr Nathan J K Molohe, Mr Lucas Ngakane, Mr Clarence Mlokoti and Mr Serame Lekgetho.

The committee explained yesterday that teachers were not leaving pupils and parents in the lurch by resigning. Their explanation was that pupils at post-primary schools were not attending school because of their objection to Bantu Education.

Teachers who resigned did so because they were against teaching under the Bantu Education system. All those who have resigned are prepared to resume duties only if pupils and parents wish them to do so — and such a request would probably only come with the scrapping of the system.

Teachers quit as boycott spreads

(50) RDM 28/9/77

Staff Reporter

AS the black schools boycott yesterday spread to Port Elizabeth, 331 Soweto teachers formally resigned.

In Port Elizabeth 68 people were arrested after thousands of black pupils boycotted every township school, apparently in protest against Bantu Education.

After displaying placards criticising Bantu Education, pupils gathered in the streets.

Late yesterday afternoon Brigadier P J Hugo, divisional commissioner of police in Port Elizabeth, said the situation seemed peaceful, reports the Rand Daily Mail's Port Elizabeth correspondent.

No serious incidents were reported.

The 68 pupils who were arrested appeared in two trials in special courts in New Brighton township. In one trial 53 pupils were acquitted of attending an illegal gathering.

In the other trial 15 were convicted of marching. The five boys were each sen-

tenced to six cuts with a light cane. Sentence on the 10 girls was postponed for five years.

In Soweto, nearly half of all teachers in the 40 high and secondary schools have resigned. The 38 include 10 prominent principals and teachers from 29 schools.

The total staffs of Orlando North Secondary and Mogkome School resigned.

At Morris Isaacson High School 28 of the 30 staff resigned. They include the headmaster Mr L M Mathebath, chairman of the Soweto Principals Council.

The resignations were handed to two circuit inspectors of the Department of Bantu Education Mr J Vermaak and Mr O Terblanche, by Mr Curtis Nkondo, chairman of the committee representing the teachers, and Mr Fanyana Mazibuko.

More resignations are expected to be handed in on Thursday.

In other developments

yesterday:

● Police in King William's Town fired birdshot at a group of about 500 young blacks who set fire to four offices of the Ciskei Works Department, a delivery van and furniture, according to Major-General Dawid Kriel, head of the riot police.

Damage of R9 000 was caused. He did not know whether anyone was injured.

● A few children returned to classes at the 17 schools in Kwa Thema, Springs, after a total boycott on Monday.

● There was a staged walk-out of primary school pupils from nine of the 10 schools in Duduza township, Nigel. The pupils stoned buses in the township. Damage was reported as minimal and the acting divisional commissioner of police for the East Rand, Brigadier J M Smith, said there were no serious incidents.

● Mamelodi, Pretoria, High school pupils have joined the school's boycott in Atteridgeville/Saulsville. Pupils arrived at the school yesterday but did not go to their classes. The boycott of secondary and higher primary schools in Atteridgeville/Saulsville is in its fifth week.

● The Students Representative Council at the University of the Western Cape has been disbanded and its constitution suspended, the rector, Prof R E van der Ross, announced yesterday. The university is due to reopen on Wednesday next week, reports Sapa.

● The rector of the University of the North (Turfloop) Prof William Kgware said yesterday the 1 500 students boycotting lectures at the university will not be allowed to write end-of-year exams if the boycott continues.

Turfloop

expels

SO
COM

1 000

29/9/77

SOVENGA.—About 1 000 students of the University of the North (Turfloop) have been expelled, a spokesman for the students said yesterday.

He said letters of expulsion, asking them to leave the campus by 2 pm, were handed to students yesterday. No reasons were given.

The expulsion comes after a boycott of lectures since September 12.

The 245 University of Fort Hare students arrested at a memorial service for Mr Steve Biko on September 15 were yesterday found guilty in the Alice Magistrate's Court of contravening the Riotous Assemblies Act.

Sentence was postponed for a year by Mr B J Bester.

Meanwhile, students are not attending lectures. Attendance has been low since the arrests. — Sapa.

Botha urged to scrap Bantu education

50
RDM
29/9/77

Staff Reporters

WITH the total paralysis of Soweto's 40 secondary schools, the Soweto Residents' Committee has called on the Government to repeal the Bantu Education Act.

So far 351 resignations of teachers at the schools have been received by the Government — including 10 from headmasters — and about 27 000 pupils are boycotting the schools.

The Soweto Residents' Committee has sent a memorandum to Mr M C Botha, Minister of Bantu Education, calling for the formation of a committee or commission which would include representatives of black organisations to negotiate for change.

"The unilateral directive by the department on changes to State schools and the terms of registration of students have aggravated the situation. So, too, have the threats to transfer teachers to Bantustans," the memorandum says.

The memorandum calls for:

- An unequivocal commitment to equal education;
- The repeal of the Bantu Education Act;
- The formation of a committee or commission to bring about the change;
- Consultation between the Government and the black community.

The chairman of the committee, Mr A Mhlungu yesterday said Mr Botha had received the memo, which also requested an interview with him.

The memorandum also warns that the schools unrest has political undertones.

Meanwhile, Sapa reports from Peddie that all 800 pupils of the Nathaniel Pamla High School have been boycotting classes since last Friday according to the acting secretary for education in the Ciskei, Mr J van Niekerk.

Sporadic incidents of unrest were also reported yesterday.

Two classrooms of the Jacaranda Coloured School at Eersterus near Pretoria were razed by fire on Wednesday night causing damage estimated at R500, the deputy commissioner of police in charge of riot control, Mayor General Dawid Kriel, said yesterday.

At Dimbaza, near King William's Town, young blacks threw stones at a heavy delivery vehicle and shattered the windscreen. Later, 300 blacks who gathered on the national road outside the township were dispersed by police using batons and birdshot. Police arrested 30 blacks.

Matter of fact

IT was reported in the Rand Daily Mail yesterday that a woman was given a suspended sentence for stealing R18 000 from Nedbank in Kroonstad. In fact, the theft was from Nedfin, Pretoria.



TO correct specific errors of fact, write to the Editor, PO Box 1138, Johannesburg, or phone the Editor's secretary, Rand Daily Mail 28-1500 between 9 am and 5 pm.

STUDIES

FIELD

NMO

antsbos is being fairly

been instances where

a previous user has not

earing below. Your co-

eciated.

en laid down are a minimum

ation without inconvenience

If the points are not

al restrictions being imposed

ially approved guidelines are

e Chief Warden only that per-

of authority and who is res-

t the keys from the office

ersberg.

Good Hope Nature Reserve

te this is the gate to the

ain entrance to the Reserve)

nter or leave together. The

e and it should be noted that

utnised by the rangers to

serve is not being effected

ndently are likely to be denied

a speed limit of 40 kilometers

this limit should be observed

which baboons have entered

sed to keep windows and doors

used.

cutlery or kitchen utensils

Inventory of contents will be

gas cylinders need re-filling,

Environmental Studies on your

It has not proved feasible

es to maintain a constant

using small Cadac cylinders.

gas lights available at Olifants-

rtable Cadac cylinders with

en out of the house is returned

securely fastened before depart-

ture.

PLEASE ENSURE THAT ALL

8

'Go now' for some teachers

SO
RDM
30/9/77

Staff Reporters

THE Minister of Bantu Education, Mr M C Botha, last night announced that his department was taking immediate action against some of the 331 teachers who resigned from 40 Soweto schools taken over by the State this month.

He announced that the services of all unqualified temporary teachers would be terminated at 24 hours' notice, and that the appointment of teachers on probation would be terminated at 30 days' notice.

The Minister warned teachers against "irresponsible persons" who were "unashamedly committing misconduct" by encouraging teachers to resign at great personal loss to themselves.

He claimed he had evidence that teachers may have been intimidated and forced to resign.

The first actions were taken yesterday by Department of Education officials who served notices on Mr Curtis Nkondo and Mr Fanyana Mazibuko, chairman and secretary of the Soweto teachers' Committee of Six, barring them from entering all schools.

The notices stated they had been suspended from the teaching service pending a charge of misconduct. Their pay was also cut off.

Four other teachers, all from Morris Isaacson High, where Mr Mazibuko was deputy principal, have been given notice that their services have been summarily terminated. They are Mr D Zwane, Mr T P Khubeka, Mr E S Mankga and Mr J M Masisi.

Mr Mankga said the Department of Bantu Education was trying to disrupt

and disorganise teachers who had decided to resign.

Mr Mazibuko yesterday told about 1 000 students at the University of the Witwatersrand that the crisis in black education would not diminish until the demands of the black community were met.

In a statement released to Sapa last night Mr Botha, clearly referring to Mr Nkondo and Mr Mazibuko, said he had been informed two men were visiting schools during school hours "for the purpose of encouraging teachers to resign".

He said the two had handed in about 330 renewed notices of resignations with a sworn statement accepting them to be genuine and signed by the listed teachers. The resignations were received by two circuit inspectors.

The Minister said his department had received requests from teachers wishing to withdraw their resignations.

Mr Botha said that attached to pro forma letters of resignations, many of which were not properly completed and signed, was a memorandum containing the reasons for the resignations. This had concluded, stating: "It must be made very clear that at this stage this committee has no mandate to enter into negotiations of any kind."

The Minister said his department had therefore no alternative but to accept the factual position that this group of teachers did not wish to continue serving their community as teachers.

Soweto's Mr Chips

Page 13

Turfloop students not expelled — official

53

EDM
30/9/77

SOVENGA. — A spokesman for the University of the North yesterday denied that students had been expelled from the university.

He said a number of students had been refused entrance to examinations, however, and had returned home.

"To give those students who are serious with their studies an opportunity to continue studying and preparing for the exams, which begin on October 24, the university put the entrance date forward by two weeks. Every student was taken into consideration," he said.

According to the rules, students who don't qualify for exams must return home.

The spokesman said all students were informed by letter whether or not they were allowed to enter for the examinations. Those who did not obtain entry began leaving the campus.

"It is believed, however, that some students who did gain entry to the exams also left the campus."

He said many students reported for lectures yesterday morning.

"About 800 of the 1100 students who returned to the university on September 12 and signed declarations, have been given permission to sit for their

examinations."

In other developments yesterday:

● A gang of youths burst into the Seventh Day Adventist Primary School in New Brighton near Port Elizabeth and forced the pupils to leave at knife-point, said the principal. The mob also stoned a brewery lorry. Two classrooms of a higher primary school in the township were destroyed by fire.

● A further 269 Fort Hare students — including 202 women — appeared in the Alice Magistrate's Court on charges of contravening the Riotous Assemblies Act during a prohibited memorial service for Mr Steve Biko. They were found guilty and sentence was postponed for a year.

● Black teachers in Port Elizabeth hope to meet next week to discuss the boycott of schools by pupils. The boycott, against Bantu Education, began on Tuesday.

● The Ciskei Government would see to it that law and order was restored in Dimbaza township near King William's Town, the Chief Minister of the Ciskei, Chief Lennox Sehe, said. — Sapa.

● Soweto's Mr Chips
— Page 13

Head backs education shake-up call

Tribune Reporter

AN URGENT CONFERENCE to discuss educational changes in South Africa, including the scrapping of nursery schools and the traditional secondary school system, has been called for by Mr Chris Hurley, headmaster of the Thomas More school at Kloof.

Mr Hurley wants a conference in support of Dr Gerald Hosking's statement in the Sunday Tribune on September 18 that "our present system has nothing to do with real life."

Dr Hosking is Director of Education for Natal.

"I believe Dr Hosking has a great deal of support from educationists for reforming our present schools system," said Mr Hurley. "If parents, teachers, industrialists and all those concerned with education could get together, I think we could formulate really radical changes."

Mr Hurley would like to see pre-primary schools and nursery schools done away with and replaced by a system of community care where families would be grouped together and young children would be cared for either in their own homes or in the homes of friends.

"This would be better than thrusting them into an environment too demanding for their tender years," he said.

Fathers should play a bigger part in their children's lives, says Mr Hurley and commerce and industry should reduce the pressure on men who are too exhausted to play with their children after a day's work.

Children themselves are exposed to too much pressure to attain better standards in exams, he said.

Tests

"Kids are killing themselves to get into the A class or get a better percentage in record tests, spurred on by teachers and parents alike."

But the biggest changes of all need to come in secondary education, says Mr Hurley.

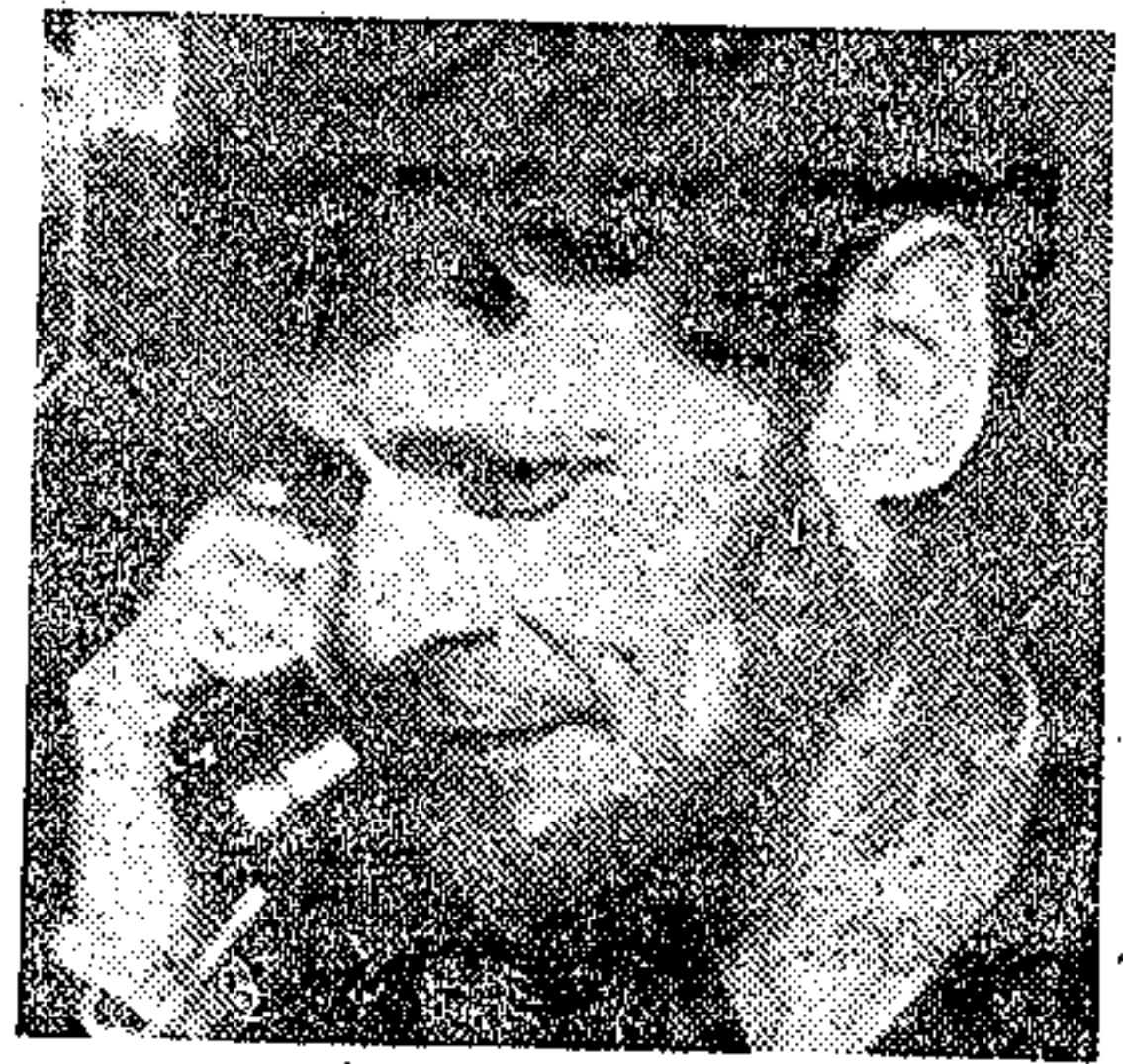
"Secondary school doesn't prepare the young for the world outside. They are cut off from adults, unable to communicate and kept out of the way until they are pushed into a world they are totally unprepared to cope with."

A conference would give those people who are closest to children the opportunity to air their views.

"Vocational guidance counsellors need more support."

SCRAP THESE SCHOOLS!

'Talks needed now to make radical changes'



Mr Chris Hurley

For many happy hours spent in their company
Ficksburg Round Table and the "Honey Pot" in Tw
To my wife for camping and cooking, thank
Finally, special thanks to my parents for t

How 4/10/77

Who says Afrikaners are more bilingual? ^(SC)

Marais Malan, Science Editor

A professor at the Rand Afrikaans University, from a study he is doing, has the impression that the popular belief that Afrikaners are more bilingual than their English-speaking compatriots is not valid. In fact, it seems that the number of people with no more than an acceptable command of the second language, as well as those who are fully or almost fully bilingual, is very much the same for the two groups. At the same time there are more English speakers who are unilingual or have only a rudimentary knowledge of Afrikaans; and there are many more

Afrikaners who speak English well without being fully bilingual.

Professor E B van Wyk, head of the Department of Linguistics, set himself the difficult task of assessing, as objectively as possible and in cold figures, a white South African's profile of bilingualism.

"The idea is not to determine whether a public servant can write a letter in his second language, or a post office clerk can deal with the public in both languages," he explains.

"I am dealing with broad bilingualism, not specific situations. We want to be able to compare various criteria of a man's ability to use his mother tongue, good or bad, with his ability to use the second language."

Professor van Wyk is doing the work on behalf of the Human Sciences Research Council where various language studies are in progress.

For his test he has chosen three main criteria — pronunciation, vocabulary and syntax, each assessed from the point of view of correctness and facility.

For example, he has determined about 44 basic mistakes English speakers can make when using Afrikaans. In particular they have problems with "r", "g" and "h". Either they do not roll the "r", or they overcorrect by rolling it too much. "G" can be pronounced wrongly in various ways, at its worst as an "h" (ever heard TV news reader Michael de Morgan say "Hert Pot-

hieter" for "Gert Potgieter"?)

Afrikaners, on the other hand, are prone to roll their "r" when speaking English, or voice an "h" when it should be voiceless.

Errors of syntax in Afrikaans may include such things as wrong word order, non-use of the double negative, and saying, for example, "10 myle" instead of "10 myl".

Afrikaners who are not fully bilingual often have problems with the sequence of tenses, and find it difficult to distinguish between "has gone" and "went" and so on.

But whereas a second language may be spoken correctly, true bilingualism depends on the facility with which it is used, says Professor van Wyk.

Take pronunciation. It is correct to say "ek kom nie", "ek sit op die stoel" and "ek gaan met die geselskap". But an Afrikaner would most probably say "kommie" for "konomie", "oppie" for "op die" and "meddie" for "meddie". And he says "honne" for "honde" and "honnert" for "honderd".

Fill-in words

Similarly the abbreviation of English words, or their running together, (I'm, we're, they're) indicate facility in using the language.

To test facility in vocabulary, Professor van Wyk looks at the use of such things as fill-in words — such as "dare", "maar", "sommer" — in Afrikaans. Their absence, or even overuse, is rated as lesser facility. In this context slang, or semi-slang, plays an important role in English.

A last factor that is tested is fluency. For example, the number of times a person hesitates, or looks for a word, when he speaks his second language, is compared with his fluency in his mother tongue.

An assessment may look something like this: pronunciation 3,5 (correctness 4, facility 3); vocabulary 3 (correctness 3, facility 3); syntax 3 (correctness 4, facility 2); fluency 5. Profile rating: 3,6

you please fill in the attached form and return it at your convenience. Should you have any questions, please phone us and we shall be happy to assist.

It would also be greatly appreciated if you could let us know if the position has been filled.

Please note that we wish to receive your response in a confidential nature with respect to your privacy.

Yours faithfully
STUDENT

On 17th October the SRC telephone number is 011-403-403

Difficulties of providing

free ^{N. Marcup}
4/10/77
education (50)

SIR, — "Anti-Tripe" is a clever writer but a superficial thinker. He writes airily about giving education to the ever increasing hordes of Black children as though this could be achieved by waving a magic wand.

Obviously he does not envisage Blacks educating their own children, as Whites have done for centuries, but if the Whites had to carry this additional burden they would be crushed by taxation and would leave South Africa.

I know Black fathers who do not even feed their children, preferring to spend their money on beer, and the illegitimacy rate is 64 percent!

I believe in complete freedom for any worker to obtain whatever wage the market can provide. But Whites earn more because they are worth more. I know a White South African who took a post in the Transkei because he was offered four times the salary he was getting in South Africa. The homelands would soon resemble the chaotic and bankrupt Black states farther north if they ceased to benefit from the services of Whites.

Disorder

If the Whites left the Blacks to run their townships entirely, this certainly would provoke civil disorder, with the knifemen in control after the carnage.

Nobody dares to mention the subject, but drinking is an important part of the problem.

LESLIE RIGGALL

Mdoni Rd.,
Kloof.

Lameness—Lay

- Lameness, n., borisa.
Lament and lamentation, n., se-
llo, seboko; koli-ea-malla; v.,
ho phohomella, lla, lla, lla, binaela
e mong koli-ea-malla.
Lamp, n., lampi.
Lance, n., lerumo; v., ho phatsa.
Lancet, n., thipanyana ea ho phatsa.
Land, n., lefatše, naha; v., to take
out of a ship, ho ntša batho le
lintho tse sekepeng, ho ba bēa
lebōpong; to come out of a ship,
ho theoha sekepeng.
Landlady, n., mosali mōng a ntō
ea phapōhelo.
Landlord, n., monna mōng a ntō
ea phapōhelo.
Landmark, n., mokōkōkoane,
señahale.
- Last, adj., e getellang, e morao ho
bohle, ea ho getella; adv., ka
morao ho bohle, getellong; he
arrived the last of all, a fihla mo-
rao ho bohle; he arrived at last,
a fihla getellong; he loved her to
the last, a mo rata ho isa qete-
llong; he has breathed his last,
o timetse, o shoelle.
Last, v., ho hloleha, ho se senyeha
kapele.
Last, n., foromo ea tšepe ea ho etsa
lieta.
Latch, n., senotolo sa lenati,
berbere.
Late, adj., e liehlang, liehang ho
fihla; adv., ka ho lieha, ka phiri-
ma; you are late, u liehle; it is
late, ha phirimila ba...

62

63

Laziness—Liberality

- Laziness, n., borsoa, bobolu, mo-
nyehē, bōnya.
Lazy, adj., e borsoa, ea sebolu,
sekhōba, serēpha.
Lead, v., ho tsamaisa, etella pele,
isa, bonša tšela; to lead a horse,
ho tšoara pēre nthau.
Lead, n., the metal, loto.
Leader, n., motsamaisi, molisa.
Leaf, n., lehaku; of a book, leqephē;
v., ho bēa mahaku; the leaves are
falling off, mahaku a foforēha.
League, n., an alliance, selekane;
v., ho etsa selekane ka morero o
itseng.
League, n., a measure, sebaka sa
li-mile tse tharō.
Leak, n., lepetšō; v., ho lula, tšō-
le.
- Legacy, n., mpho e siloeng ke
mofu.
Legal, adj., e eang ka molao.
Legend, n., tšōmo.
Legging, n., khohloana ea maōtō.
Legion, n., lekhotla la masole.
Legislate, v., ho etsa molao.
Legitimate, adj., lawful, e lōkileng;
born in wedlock, ea tsoalesoeng
nyalong la sebele; v., ho tisa ka
molao.
Leisure, n., sebaka, phōmōlo, bo-
iketlo.
Leisurely, adv., ka ho inkela se-
baka, ka boiketlo.
Lemon, n., lamune.
Lend, v., ho alima.
Lenth, n.,...

- Largeness, n., bophara, bohōtō.
Lark, n., a bird, mōte.
Lark, n., fun, papali; v., ho hapala
papali tse sa lokang, ho seba.
Larva, n., kokonyana ha e sa le
ka seboakōng.
Larynx, n., qhojoa, kolu, qoqotho,
qhoqhoqho.
Lash, n., a thong, sephali, phafa,
foreslaga; v., to give the lash, sha-
pa ka phafa.
Lash, v., to bind, ho tlama, fasa.
Lass, n., moretsana.
Lassitude, n., khathalo, mokha-
thala.
- Teela.
Law, n., molao, tšelo.
Lawful, adj., e lumellanang le
molao.
Lawless, adj., e sa eeng ka molao.
Lawsuit, n., nyeeo.
Lawyer, n., molokisi oa linyeeo.
Lax, adj., e hlephlang, sa tiang.
Laxity, n., ho se tise.
Lay, v., ho bēa, nahisa, thēa; to
lay on the ground, ho bēa fatše;
to lay a foundation, ho thēa; to
lay the table, ho tēka tafole; to
lay eggs, ho bēa mabe; to lay
aside, ho bēa khatoko, ho tōhela;
to lay bare, ho senōla, koahōlla;
to lay hold of, ho tšoara.

- mo lumella ho ea; I took care of
him, ka mo lumelisa, ka khaohana
le eena.
Leave, v., to quit, ho tōha, ho falla;
to forsake, ho tōhela, furalla, siea;
to leave off, ho phetsa; they have
left me out, ba ntšile, ba nahlile,
I leave you to yourself, u etse ka-
moo u ratang.
Leaven, n., tonōso.
Lecture, n., thuto.
Ledge, n., letatsa, letšētšhonyana.
Leech, n., kolli.
Leek, n., motsumsunyane.
Lees, n., plur. lišifa.
Left, adj., e tšehali.
Left-handed, adj., leqele.
Leg, n., lefō, serōpe.
- let him in, a kene; let him out,
a tsoe; let off your gun, betsa ka
sethunya sa hao.
Lethargy, n., bolōkoana.
Letter, n., of the alphabet, tlhaku,
leter; an epistle, lengolo, borite.
Level, n., a mason's instrument,
baterpase.
Level, adj., e lekaneng; v., to make
even, ho kanta, batalatsa, latsa,
alatsa; to aim, ho korola, eka.
Lever, n., chebo, kofuto.
Levy, v., ho hloaela, bokella (joa-
leka lekhetho); n., thoaello.
Liar, n., ea leshanō, lehata, ea ma-
ka, leketa-kooma, lesē-šē.
Libel, n., lengolo la ho seba mothō.
Liberality, n., phano.

35 schools shut after pupils riot

50
RDM 6/10/77

Staff Reporter

ALL 35 post-primary schools in the Venda homeland have been closed after Tuesday's rampage by pupils.

And more than 12 000 pupils have been sent home indefinitely "because" said a Venda Education Department spokesman, "the atmosphere is very bad."

In the unrest two people are believed to have died.

Thousands of rands' worth of damage was caused to buildings.

The Deputy Commissioner of Police in charge of riot control, Major-General Dawid Kriel, said 35 youths had been arrested.

Dr Johannes Otto, Commissioner General of the Venda ethnic group said through his private secretary that he was too busy to comment on the unrest.

He has been reported as saying he was convinced it was a demonstration connected with the death in detention of the black consciousness leader, Mr Steve Biko.

Yesterday 73 school children were arrested after a Grahamstown township parade with placards said to have been offensive.

In BophuthaTswana, two post-primary schools have been closed because of unrest, says Mr P Lenyai, Assistant Secretary for Education.

At one, more than 600 students are said to have refused to join in independence celebrations.

At Alice the Lovedale Teachers' College has been the target of arsonists for the second time in a few months, writes the Rand Daily Mail East London correspondent.

While students were at a film show on Monday night a fire was started in the science laboratory.

A nightwatchman raised the alarm and students doused the blaze before any serious damage was done.

Next night a nightwatchman surprised a suspicious group at the library. They ran away.

Also at Alice 212 girl

students from the University of Fort Hare have been found guilty of charges under the Riotous Assemblies Act. Sentence has been postponed for a year.

Meanwhile, most students who have been boycotting lectures for two weeks have returned to classes.

Yesterday a spokesman for the Soweto Region of the Department of Bantu Education said there had been resignations by 500 of the 700 teachers of the area's 40 new State schools, reports Sapa.

But, he added more than 50 teachers had withdrawn resignations, saying they had been intimidated into resigning.

In Durban the University of Natal Medical School Students Representative Council said they were boycotting classes and exams until the Government reversed a decision to phase out black students.

They added: "There is a dire shortage of black doctors and this problem cannot be solved by phasing out black students."

In Queenstown two youths who died after police shooting in the Mlungisi location on Sunday night have been named as Danzile Koketeyi, 17, and Lali Moraine, 16.

Queenstown and Lesseyton are said to be quiet after stone throwing at Lesseyton on Tuesday when 65 people were arrested.

Three people have been arrested at the black township of Boipatong in connection with the stoning to death of a black policeman there last Friday.

Other arrests are expected, say Vaal Triangle police.

FCI EXCO
Long faces

(50)
FM 7/10/77

Who says business is improving? Certainly not the spokesmen of most chambers of industries represented at this week's FCI Exco meeting.

They disagreed strongly with the conclusion of FCI economists that in the past six months "consumer confidence has strengthened, some inventory restocking is occurring and the decline in aggregate demand has been arrested".

Asserted Ignace van Kan, chairman of the Transvaal Chamber's economic

affairs committee: "Sectoral reports of TCI members confirm that economic conditions do not yet show any improvement. Many industries directly or indirectly dependent on government orders continue to experience the results of reduction in public spending. Also extension of contracts already signed was requested, meaning that anticipated turnover has been reduced".

Added Bill Hamilton from Durban: "Most sectors are still in a sustained recession." And the best a delegate from Maritzburg could claim was that "there had been a slowing down in the deterioration. We're humping along in the trough."

Only the Midland Chamber has noticed a break in the clouds. Since May, according to director Ivan Krige, firms in PE have reported better business conditions. A few are even considering new capital investment.

But one thing everyone — even civil servants — agreed on was that political uncertainty is the major brake on economic recovery. "The political problem is the most serious economic problem at present," remarked Premier Milling's Stephanus Smit, who is chairman of FCI's economic committee.

"We're not living in an ordinary business climate," echoed Hamilton. And Secretary for Commerce Joep Steyn conceded that the drain of foreign capital "is a political problem".

As part of its contribution towards getting Pretoria to bolster confidence, the FCI is putting the finishing touches to a

crisp 30 point "action programme". The idea — initiated by the Natal Chamber — is to state in 30 short, unambiguous sentences industry's views on how to get the economy moving again.

The first draft has been prepared by NCI director Roland Freakes and it's hoped to have the final version ready by the end of the year. The programme will include proposals on labour, the balance of payments and various political issues which rub businessmen up the wrong way.

104 black teachers⁽⁵⁰⁾ want their jobs back

Staff Reporter

THE Regional Director of Bantu Education in the Transvaal, Mr Jaap Strydom said yesterday 104 of the 500 teachers who recently resigned at Soweto's 40 State schools had withdrawn their resignations.

The reason given by teachers for withdrawing their resignations was that they had been intimidated into resigning, Mr Strydom said.

"The pattern is stabilising itself and I expect more withdrawals in due course," he added.

Meanwhile, the boycott of the 40 secondary and primary schools taken over by the State is continuing. At least 700 teachers and 27 000 pupils are affected.

In the Venda homeland, 467 teachers have been going to school every day although the classrooms in the 35 post-primary schools are empty.

Sybrand backs the practical matric course

Pretoria Bureau

THE Administrator of the Transvaal, Mr Sybrand van Niekerk, and the Director of Transvaal Education, Professor J H Jooste, yesterday came out strongly in support of the controversial practical course system of education.

"The accusation that parents and pupils do not receive sufficient guidance regarding choice of subjects and courses have become so general that they are becoming an indictment of the education system," said Mr Van Niekerk.

"In cases where parents are unhappy about the choice of a course, they should discuss the matter with the school principal and could also, where necessary, request aid from the psychological and guidance service clinic," he said.

Mr Van Niekerk said he did not accept that many parents were dissatisfied with the practical course followed by their children.

"The schools are not aware of any such dissatisfaction," he said. "On the contrary, there is evidence of a large measure of satisfaction among parents and pupils for whom this course has created opportunities which did not exist before."

Mr Jooste said that as a result of the new system, especially with the opportunities offered by the practical course, the retention rate of schools had been increased to such an extent that 64% of the original Standard 6 pupils were in Standard 10 this year.

"It is our ideal to raise this percentage to 70 within the next five years by systematically increasing the number of pupils who write the matriculation exemption, the senior certificate and the Standard 10 of the practical course," he said. "In so doing, we shall compare favourably with countries such as the United States and Canada with 77% and 71% respectively."

The chairman of the National Education Board, Professor Gerrit Viljoen, said the practical matriculation course was a certain type of "profession-oriented education" and it did not offer admittance to all professions, reports Sapa.

He said parents and pupils had a duty not to simply choose the easy way.

NM 13/10/77

Principal in student boycott appeal to minister

Mercury Reporter

PROFESSOR N. Clarence, the University of Natal's new principal, will head a delegation to the Minister of National Education Dr. Piet Koornhof on Wednesday in an attempt to get the Government to reverse its decision to phase out African students from the university's medical school from next year.

Prof. Clarence, who at his installation as principal on Friday called on the Government to "swiftly" open universities to all races, will be accompanied to Pretoria by the dean of the medical faculty, Professor K. Reid, and the dean of medicine, Professor E. Adams.

The Government's decision to phase out Africans has led to a total medical student boycott of lectures and examinations.

At a meeting yesterday the medical students reaffirmed their decision to continue the boycott until the Government reversed its decision. The boycott by 600 students started on September 29.

Final-year examinations were supposed to start yesterday but the university administration postponed them indefinitely to forestall possible confrontation with the boycotters.

Asked if he was optimistic about the outcome of the meeting with Dr. Koornhof, Prof. Reid said: "Not optimistic, fatalistic."

Primary pupils join ⁽⁵⁰⁾ RDM 22/10/77 boycott

Staff Reporter

AT LEAST 10 of Soweto's higher primary schools were deserted yesterday, according to Bantu Education officials.

Higher primary pupils (Standard 3 to Form 1) began boycotting classes on Wednesday. At five schools visited by "Mail" reporters yesterday, more than 1 000 pupils were absent.

According to Mr. J. W. White, deputy director of the Johannesburg region of the department of Bantu Education, the total number of Soweto's higher primary school pupils is 45 660.

Many lower primary pupils have stayed away from school this week.

The school boycott has previously been confined largely to the 27 000 secondary school pupils, who are protesting against the Bantu Education system.

In Diepkloof yesterday, hundreds of lower and higher primary school pupils left their schools shortly after 9 am.

Several police vehicles arrived on the scene later and some were seen driving into the Ipolokeng Lower Primary School and the Ikaneng Lower Primary School. Children lingering at school fled at the sight of the police.

Nov 22/10/77
**Coloured
schooling
problem**

There were more than 600 coloured children living in Reiger Park, Boksburg, between the ages seven and 16 years, who had never seen the inside of a school, a coloured civic leader said yesterday.

Mr Simon Mentor, chairman of the liaison amalgamated school committees on the East Rand, said the problem was "a serious one that needed urgent attention."

The children were not in school because they had no birth certificates. This in turn was due to their parents being without identity documents.

"My committee has written to the Department of Coloured Affairs about this problem.

ILLITERATE

"We have requested that a new primary school being opened by the department in Reiger Park next year be converted into a kindergarten school for all the grade children in our three primary schools," Mr mentor said.

"This would allow us to absorb the hundreds of illiterate children between 10 and 16 years into the primary schools in specially set-up adaptation classes," Mr Mentor added.

There was a total of 3 600 school-going children in the three primary schools and one high school, he said.

Mr. Mentor said that the children not in school spent their days "hanging around shops or other undesirable places."

Many were involved in "nefarious activities" or were being used by dagga-runners and petty criminals "to do their dirty work."

"We have set up two points where parents of these children should come for help, but the response has been extremely poor," Mr Mentor said.

24/10/77

(50)

Star 24/10/77

Grade 0: waste of time or a head start for school?

What is the value of Grade 0, if any? Many parents will be asking themselves this question as the year draws to a close.

Opinions about it differ vastly, ranging from the TED who do not recognise Grade 0, to nursery schools who say they are losing children because of its growing popularity, and finally private schools who say it undoubtedly benefits their pupils.

Grade 0 consists of a year's preparedness for Grade 1 and is an extra class in the school's grounds, attended usually by five-year-olds.

They often wear a uniform, although this wasn't the case in all the schools I approached.

Although it differs from school to school, the accent is on perceptual training, motor control, handwork, music and movement.

"We do not recognise Grade 0," said a spokes-

man from the TED. "We believe children should be introduced gradually, via our nursery schools, from the freedom of home to the formality of school."

"We don't like the formalised approach of Grade 0."

He pointed out that some children didn't even need nursery schools, "they can get the necessary background at home."

Mrs E Swaine, head of the Johannesburg Society for Early Childhood Education, said Grade 0 was not one thing or the other. "It's not nursery school or grades work," she said.

"Pre-primary children are better catered for in a grant aided nursery school with qualified nursery school teachers."

She feels grade 0 tends to formal learning which is not permitted before Grade 1, "and we feel strongly, a uniform is too regimented for that age. In some cases, parents are forced to remove their child from nursery school

and put him in Grade 0 or he can't attend the school."

The heads of nursery schools I spoke to complained that private schools opening up Grade 0 classes were diminishing their numbers. "At nursery school, the child is prepared for life, not for Grade 1," said the head of

who didn't do Grade 0 soon catch up with those who did," she said.

Mr Brian Thiel, headmaster of Pridwin Prep School for Boys in Melrose, said one of the most favourable points of Grade 0 was being able to isolate any potential learning problems a child might have.

The growing popularity of Grade 0 has not resulted in its recognition by the Transvaal Education Department. SUE GARBETT sounded out the views of nursery and private schools and spoke to the TED.

Bryanston nursery school.

She said the schools were not allowed to teach reading and questioned the educational value of Grade 0.

"It's growing in popularity because parents always want their children to be a jump ahead. In fact, depending on their individual ability, those

"We can start remedial education if it's necessary before formal lessons start. Some children battle on to the end of grade 1 and even 2 when it becomes a real problem."

He pointed out his Grade 0 teachers always went into Grade 1 with their pupils which made for continuity.

Mr Thiel said English is a complicated language and that English-speaking children needed an extra year to compensate for this.

"They are at a distinct disadvantage compared with the Afrikaans child who starts reading much more easily. Children throughout the English-speaking world start school at about five - why shouldn't they here?"

The headmaster of St Peter's Prep School in Rivonia believes a child in the year in which he turns five has basic academic needs which are fulfilled in Grade 0.

"We also cater for the child's play needs although this can be done at home too."

"What can't be catered for at home and at most nursery schools are his academic needs," said Mr Todd.

The heads of most of the schools who have Grade 0, said they would hate to revert to not having it.

"Everything is so strange for them when they arrive in Grade 1," said a headmistress. Our Grade 0's know their teachers, have made friends, they are more self confident, happier.

"They have a sense of belonging by the time they get to Grade 1, and you don't get the crying, or mothers having to come to class which you do with those who haven't done Grade 0."

Most heads of schools said they found a great

difference between the nursery schoolers and the Grade 0's. But they insist they are not competition with nursery schools and would not turn away children because they had not done Grade 0 at their school.

Most parents I spoke to are keen on their children doing Grade 0, so much so that schools who have not started it are under great pressure from them to do so. "It means my child doesn't start from square one, but from square 21," said a mother.

... heads of the nursery schools complain of vanishing classes



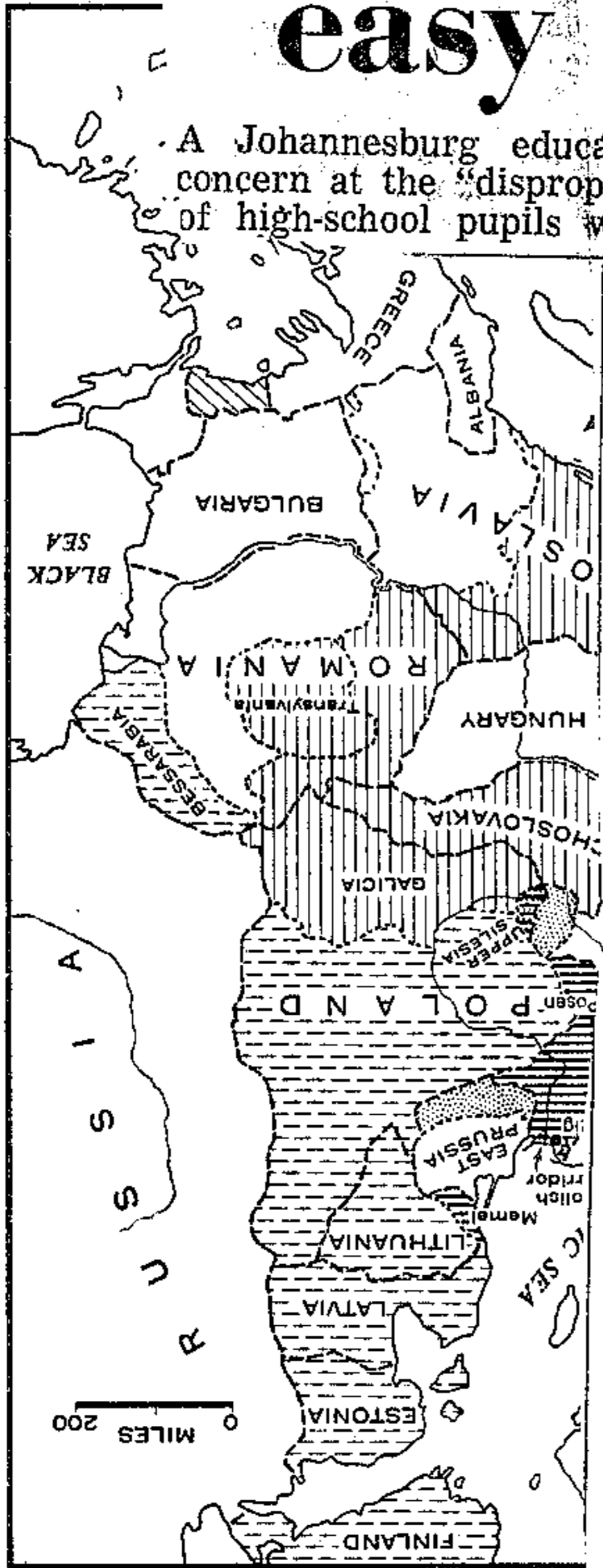
First day at school can be a frightening experience, even with mum in attendance to give encouragement. And if the child happens to be in Grade 0, opinions are divided as to whether he should even be there - or in a nursery school.

25/10/77

The Star Tuesday Oct

'Too many' pupils take easy road

50



1919-1920

A Johannesburg educationist today expressed concern at the "disproportionately high number of high-school pupils who have opted for the practical course."

Dr I J Kriel, principal of Damelin College, was addressing about 1300 pupils at the college's final assembly and prize-giving in the Johannesburg City Hall.

He said it seemed as if the practical course had become "a handy refuge for the lazy pupil or slow developer who did not want to fail and repeat a year at school."

"Even if one allows for the fairly substantial number who would have left school after standard 8 were there no practical course available, it is still hard to accept that one in every four pupils who reaches matric is in the practical stream," he said.

END OF ROAD

Dr Kriel said some pupils switched to the practical because "they have come to the end of the academic road and are therefore doing what is best and right for them."

Others switched to the practical course because they had not worked hard enough to pass and would rather go up one standard in the practical than repeat a year in the ordinary course.

These pupils lived in a "fool's paradise," said Dr Kriel, because they may find their practical Standard 10 "totally meaningless in terms of their potential and their plans — and all for the sake of being able to say they have passed their 'matric'."

THE
NET
FI
10
100

DEPARTMENT OF BANTU EDUCATION

No. R. 2178

28 October 1977

AMENDMENT OF THE REGULATIONS REGARDING SCHOOL COMMITTEES AND SCHOOL BOARDS FOR COMMUNITY SCHOOLS

The Deputy Minister of Bantu Education, acting on behalf of and on the instructions of the Minister of Bantu Education, has, by virtue of the powers vested in the said Minister by section 15 (1) of the Bantu Education Act, 1953 (Act 47 of 1953), further amended the regulations published under Government Notice R. 429, dated 18 March 1966, as follows:

1. The following heading is hereby substituted for the heading of the regulations:

"REGULATIONS REGARDING SCHOOL COMMITTEES, SCHOOL BOARDS AND SCHOOL MANagements FOR COMMUNITY SCHOOLS"

2. Regulation 1 is hereby amended by—

(a) the insertion of the following definition after the definition of "school board":

"'school management' shall mean any body established by the Minister under section 12 (1) of the Act to control and manage one or more community schools;"; and

(b) the substitution for the definition of "school board" of the following definition:

"'school board' shall mean any body established by the Minister under section 12 (1) of the Act to control and manage one or more community schools, including any school management;".

3. The following regulations are hereby added after regulation 56.

"PART IIIA

SCHOOL MANagements

Constitution of school managements

56A. A school management shall be constituted as follows:

(a) Not more than five members appointed by the Secretary;

(b) a chairman, designated from among the members of the school management by the Secretary.

DEPARTEMENT VAN BANTOE-ONDERWYS

No. R. 2178

28 Oktober 1977

WYSIGING VAN DIE REGULASIES BETREFFENDE SKOOLKOMITEES EN SKOOLRADE VIR GEMEENSKAPSKOLE

Die Adjunk-minister van Bantoe-onderwys, handelende namens en in opdrag van die Minister van Bantoe-onderwys, het kragtens die bevoegdheid by artikel 15 (1) van die Wet op Bantoe-onderwys, 1953 (Wet 47 van 1953), aan genoemde Minister verleen, die regulasies afgekondig by Goewernementskenningsgewing R. 429 van 18 Maart 1966, soos volg verander gewysig:

1. Die opskeif van die regulasies word hierby deur die volgende opskeif vervang:

"REGULASIES BETREFFENDE SKOOLKOMITEES, SKOOLRADE EN SKOOLBESTURE VIR GEMEENSKAPSKOLE"

2. Regulاسie 1 word hierby gewysig deur—

(a) na die omskrywing van "skoolkomitee" die volgende woordeskreving in te voeg:

"'skoolbestuur' 'n liggaam deur die Minister kragtens artikel 12 (1) van die Wet ingestel om een of meer gemeenskapskole te beheer en te bestuur;"; en

(b) die omskrywing van "skoolraad" deur die volgende omskrywing te vervang:

"'skoolraad' 'n liggaam deur die Minister kragtens artikel 12 (1) van die Wet ingestel om een of meer gemeenskapskole te beheer en te bestuur, en ook 'n skoolbestuur;".

3. Die volgende regulاسies word hierby na regulاسie 56 ingevoeg:

"DEEL IIIA

SKOOLBESTURE

Samestelling van 'n skoolbestuur

56A. 'n Skoolbestuur word soos volg saangestel:

(a) Hoogstens vyf lede deur die Sekretaris aangestel;

(b) 'n voorsitter wat deur die Sekretaris uit die geledere van die skoolbestuur aangewys is.

Qualifications for membership of a school management

56B. (1) With the exception of the provisions of paragraph (c) thereof, regulation 3 shall apply *mutatis mutandis* to a member of any school management.

(2) No person who is a serving teacher or a secretary or assistant secretary of a school board shall be appointed or continue to be a member of any school management.

Term of office and vacancies

56C. (1) Subject to the provisions of subregulation (3), a member of a school management shall hold office for a period of two years unless he submits his resignation in writing to the Secretary or vacates his office for any other reason before the expiry of such period.

(2) A casual vacancy on a school management caused by the death of, or the vacation of his office by, a member may be filled by the Secretary for the unexpired portion of the period of office of such member.

(3) When the control and management of one or more community schools which has been entrusted to a school management are again entrusted to a school board, the term of office of members of such school management shall be deemed to have expired on the date on which the said control and management are again so entrusted to a school board.

Duties, powers, privileges and functions of a school management

56D. (1) As long as a school management exists, it shall have all the powers and privileges of a school board and perform in the place of the school board all the duties and functions of a school board with regard to the community school or community schools of which the control and management have been entrusted to the school management.

(2) Any decision, approval, contract with a teacher, determination or other action taken, granted, made or entered into by a school board in terms of the Act which applies to a community school of which the control and management have been entrusted to a school management shall apply as if such decision, approval, contract with a teacher, determination or other action has been taken, granted, made or entered into by the school management.

(3) When a school management ceases to exist by virtue of the provisions of regulation 56C (3), any decision, approval, contract with a teacher, determination or other action of such school management taken, granted, made or entered into in terms of the Act shall apply as if such decision, approval, determination, contract with a teacher or other action has been taken, granted, made or entered into by the school board to which the control and management of the community school or community schools concerned has again been entrusted as contemplated in the said regulation."

Amendment Slip 81 of Part III

Kwalifikasies vir lidmaatskap van 'n skoolbestuur

56B. (1) Uitgesonderd die bepalings van paragraaf (c) daarvan is regulasie 3 *mutatis mutandis* op 'n lid van 'n skoolbestuur van toepassing.

(2) Niemand wat 'n diensdoende onderwyser of 'n sekretaris of assistent-sekretaris van 'n skoolraad is, mag aangestel word of aanby as lid van 'n skoolbestuur nie.

Ampstermyn en vakatures

56C. (1) Behoudens die bepalings van subregulasie (3) beklee 'n lid van 'n skoolbestuur sy amp vir 'n termyn van twee jaar tensy hy voor die verstryking van dié termyn sy bedanking skriftelik by die Sekretaris indien of sy amp om 'n ander rede ontruim.

(2) 'n Toevallige vakature in 'n skoolbestuur wat veroorsaak word deur die dood van, of die ontruiming van sy amp deur 'n lid, kan deur die Sekretaris gevul word vir die onverstreke gedeelte van die ampstermyn van 'n lid.

(3) Wanneer die beheer oor en bestuur van een of meer gemeenskapskole wat aan 'n skoolbestuur toevertrou is, weer aan 'n skoolraad toevertrou word, word die ampstermyn van die lede van sodanige skoolbestuur geag verstreke te wees op die datum waarop bedoelde beheer en bestuur aldus weer aan 'n skoolraad toevertrou word.

Pligte, bevoegdhe, voorregte en werksaamhede van 'n skoolbestuur

56D. (1) So lank 'n skoolbestuur bestaan, is hy beklee met al die bevoegdhe en voorregte van 'n skoolraad en verrig hy in plaas van 'n skoolraad al die pligte en werksaamhede van 'n skoolraad ten opsigte van die gemeenskapskool of gemeenskapskole waarvan die beheer en bestuur aan hom toevertrou is.

(2) 'n Besluit, goedkeuring, kontrak met 'n onderwyser, bepaling of ander handeling van 'n skoolraad wat ooreenkomstig die Wet geneem, verleen, aangegaan, gemaak of uitgevoer is en wat betrekking het op 'n gemeenskapskool waarvan die beheer en bestuur aan 'n skoolbestuur toevertrou is, geld asof sodanige besluit, goedkeuring, kontrak met 'n onderwyser, bepaling of ander handeling deur die skoolbestuur geneem, verleen, aangegaan, gemaak of uitgevoer is.

(3) Wanneer 'n skoolbestuur uit hoofde van die bepalings van regulasie 56C (3) ophou om te bestaan, geld 'n besluit, goedkeuring, kontrak met 'n onderwyser, bepaling of ander handeling van sodanige skoolbestuur wat ooreenkomstig die Wet geneem, verleen, aangegaan, gemaak of uitgevoer is asof sodanige besluit, goedkeuring, kontrak met 'n onderwyser, bepaling of ander handeling deur die skoolraad aan wie die beheer oor en bestuur van die betrokke gemeenskapskool of gemeenskapskole weer toevertrou word soos beoog in bedoelde regulasie, geneem, verleen, aangegaan, gemaak of uitgevoer is."

Wysigingstrokie 81 van Deel III

ECONOMIC RECOVERY

Shift of priorities

50

FM 28/10/77

Lack of business and consumer confidence has replaced the balance of payments as the major barrier to economic recovery. This was made clear this week by Gerhard de Kock, the Finance Minister's economic adviser, in a speech to the SA Foreign Trade Organisation seminar in Johannesburg.

Said De Kock: "There is no longer a question-mark over SA's ability to maintain control over... the current account of the balance of payments. Our successes in this field have been widely recognised. The danger now is rather a question-mark might be placed on SA's ability to attain a new cyclical upswing in domestic activity."

"If such an upswing does not materialise soon," he warned, "confidence in the SA economy might be adversely affected for reasons totally different from those of a year ago."

While earlier government statements such as the 1977 address by the Governor of the Reserve Bank and the Prime Minister's statement after the most recent Economic Advisory Council meeting expounded the need for stimulation, they also reflected extreme concern about the effects this would have on the balance of payments.

Against this background, De Kock's speech appears to be signalling a major shift in government's priorities which has largely gone unnoticed until now. Almost half of his talk was devoted to describing the "inherent strength and adaptability" of the balance of payments, which he argued, had successfully weathered storms of the past few years: world recession, the drop in the gold price, Angola

and Soweto.

De Kock went on to say that fear of running into deficit should no longer be allowed to hold back growth. Indeed, too much emphasis on the balance of payments could well prove counter-productive.

Nor did De Kock seem unduly perturbed about the balance of payments effects of the likely absence — for a time at any rate — of net inflows of foreign capital and the prospect of sanctions. Certainly, these factors would lower the growth rate, but "the balance of payments as such could make the necessary adjustments".

De Kock's big worry is the general lack of confidence. Despite expansionary influences — the current account surplus, continuing import replacement, rises in government expenditure, and prospective increases in inventory investment — "private investment is still declining and private consumption still moving more or less horizontally in real terms". In short, the deflationary influences have neutralised the expansionary ones.

have a similar effect.

The greater of the two evils, in De Kock's view, is deflation. Hence the stimulation package suggested by Horwood at the end of August. De Kock mentioned expenditure on black housing, electrification of Soweto, and further export promotion as elements of the package.

So it looks as though the push could be on its way, although De Kock omitted to answer the crucial question: where the money will come from.

Until Horwood's proposals are followed by concrete measures — the Cabinet is due to make a decision on housing before the end of the year — business confidence is unlikely to recover. That much was obvious at the recent Assocom and FCI conferences.



De Kock... we can control the balance of payments

To make matters worse, as the economic recession has deepened, tax revenues have fallen. A danger here is that a vicious circle could result, with the Exchequer falling back on bank credit and therefore restricting the funds available to the private sector. This could further reduce economic activity, again reducing tax receipts, and so on in a downward spiral (see page 300).

Economic policy-makers are thus facing a dilemma. On the one hand, expansion might "facilitate and encourage the outflow of short-term capital", while on the other, "recessionary liquidity" resulting from continued deflation could

Magazine hits school racism

8/11/77

Racial discrimination among some pupils at one of South Africa's top private schools comes under fire in a recent issue of the school's own newspaper.

The newspaper, Wyvern, is produced by Std 8 pupils at Kingswood College in Grahamstown.

Headed "Comment," the editorial said: "It is sad to note the general disregard for others' feelings in this school — especially those who do the dirty work for us."

It asked whether Kingswood, "a supposedly Christian community," could allow itself to be guilty of prejudice.

"Just because the law of our country discriminates against blacks, doesn't mean that we have to make them the underdogs."

The editorial said this was most obvious at meal times in the aggressive way pupils spoke to servants, called men old enough to be their parents "boys" and hardly ever said "please" or "thank-you."

"In a country where racialism is a problem, one would think we were trying to intensify the situation and not deflate it," it said.

SEX-BARRIER

The editorial also criticises the way the school, which recently became co-educational, has still not been able to cross the "boy-girl" barrier.

"A border still exists down the centre of the hall with boys on one side, girls the other. Surely we were made to mix socially and not to be apart from each other? Anyone who walks into the hall would think Kingswood had gone queer."

50

SCHOOL O
ECONOMIC

COURSE I

The Econo
year. U
Wednesday

In additi
arranged.

The sched

Week Star

1st March

8th March

15th March

22nd March

29th March

5th April

12th April

20th April

26th April

3rd May

10th May

17th May

24th May (

1st June (

7th June

14th June

21st June to 18th July

19th July

26th July

2nd August

9th August

16th August

23rd August

30th August

7th September (Settlers Day)

13th September

20th September

27th September

4th October

Call for phasing out of bantu education

1/14/77

① 50
Bantu

1976
D. REES

JOHANNESBURG. — The African Teachers' Association of South Africa yesterday called on the Minister of Bantu Education to issue a declaration of intent to phase out Bantu education.

The call was made during a five-hour meeting between top association members and key officials of the department, including the Secretary for Bantu Education, Mr G J Rousseau.

The association has 21 000 members. It was represented by its president, Mr R L Peteni, and its Secretary-General, Mr H H Dlamlenze, as well as members of its national council.

Linked to the association call for the phasing out of Bantu education were three inter-related demands:

- The introduction of free and compulsory education for black children.

- The raising of per capita expenditure on black children to equal that spent on whites.

- The opening of all universities to students of all races.

Mr Rousseau undertook to arrange a meeting between the association's national council and the Minister of Bantu Education. No date was set for the meeting.

The present Minister of Bantu Education, Mr MC Botha, has announced his retirement and is not standing in the November 30 General Election. The Prime Minister, Mr Vorster, has not yet named a successor.

In a statement released after the meeting, the association emphasized its belief that a declaration of intent to phase out Bantu education was a pre-condition to resolution of the crisis in black education.

Chief Lucas Mangope, the Chief Minister of Bophuthatswana, has made the scrapping of Bantu education one of the aims of his homeland after it becomes independent on December 6.

es per week throughout the
.15 am on Mondays, Tuesdays,

per week at a time to be

ures

micro

micro

micro

micro

micro

micro

micro

micro

micro

Options

Options

Vacation

Options

Options

Options

Options

Options

Options

Options

Options

Options

Vacation

Options

Options

RDM 1/11/77
black schools system'

By PATRICK LAURENCE
BLACK teachers yesterday called on the Minister of Bantu Education to issue a declaration of intent to phase out Bantu Education.

The call was made during a five-hour meeting between leading members of the African Teachers' Association and officials of the department, including the Secretary for Bantu Education, Mr G J Rousseau.

The association has 21 000 members.

Linked to the call were three related demands:

⊙ The introduction of free, compulsory education for black children.

⊙ The raising of per capita expenditure on black children to equal that spent on whites.

⊙ The opening of all universities to students of all races.

Mr Rousseau undertook to arrange a meeting between the association's national council and the Minister of Bantu Education. No date was set.

The present Minister, Mr M C Botha, is retiring and is not standing in the November 30 election.

In a statement after the meeting, the association said a declaration of intent to phase out Bantu Education was a precondition to resolving the schools' crisis.

Mr Rosseau declined to comment on the meeting, except to say: "The discussions were purely preliminary. No decisions were taken and no commitments made."

Chief Lucas Mangope, Chief Minister of Bophuthatswana, has made the scrapping of Bantu Education one of his immediate objectives after the homeland becomes independent on December 6.

National Finance Corporation of South Africa

Address delivered by the Chairman, Dr. T. W. De Jongh, at the twenty-eighth Annual General Meeting of stockholders of the National Finance Corporation of South Africa held in Pretoria on Tuesday 1 November 1977

Gentlemen,

I have pleasure in formally presenting to you the Balance Sheet and Final Accounts of the Corporation for the year ended 30 June 1977, together with the Reports of the Board and the Auditors, which will later be moved for adoption.

The changes during the past financial year in those assets and liabilities which deserve special attention, as well as in the income and expenditure items of the Corporation, are described in the Report of the Board of Directors which you have already received. In addition, a comprehensive survey of general economic developments was provided in the Reserve Bank's Annual Economic Report, which was released towards the end of August last.

During the Corporation's past financial year, i.e. the twelve months ended on 30 June 1977, the South African economy experienced its third year of the economic downswing which set in just after the middle of 1974. Considerable progress has, however, been made towards achieving the immediate policy objectives of the authorities, namely to strengthen the balance of payments and to reduce the rate of inflation.

A generally restrictive policy stance was maintained and new measures applied during the past year included the raising of Bank rate from 8½ to 9 per cent in July 1976, the introduction of a temporary import deposit scheme in August 1976, which was terminated at the end of January 1977, the freezing of bank credit ceilings from 1 April to the end of August 1977, and the introduction of a conservative Budget for 1977/78 with the major objectives of reducing the rate of increase in government expenditure and diminishing the reliance on bank credit for the financing of the Exchequer deficit. The year under review also saw the establishment of the so-called "Lifeboat" fund with the Corporation to provide assistance to the smaller banks. This scheme proved successful and was terminated on 1 September 1977 after it had served its purpose.

Although the current account of the balance of payments changed from a large deficit in the third quarter of 1976 to a substantial surplus in the second quarter of 1977, the capital account deteriorated, mainly as a result of the repayment of foreign debt. The net gold and other foreign reserves continued to decline during the year under review,

although by a much smaller amount than during the preceding year.

The decline in the net foreign reserves during 1976/77 was accompanied by a substantial reduction in the rate of increase in domestic credit extension, and these factors were mainly responsible for a much lower rate of increase in the money and near-money supply.

The average daily level of deposits with the Corporation increased substantially during the 1976/77 financial year, namely by R123 million to an average total of R753 million, but the increase was smaller than that registered during the preceding two years. This can be explained in part by the reduction in the Government's borrowing from the banking system. However, during 1976/77 substantial fluctuations occurred in the total deposits with the Corporation, due largely to changes in the balances held by banking institutions. The reason for these fluctuations was that the discount houses were almost permanently constrained by the capital requirement of the Banks Act from accepting additional call loans, with the result that the banks' portfolio adjustments were reflected primarily in their excess balances with the Corporation. The Corporation's deposits at the end of June 1977 amounted to R947 million, which represented an increase of R74 million over 30 June 1976.

During the year under review money market conditions were generally easier than during the preceding year and interest rates, although fluctuating during the course of the year, generally moved downwards. However, the high liquid asset requirements and sales of Government stock by the Reserve Bank prevented the rates from declining more sharply. After tightening during July 1976, money market conditions eased considerably during August, September and October 1976 but then, owing mainly to a sharp increase in government deposits with the Reserve Bank and the further decline in the net gold and other foreign reserves from the middle of November, tightened during the remainder of 1976 and January and February 1977. During the subsequent months conditions in the money market eased again as a result of a sharp increase in the net claims of the Reserve Bank and the NFC on the government sector.

In accordance with these changes in money market conditions, the rates on short-term private money market instruments declined during August, September and October

(Continued on next page)

(Continued from previous page)

1976, increased somewhat during most of the subsequent four months, and declined during the remainder of the year under review. The rate on three month bankers' acceptances, for example, declined from 11,15 per cent on 27 August to 9,00 per cent on 5 November 1976, increased to 9,90 per cent on 25 February 1977, and then declined to 8,80 per cent on 1 July. The Treasury bill tender rate, on the other hand, increased almost uninterruptedly from 7,72 per cent on 23 July 1976 to 7,88 per cent on 1 July 1977.

During the three to four months following the end of the Corporation's financial year, most economic indicators have continued to reflect recessionary conditions, although the economic situation has changed in some respects. While certain sectors are still experiencing sluggish conditions, particularly the building and construction and motor industries, the general impact of the recession has been mitigated by developments in other sectors. These include the expansionary effects of income generated by buoyant conditions in the mining and agricultural sectors, the high level of exports and the rise in the price of gold. Notwithstanding these favourable developments, a relatively low economic growth rate may be expected for 1977, namely an increase of 1 to 2 per cent in the real gross domestic product.

Regarding the balance of payments, preliminary estimates also indicated a change during the third quarter of 1977. It would appear that the current account of the balance of payments, which had improved substantially for five consecutive quarters, deteriorated during the third quarter of 1977 and a smaller surplus than during the second quarter was recorded. This decline in the surplus was caused mainly by higher imports, which included the acquisition of three large ships for the containerisation programme and for the exports of iron ore, and an increase in the imports of mineral products. In addition, the value of merchandise exports declined largely as a result of a weakening in prices on international commodity markets, and the value of the net gold output decreased moderately. However, the net outflow of capital declined, partly because of an inflow of capital in the form of suppliers' credit in respect of the ships referred to above. As a result of these developments, the gold and other foreign reserves of the monetary banking sector declined further. The Reserve Bank's gold and other foreign reserves decreased by R48 million during the third quarter to a level of R700 million at the end of September 1977, and continued to decline during October.

The further decline in the gold and other foreign reserves, together with a decrease in net claims of the monetary banking sector on the government sector as against a small rise in bank credit to the private sector, contributed to a decline in the money and near-money supply of about R200 million during the two months July and August 1977. After adjustment for seasonal movements, this represents an annual rate of increase of 6,2 per cent, compared with 27 per cent during the second quarter of 1977. For the first eight months of the year the annual rate of increase was about 10 per cent, compared with 9 per cent for 1976 as a whole. Excess liquidity of banking institutions, which had increased noticeably in June, declined to a somewhat lower level in July and August, and short-term interest rates moved upwards in accordance with a tightening of money market conditions caused by a seasonal flow of funds from the private sector to the government sector. The rate on three-month bankers' acceptances increased from 8,80 per cent on 1 July 1977 to 9,10 per cent on 30 September, while the Treasury bill tender rate rose from 7,88 per cent to 7,92 per cent. Subsequently, money market conditions eased again and interest rates declined slightly.

The margin whereby domestic short-term interest rates

exceeds prevailing rates abroad has become of major importance in monetary policy because the capital account of the balance of payments may be adversely affected if it narrows too much. In recent months divergent movements in interest rates have become noticeable in some of South Africa's major trading partners. In the United States interest rates are moving upwards, whereas they are declining sharply in the United Kingdom and are moving downwards moderately in West Germany. Although it is difficult to obtain strictly comparable statistics of interest rates for different countries, it would appear that the margin between the effective cost of trade finance in South Africa and in foreign countries has narrowed considerably and is at present relatively low. In the light of this situation and the anticipated easing of money market conditions as a result of an expected seasonal flow of funds from the government sector to the private sector, during October, November and early December, movements in short-term interest rates will have to be watched closely during the coming months.

The restrictive monetary and fiscal policy has already shown encouraging results in reducing domestic expenditure, in bringing down the rate of increase in domestic credit extension as well as in the money supply, and in converting the large deficit on the current account of the balance of payments into a surplus. However, the capital account of the balance of payments still shows a deficit and the rate of inflation remains unacceptably high. Regarding the latter, it is gratifying that the rate of increase in consumer prices, taken at a seasonally adjusted annual rate, declined from 13,3 per cent in the first quarter of 1977 to 11,8 per cent in the second and 10,8 per cent in the third quarter.

As far as the balance of payments is concerned, it appears logical to expect a further net outflow of capital as a result of *inter alia* the repayment of official short-term loans obtained to sustain the foreign reserves when the current account was still in deficit. Long-term debt may also be reduced and a further outflow of private short-term capital may occur. Moreover, the improvement in the current account may not be maintained mainly because of the adverse effect on exports of the downward tendency in commodity prices on international markets and the additional imports necessitated by the containerisation programme. It may be expected, therefore, that the foreign reserves will remain under pressure during the coming months.

It follows that the prospects for the balance of payments in the immediate future are still such that a policy of general stimulation of the economy cannot be afforded at present. The advisable course therefore is selective stimulation of those sectors which have been most affected by the present recessionary situation, provided that such stimulation does not lead to a significant increase in imports. Furthermore, the promotion of exports, especially of manufactured goods, should be given high priority, and the demand for imported goods should be shifted, where feasible, to local sources of supply. While a net capital outflow continues, it is particularly important to maintain a high level of domestic saving in order to attain maximum growth.

In conclusion, I may refer to the concern expressed in my Annual Address to the shareholders of the Reserve Bank in August about the quality of bankers' acceptances and the Reserve Bank's intention to allow the use of these bills, together with Treasury bills, as a basis for Reserve Bank assistance. Discussions in this regard have been held with the discount houses, the merchant banks and the commercial banks, and it is envisaged that the new method of assistance will be implemented shortly. Revised regulations in respect of bankers' acceptances qualifying as liquid assets will also be formulated in due course.

REFLATION

Package in the pipeline

Some measure of relief for recession-plagued commerce and industry — and for SA's builders in particular — may not be too far away. Government's plans for the long-awaited "selective stimulation" package will soon be made public.

Finance Minister Owen Horwood told an SA Britain Trade Association luncheon this week that he had "just received" a specialised report suggesting ways of stimulating growth without jeopardising SA's balance of payments or aggravating inflation. He hoped, he said, "to say something soon in public."

Growth, Horwood pointed out, had taken a back seat — as "priority number three" — while balance of payments problems and a high inflation rate were being tackled. But it was now necessary to look "closely and critically" at SA's growth rate. The country should avoid economic "overkill" arising from strict monetary and fiscal discipline.

While conceding that it was necessary to step up growth and ease unemployment, Horwood stressed that any stimulatory measures should not be inflationary or detrimental to the balance of payments. A measure of discipline would have to be maintained for a little longer.



Horwood . . . growth on the horizon?

"We must be careful not to do anything that will make people think we're going on a spending spree," he said.

So it's certain that Horwood's package will steer clear of projects involving high import contents and large-scale government spending. For this reason a step-up of black housing development — which, in the first round at least, should have little effect on inflation or imports — is likely to be the focal point of the package.

Apart from meeting pressing social needs, a housing programme for blacks will grant at least some relief to SA's hard-pressed building industry (see back page).

But as both the Building Industries Federation of SA and the Economic Advisory Council have stressed, time is of the essence. The longer the delay the greater the chance of — in Horwood's words — "overkill."

BUSINESS CONFIDENCE

Durban sees light

FM 4/11/77

SO

The first signs of optimism for many a long day are apparent in the Durban Chamber of Commerce's latest survey of business during the third quarter and its outlook for the final months of the year.

Participants were 35 retailers with 196 outlets employing 9 349 people, and 13 hotels with 3 066 employees.

The Chamber points out that while part of the optimism is due to Christmas, it is significant that 52% indicated business conditions, and more especially turnover and sales volume, were better than in the third quarter of 1976.

"Expansion plans are afoot for 54% of contributors, particularly general dealers, food stores, travel agent and liquor stores," the survey reports.

Hotels, it seems, did a little better, although revenue from bars and functions was lower. However, tariffs remained largely unchanged and staff of all races was cut back. Only 8% of hoteliers polled thought prospects were poorer; 53% were more optimistic; and 39% thought things would be about the same.

In the general sector, food stores, general dealers and travel agents are reasonably optimistic about the future while the chief pessimists are in the clothing, footwear, furniture and equipment categories.

Crisis in the schools

FM 4/11/77

SO

**Black pupil unrest has spread far beyond Soweto.
Kragdadigheid won't end it**

The action of the students is a shout of anxiety. They want to be accepted as people. They want their voices to be heard ... and nobody is listening to them — Ntatho Motlana, detained chairman of the Committee of Ten in an interview in August with *Die Transvaler*.

Kruger's crackdown has clearly failed to persuade black schoolchildren to give up their fight against Bantu Education. Nor has it persuaded them to return to school.

As exam time came up this week, the schools crisis that erupted last June had spread from Soweto to many parts of the country, rural and urban.

In Venda, all 357 schools were shut and over 100 000 pupils had been sent home. In Ciskei, Chief Minister Lennox Sebe called a meeting of parents in an attempt to end the long and widespread schools boycott in his territory, seemingly with some success. After the get-together school attendance rose to between 60% and 100% among Ciskei's 50 000 pupils.

In PE, all 39 000 primary and secondary school pupils were boycotting classes. Uitenhage had an almost total boycott of higher primary and secondary schools, while attendance in Kingwilliamstown dropped to a mere 7%. Attendance in the Cape Peninsula fluctuated between 80% and 90% but attendance at Cradock and Grahamstown was officially described as "very poor".

In BophuthaTswana, two secondary schools were shut because of "unrest"; in QwaQwa, there were reports of pupil attacks on a school inspector and

headmaster; and in Pietersburg, five secondary schools were closed. All East Rand post primaries were being boycotted.

At the University of the North near Pietersburg over a third of the student body was still absent after a mass walk-out over students' rights. In Pretoria pupils were boycotting 33 secondary and primary schools in Atteridgeville. And in Soweto the schools strike had spread from 27 000 secondary school pupils to the higher primaries. There was widespread disruption of the exams.

Bantu Education regional director for Johannesburg Jaap Strydom estimates that 6 000 out of 13 000 Standard 5 pupils were out. Five hundred secondary school teachers had put in their resignations after a mass meeting at which Bantu Education was unanimously rejected, though 150 were reported to have subsequently withdrawn them.

Natal remained largely untouched, partly due to the low-profile but influential presence of Chief Gatsha Buthelezi's cultural-political organisation, Inkatha. The Transkei too was unaffected.

What began early in 1976 as a protest confined to a handful of schools in Soweto over Afrikaans, has become a nationwide crisis with several hundred thousand pupils and students no longer attending classes. As many as 350 secondary school teachers have quit and the entire ideology of Bantu Education, not just the medium of its instruction, is under attack.

Bantu Education's shortfalls have frequently been chronicled (eg *FM* August 5

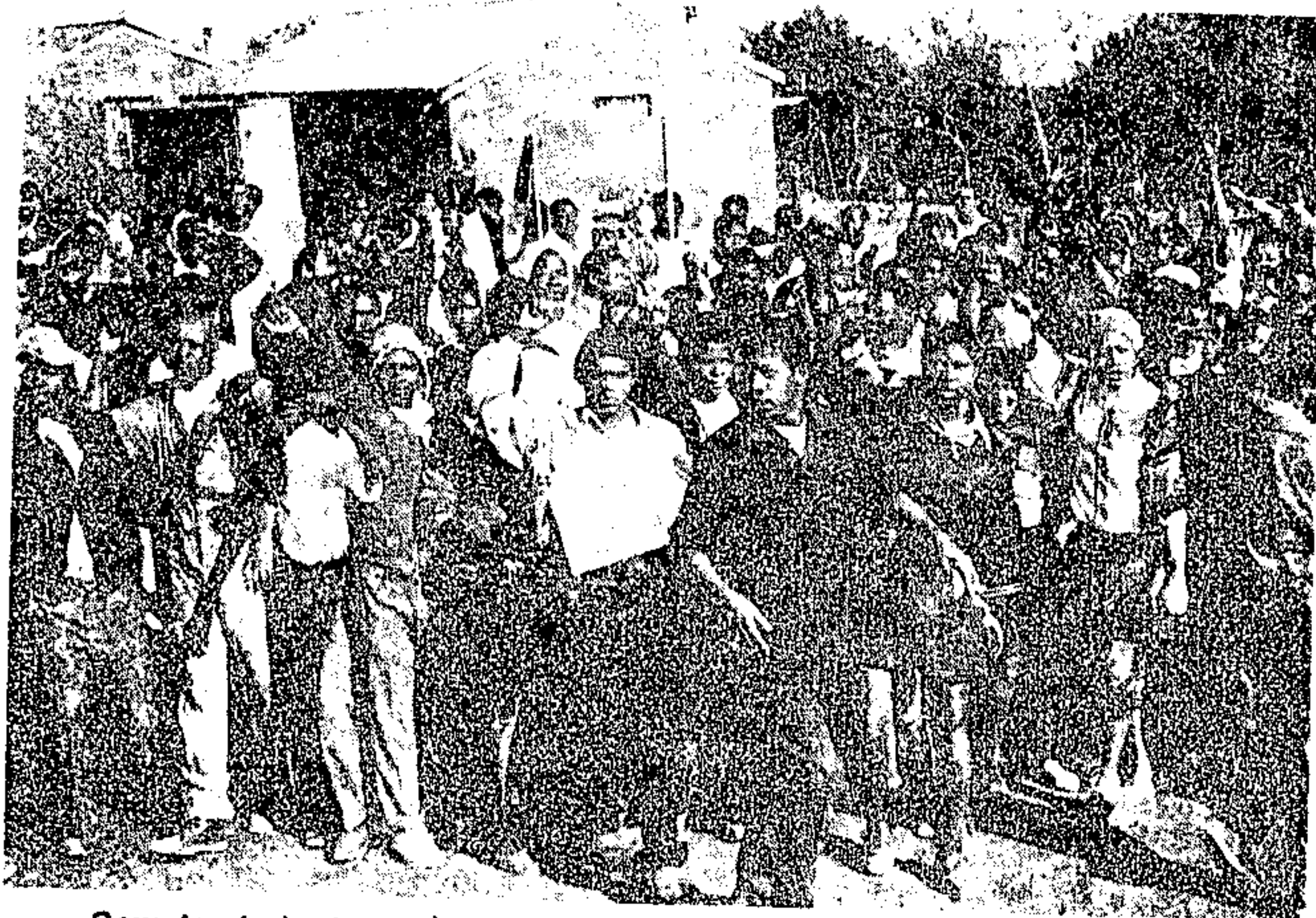
1977): State per capita spending is a mere fifteenth of what it is for white; average pupil/teacher ratios are 50/1; teachers are poorly qualified (most of Soweto's 5 000 teachers do not have matric); dropout rates are critically high.

Practical handicaps are only part of the problem. The schools crisis also has political dimensions. As Bantu Education's director of planning, Ken Hartshorne, admits: "Discrimination in per capita spending between white and black reveals not only where our national priorities lie. It also expresses a political viewpoint ... We have badly underestimated the importance of black education in our national housekeeping, not only with regard to facilities and funding, but to questions of relevance and quality."

The black viewpoint is also illuminating. Students and teachers talk more and more of giving education an "African" dimension, and of using it to forge national unity between all population groups.

A draft "Education Charter" drawn up by Soweto students and teachers to meet the crisis, calls for:

- The scrapping of the Bantu Education Act, with all education falling under the Department of National Education;
- A national Education Convention of teachers, students and community leaders of all race groups to plan a new framework "relevant to the specific needs of all SA's people";
- The appointment of a standing black/white committee with powers to oversee syllabuses and ensure common standards;



Soweto student power . . . ready to fight Bantu Education all the way

- The equalisation of white/black per capita spending over three years;
- A massive crash training programme for teachers and a nationwide adult literacy programme;
- The introduction of "black studies" stressing the history and contributions of black South Africans.

In the meantime, Soweto pupils are planning to run "youth programmes" or "open schools". These would aim at keeping children off the streets, where

gangs are a growing problem.

The children are planning to use churches, clubs and private homes as classes and to inspan many of the teachers who have resigned.

Strydom claims many of the criticisms of Bantu Education are based on misunderstanding and ignorance. For instance, white per capita figures are actually lower than those usually quoted because of spending on large numbers of non teaching personnel, he says. And in

fact 2 600 of his teachers are enrolled in adult classes to obtain matrics. However, he does admit to lower pay scales for black teachers, although "government has committed itself to closing the gap. It must accept responsibility for the equal education of all its children."

How long will the boycotts last? That probably depends on Pretoria's response to the children's demands. So far there is no sign of any change of heart.

Kragdadigheid breeds its own rebuttal, however. The teachers of Soweto finally resigned only after police had entered the playing fields and classrooms; the Soweto stayaway spread to primary schools only *after* the bannings and detentions of October 19.

The degrees to which intimidation by militant students and black solidarity are factors in the crisis are debatable. On the other hand, it is now quite plain that many pupils throughout the land are set on fighting Bantu Education all the way to its grave.

For the second year running, Soweto will not be holding its end of year matric exams for full time candidates. The arrest of hundreds of pupil "agitators" over the past few weeks has failed to break the boycotts.

So unless government agrees to conciliate, the crisis will continue indefinitely, sucking more and more students (and possibly others) into the conflict. And then the whole focus of the dispute will undoubtedly move beyond education into the broader arena of economic and political rights.

NM 9/11/77

50

BLACK REJECTS A BOARD NOMINATION

Mercury Reporter

PIETERMARITZBURG

AN AFRICAN educationist who was yesterday nominated to serve on the Drakensberg Bantu Affairs Administration Board said later he would not be prepared to accept the position.

Professor C. Nyembezi was one of three men nominated to serve on the board by the city council's finance, policy and general purposes committee.

The other two were Councillors Rusty Gilson and

Peter Harwood.

But a spokesman for the Department of Bantu Administration and Development in Pretoria said that "in terms of the Act" city councils could nominate only councillors to serve on

the administration board.

He confirmed that there were no Africans serving on any of the boards in South Africa.

But Professor Nyembezi said yesterday that he would have been unwilling anyhow to serve on the board.

He said he had not been asked whether he was prepared to accept nomination, and it had come as "a complete surprise" to him.

The chairman of the committee, Councillor Miss Pamela Reid, said that after the three names had been put forward at the meeting there had been no dissenting votes.

She said she had "no idea" whether the council could nominate Professor Nyembezi.

Blast: Blaze destroys school building

~~Blaze~~
~~Blaze~~
(3) 50
e.T.
12/11/77

Staff Reporters

ONE OF THE buildings at the Jan van Riebeeck Primary School was destroyed by fire last night. The fire broke out after a big explosion.

The section of the Kloof Street school destroyed was the school's original building — erected in 1926.

A senior police spokesman on the scene confirmed that the courtyard of the school had been broken into.

Firemen, manning six fire engines, battled to contain the huge blaze.

Fire department reinforcements had to be called in.

Residents in the area said that a loud explosion occurred. Seconds later flames and

dense smoke poured from two top storey windows of the school.

The fire spread to the centre of the building. It was brought under control only after it had destroyed the building.

The first person to alert the fire brigade shortly before midnight was Mr S S "Tokkie" van der Merwe, a member of the City Council.

"In a matter of minutes the fire crossed the width of the building and took a firm hold," he said.

Police said they were investigating the cause of the explosion which apparently caused the fire.

The 1978 new syllabus books for the school were in one of the rooms destroyed. The section contained two Standard I and two Standard II classrooms as well as several change rooms.

Hundreds of people from the area, most of them in pyjamas, gathered to watch. The fire was described as one of the worst in the City for many years. It is the fifth fire at the school in just over a year. After the last fire, the Administrator, Dr L A P A Munnik, offered a reward for the capture of the arsonists.

The headmaster of the school, Mr F J Schreuder, was told of the fire. His school is the first Afrikaans medium school in South Africa.

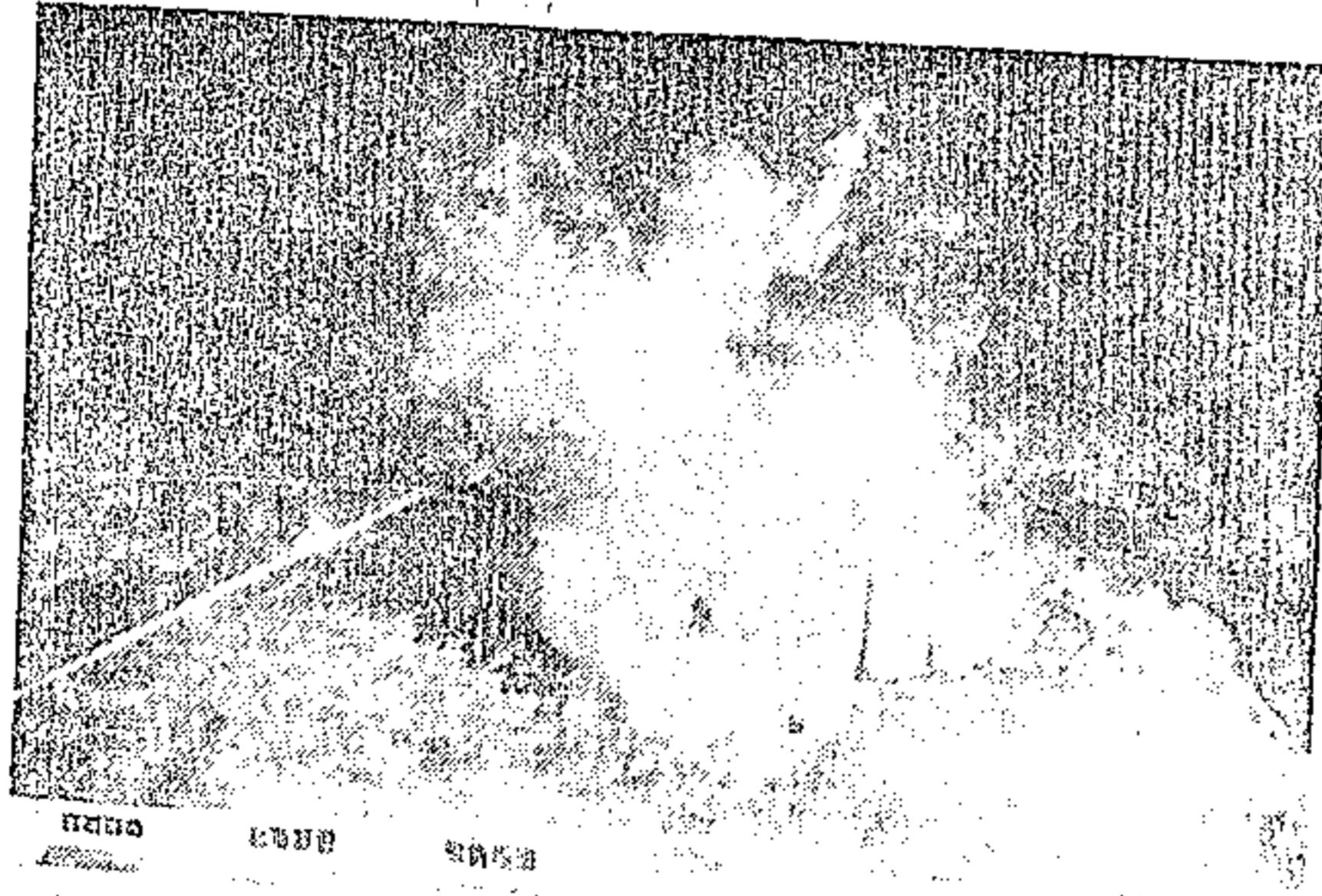
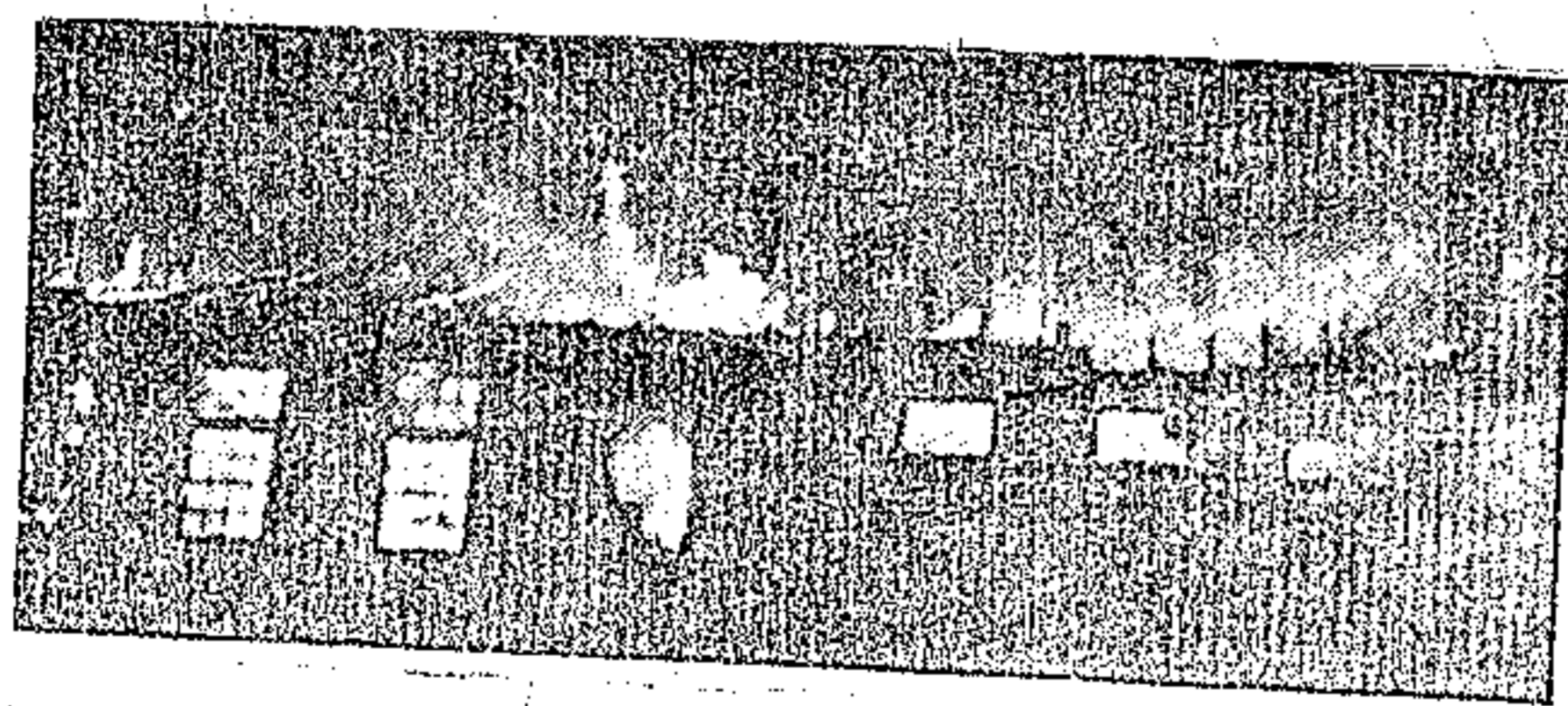
Mr Schreuder said that the fire seemed to have started in the art room.

Mr Schreuder said that in April the school hall was set on fire, and workmen had just completed the R20 000 repair job.

The hall adjoins the section which was destroyed. As a precaution, firemen played their hoses on the roof of the newly-repaired building as the adjoining roof crumbled in flames.

A huge force of firemen and fire engines doused the blaze in less than an hour, ensuring that it did not spread to one of the two petrol stations in the vicinity.

"When I first heard the explosion I thought it might be one of the petrol stations," Mr D Blackwell, who lives in a residential hotel opposite the school, said.



TOP: A dark shell with flames blazing within — the Jan van Riebeeck Primary School's original building at the height of the fire last night.

ABOVE: Flames and smoke rise from the roof before it caved in.

— Pictures by Monty Cooper

Pupils asked about Black sex habits

S. Express 20/4/77

(50)

By CLARE STERN

BLACK and White parents at a mixed convent school in Pretoria expressed shock and disgust this week at a questionnaire pupils from Standard Six to Nine were asked to complete and which they claim included questions such as:

● "Do you think Blacks are sex maniacs?"

● "Do you think Black people are more expert at dancing and lovemaking?"

● "Would you marry a man with thick lips, crinkly hair and wide nostrils?"

● "Would your parents be disgusted if you brought a Black man home with you?"

● "If you had Blacks in the school, do you think it would lower the standard?"

The questionnaire was distributed by Dr Johan Nieuwoudt of the social psychology department of the University of South Africa.

He told me this week the research was part of student Mr Johan Mynhardt's doctoral thesis on ethnic attitudes.

He refused to let the Sun-

day Express see the questionnaire as this was "unethical before the thesis is complete".

"It would be unhealthy to quote items out of context in the Press," he added.

"Parents have overreacted to out-of-context and distorted reports by pupils."

The Transkeian Ambassador, Professor M Njisane, who is a social psychologist with a five-year-old son at the school, was shocked to hear of the questionnaire.

"It is disgusting and inflammatory," he said.

"I have never come across anything like it."

Equally shocked was the wife of the Malawi Charge de Affaires, Mrs M J Nyirenda, whose daughter is in Grade One at the school.

"It is definitely not suitable material — I am amazed," she said.

Pupils, who include a Standard 7 Indian girl, claim they were asked in the questionnaire to indicate

whether they were slightly opposed, moderately opposed or fully opposed to various ideas, for example "marrying a man with thick lips, crinkly hair and wide nostrils".

And to mark with a cross whether they believed English- and Afrikaans-speaking Whites, Indians, Coloureds, Portuguese, Jews, Chinese and Blacks were clean, dirty, loyal, disloyal, beautiful, ugly, honest, dishonest, friendly, unfriendly, reliable, unreliable.

And to indicate whether they believed in or were in favour of pornography, legal abortion, racial segregation, church law, divine law, Bible truth.

A Standard Nine pupil, who does not wish to be named, said she and her classmates were indignant and upset by the questions.

Another Standard Nine pupil said the questions were interspersed with "irrele-

vant ones", to disguise what she believed was an obvious and stupid attempt to assess pupils' political inclinations.

"One, for example, was 'what is your opinion of straitjackets'," she said.

"We were asked for our age, date of birth, religion, father's occupation, income, highest qualification and political party — everything but our names which would be easy to find out."

The girl's father said parents should have been allowed to scrutinise the questionnaire first.

Other parents agreed that the questionnaire was "dangerous and damaging."

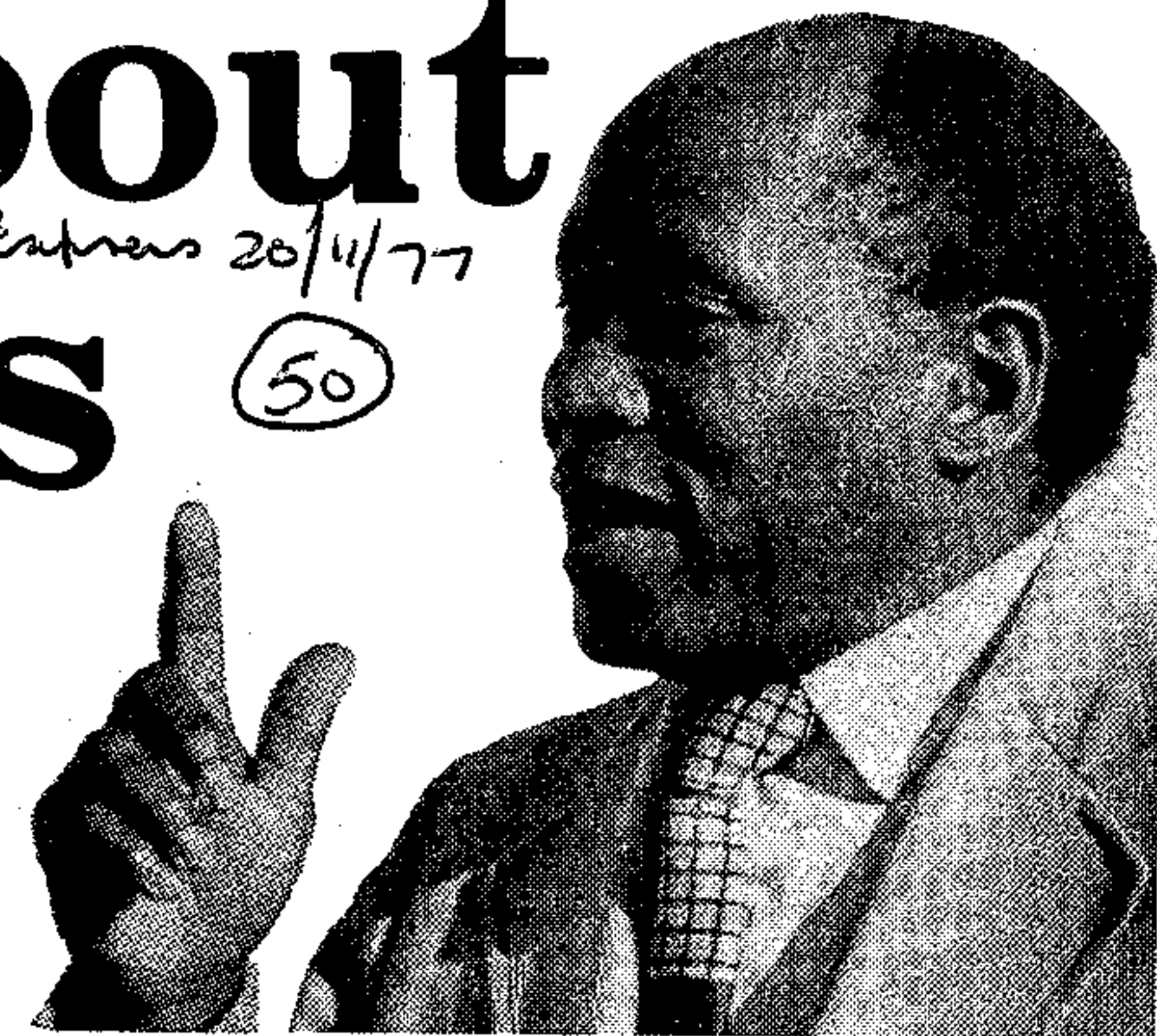
The Mother Superior refused to comment on the matter, and referred the Sunday Express to Dr Johan Nieuwoudt, who said:

"They were confidential, psychological tests.

"We had the necessary authority to do the research and distribute the questionnaire."

He refused to divulge the name of the authority, adding:

"As soon as we have com-



● Professor Njisane... "Questionnaire is disgusting and inflammatory".

pleted the study, a full report on the findings will be made available. It is standard practice not to comment on research before it is complete."

He added that only nine of the 440 items in the questionnaire were "indirectly related to sex."

Dr Nieuwoudt refused to let me speak to Mr Mynhardt, the student on whose behalf he had distributed the questionnaire.

"We agreed that I would handle any Press queries, and that details of the questionnaire should not be divulged. This is standard practice during preparation

of a thesis. The findings will be made known later.

Asked if the contents of the questionnaire would be disclosed along with the findings, Dr Nieuwoudt replied:

"That will not be possible. They are copyright."

Asked how the contents could be copyright if they were contained in standard text books, Dr Nieuwoudt refused to continue the conversation.

The questionnaires already have been circulated in Cape Town, Port Elizabeth and Durban schools, and have been returned to Dr Nieuwoudt.

Nov 23/17
Teachers

angry over sackings (50)

Own Correspondent

DURBAN — Insecurity "threatens the entire teaching profession" following the Indian Council executive committee decision to discharge three senior Transvaal Indian teachers.

This was said today by Mr D. Nair, secretary of the SA Indian Teachers' Association.

The teachers dismissed are Mr V Lingham, principal of the Laudium High School, Mr Rama Jeram, deputy principal, and Mr Ebrahim Dawood, vice-principal.

They were dismissed by the Indian Council executive committee after the Director of Indian Education, Mr Gabriel Krog, submitted reports to the committee.

The teachers will apparently receive substantial payouts.

Mr Nair said the association was gravely concerned.

"The decision to discharge and the action following, without, to our knowledge, any inquiry, is unprecedented in the experience of Indian teaching personnel, under provincial or state control," he said.

"The matter has been placed in the hands of our legal representatives."

De-schooling call at Nusas meeting

Mercury Reporter

PIETERMARITZBURG — A de-schooling system for African children would have to be found in South Africa as it would cost R1,6 billion a year to equalize Black and White educational standards within three years, Mr. Paddy Kearney, co-organiser of Diakonia, said here yesterday.

The boycott of classes by Soweto students provided the opportunity for "the most enlightened educational system in the world" he told the congress of the National Union of South African Students.

The "people's college" educational supplement of the now-banned World newspaper had been the finest example of a de-schooling system.

The 24-page supplement had reached 1 000 000 people weekly showing that it was possible for a de-schooling system to work.

Since the banning of the World no real successful

alternatives to the rejected Bantu-education system had been found.

A survey had shown that most children were spending their time playing soccer in the streets.

Mr. Kearney said there may have been a link between the banning of the World and the fact that the people's college had proved a viable alternative to Bantu Education.

Mr. Kearney advocated the de-schooling philosophy of the internationally-renowned educationist Ivan Illich.

Illich, he said, rejected schools because they

cramped the natural learning instincts of the child and were more concerned with teaching the child his proper place in the social ladder.

Schools reached the point where they became counter-productive and in America it was so bad that some children were suing departments of education because after 12 years at school they still could not read or write properly.

Mr. Kearney said the African tribal system provided an inspiration for a de-schooling system.

There were no schools and learning was conducted by all members of the community out in the real world.

Rhodes launches

Xhosa texts

DD. (50)

2/12/77

GRAHAMSTOWN — A series of books designed to make creative writing in Xhosa easily available to Xhosa-readers has been launched by the Institute of Social and Economic Research and the Department of African Languages at Rhodes University.

The first of the texts is Inkululeko Uzimele-Geqe eTranskayi, a 39-page poem about the independence of Transkei by D. L. Yali-Manisi.

The second, Egwali, by W. P. Ndibongo of Mqanduli in Transkei will appear before the end of the year.

Four more texts are in preparation. They will be edited by Mr Sydney Zotwana an African languages graduate who is the newly-appointed research officer at the institute. Mr Zotwana also prepared Egwali for publication.

Most of the texts in the series would not otherwise be published, according to the institute's director, Prof J. Opland. Commercial publishers were wary of producing books in Xhosa unless they were sure of reasonable sales which

usually meant prescription as school textbooks.

"The series has been launched to serve the interests of Xhosa culture and literature," he said.

Texts to follow Egwali next year are Isife Somzi by Meliaya Mbutuma, a collection of poems on Rhodes University by S. M. Burns-Ncamashe, Inguqu by Yali-Manisi, Izibingo Nemibono by Mbutuma, and Malungaf Uhlanga by Ndibongo.

Mbutuma, one of the great Xhosa praise-poets, is largely unknown except to those who have heard him. The new series will bring part of his literary output housed in manuscript in Rhodes University's Cory Library for Historical Research to a wider audience.

Malungaf Uhlanga, a 100-page manuscript by the 83-year-old Ndibongo, deals with the death of Xhosa customs and traditions which the author describes with intimate knowledge.

"The collection and preservation of this sort of material is extremely important," Prof Opland said. "Works like these ought to be available to Xhosa-speakers." — DDC.

Education by order

DURBAN. — Compulsory education for Indian children between seven and 15 begins on New Year's day. Mr J Reddy, chairman of the South African Indian Council's executive

committee says the committee has approved compulsory education for children attending schools controlled by the Department of Indian Affairs.

It will run from the beginning of the year when they reach seven to the end of the year when they reach 15. — Sapa.

POLITICAL comment in this issue by Allister Sparks; newsbills by Trevor Bisseker; headlines and sub-editing by John Paterson; cartoons by Bob Conolly; all of 171 Main Street, Johannesburg.

African dropout rate high — study

Cape Times 5/12/77

150
[Handwritten signature]

Industrial Reporter

THE majority of black people living legally in the Peninsula are confined to menial positions because of legislation, labour agreements, and employer attitudes, according to a study by the Urban Problems Research Unit at the University of Cape Town.

The study, "A profile of African employment in the Cape Peninsula" also found that the general level of education reached by blacks was very low. The quality of education was far lower than that offered to whites.

There was an average of 59 pupils to a classroom and a pupil-teacher ratio of 46:1 compared with a ratio of

about 30:1 in white schools.

These were official figures and they under-estimated the number of black pupils because principals did not declare the presence of illegal children.

The dropout rate was extremely high. Less than two percent of pupils who began school in 1963 matriculated in 1975.

The study found the scope of black employment in the Peninsula was greatly restricted by many inter-linking factors "from numerous regulatory acts, to closed shop agreements, to the attitudes of many employers".

"The result is that the large majority of Africans are confined to the position of a labourer or domestic servant."

Indians to have 'forced' schooling

Indians have welcomed the introduction of compulsory schooling for children between seven and 15 from January 1 1979.

A proclamation enforcing compulsory education is soon to be published. The Indian council decided at the weekend on this step.

The proclamation will include a penalty clause and make provision for the appointment of officers to combat truancy.

An Indian council executive member, Mr Joe Carrim, said a school a month was being built to prepare for expected shortages.

In 1973 compulsory schooling was introduced for children who entered Class 1 in that year and thereafter.

Two Lenasia high school principals said the appointment of truancy officers will curb the negligible, but irritating truancy problem in the township's four high schools.

Church schools to keep blacks

50

The Argus Religious Affairs Correspondent

NO black or coloured pupils admitted during 1976 or 1977 to church schools in South Africa will be evicted in the new year.

Negotiations between the churches and the Government on opening church schools to all races will continue next year.

It was learnt from church circles today that this is the effect of what was termed an 'interim agreement' between churches and the Cabinet.

In terms of the agreement, no existing pupils of colour already enrolled at church schools will be refused admission when schools reopen next month.

At the same time, churches will be required to

submit all new applications for the enrolment of coloured and black pupils, with reasons for their admission, to the provincial authorities for approval.

One of the major points of the 'interim agreement' was that none of the parties concerned — the Cabinet, provincial authorities or the churches — would make any public statements on the issue pending further negotiations.

Archbishop Denis E Hurley of Durban who heads the Roman Catholic Schools' Committee of the South African Catholic Bishops' Conference, for example, declined to comment today on the reports.

No joint move

'All I can say is that negotiations are proceeding with Dr P G J Koornhof (Minister of National Education),' Archbishop Hurley said.

There had been no joint approach by the churches concerned to the Government, although there had been 'consultations' between the Roman Catholic, Anglican and Methodist Churches, he added.

These three churches have all taken decisions at a national level that their schools should be open to all races and that there should be negotiation with the Government to achieve this.

Last year Dr Koornhof said in a statement that Government and provincial authorities and the Anglican Church would 'give further joint consideration to the question of the legal and practical implications of admission of pupils of all races to Anglican private schools.'

In October, Archbishop Burnett told the Cape Town Diocesan Synod of the Anglican Church that there was a continuing call on the Government to make up its mind on the issue, and disclosed that he had been in 'frequent communication' with Dr Koornhof.

A motion calling for the unilateral opening of all Anglican schools was dropped on the Archbishop's plea not to seek confrontation with the Government on the issue.

Soweto teachers disappointed by Botha meeting

STAR 6/11/78 (50)

Soweto educationists and civic members came away empty-handed from yesterday's "summit" with the Minister of Bantu Education, Mr M C Botha.

The African Teachers' Association of South Africa (Atasa) and the Soweto Residents' Committee called for the scrapping of the Department of Bantu Education but the Minister told them the department had no intention of abolishing itself.

FEW CHANGES

Mr R L Peteni, president of Atasa, said no vital changes in the Bantu Education system were achieved.

He said his members were disappointed, but Atasa would continue to fight constitutionally for change.

In response to Atasa's demand that black education be free and compulsory, Mr Botha said the possibility was being investigated on a geographic basis.

Atasa's secretary-general, Mr H H Dlamenze, said Mr Botha had told them the department recognised the disparities in per capita expenditure



MR M C BOTHA

for white and black children. The reported figures are R40 for a black child and R600 for a white child.

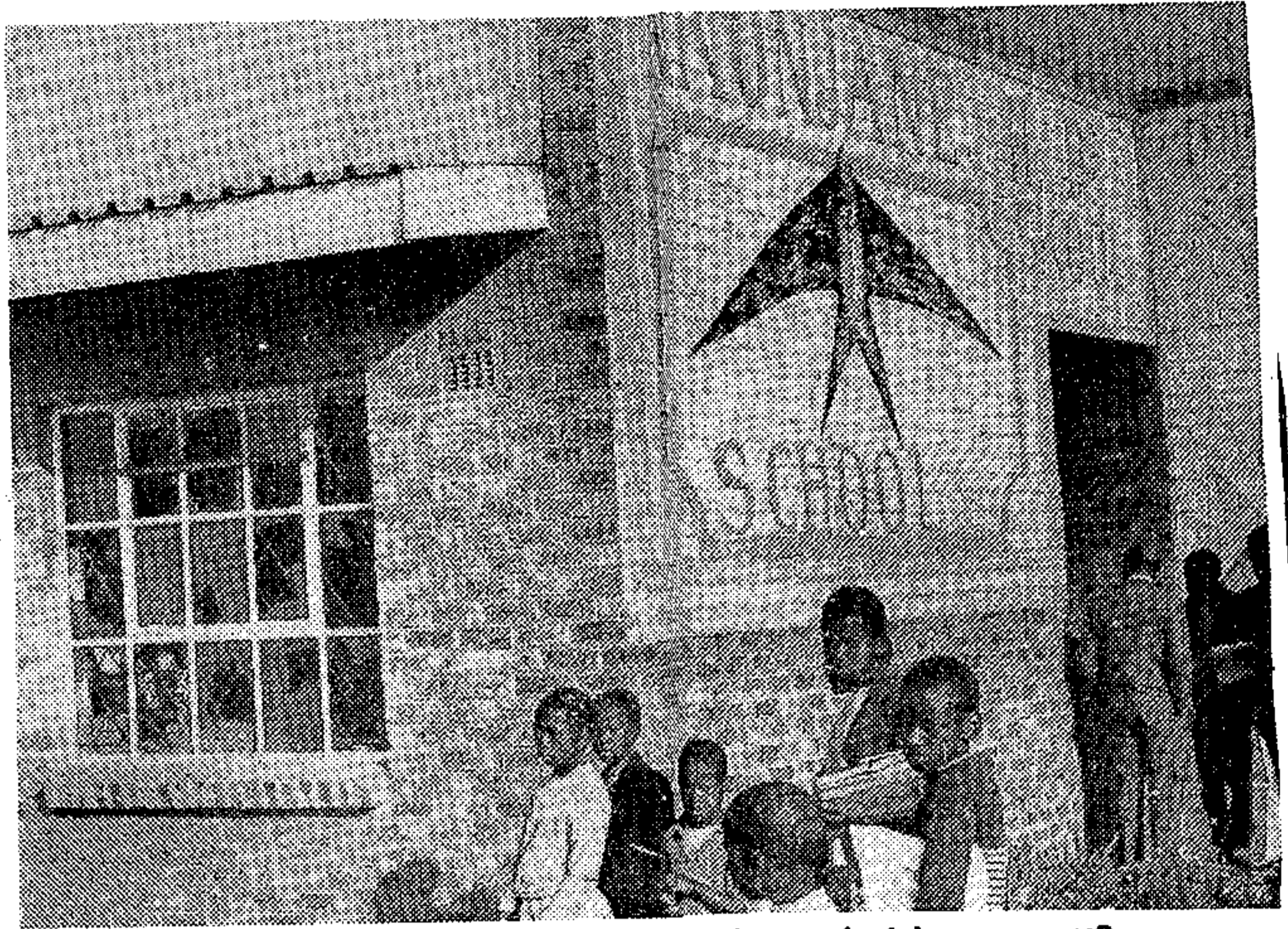
The department was spending an average of R8-million annually to improve the teacher-pupil ratio in black schools.

Mr Botha said the opening of white universities to blacks was not possible because an influx of blacks to white universities would seriously affect the existence of the country's few black universities, according to Atasa.

50
8/1/78

How long can we foist this system on them?

Saw Times
8/1/78
50



Some kids will go to school next term, but how many?

MORE than four million black children should be going to school in South Africa and Transkei this year -- if conditions in African education were remotely normal.

But conditions are not normal. On the contrary, the massive upheaval in black education which began when Soweto children rebelled in mid-1976, ostensibly against the use of Afrikaans as teaching medium, remains unsettled.

So nobody knows how many African children will go to school this year, or under what conditions.

The retiring Minister of Bantu Education, Mr M.C. Botha, met a delegation of the 22 000-member African Teachers Association to discuss the situation this week.

Most people would call it a crisis. But Mr Botha does not agree. He thinks there is too much emphasis on the abnormal, not enough on the normal.

"You people regard Soweto as the centre of the earth," he says. "You forget that while Soweto children were boycotting their schools and exams there were thousands of other black children attending school and writing exams all over the country."

The facts, so far as anybody knows them, speak differently. In Soweto last year, 27 000 pupils boycotted secondary schools. And not many of them seem to be registering this year.

But the Secretary of Bantu Education, Mr G.J. Rousseau, estimates that 300 000 children boycotted schools for varying periods last year. Some stayed

away for only a few days, others for several months.

What is disputed is the extent to which Soweto sets the pace for the rest of the country. African spokesmen say that what happens in Soweto today happens elsewhere tomorrow. Some white educationists agree that the problem has escalated steadily since it began in Soweto in June, 1976. Others are sceptical.

"It is true," says Mr Rousseau, "that some children stayed away out of sympathy with Soweto children, or because they believed they had grievances against the Department. But many stayed away for personal reasons such as dissatisfaction with a teacher or the way the principal was running the school."

What is beyond dispute, though, is that the boycotts began in Soweto and spread widely to other schools, both urban and rural. In BophuthaTswana, two secondary schools were closed because of "unrest". In

Pietersburg, five were shut. On the East Rand post-primary schools were boycotted. In Pretoria there were boycotts at no fewer than 33 secondary and primary schools in Atteridgeville.

In Port Elizabeth, it was almost as bad as Soweto. All 39 000 children at primary and secondary schools stayed away. In September they marched with placards criticising Bantu Education, and 68 of them were arrested.

Even distant Bantustans were not immune. In Venda, in the Northern Transvaal, 357 schools were shut and 100 000 pupils sent home. In the Ciskei, pupils boycotted schools but returned after Chief Minister Lennox Sebe appealed to parents.

Even so, nearby Uitenhage had an almost total boycott of higher primary

By Heather McGhee

Very poor

and secondary schools, and in King William's Town attendance was down to seven per cent at one stage.

At Cradock and Grahamstown attendance was officially described as "very poor" but in the Cape Peninsula, on the other hand, it fluctuated between 80 and 90 per cent.

In Natal, where the Zulu cultural organisation, Inkatha, took the view that boycotting schools was not the way to redress grievances, all was mainly well, and in Transkei 600 000 children attended school throughout the year.

Whether this state of affairs is properly called a "crisis", or whether it deserves some other label, educationists interviewed on the subject are agreed that the root cause is the system of Bantu Education introduced by Dr H.F. Verwoerd 24 years ago.

The Bantu Education Act of 1954 took African education from the control of the provincial authorities and handed it to the Minister of Native Affairs, as he was called then. The recommendation of the Eiselen Commission that African languages should be the medium of instruction in all primary schools, and that African education should be suited to the Bantu environment, was put into effect.

Government spokesmen

have often denied that the result was inferior education. But Dr K.B. Harts horne, who retired a month ago as Director of Planning of Bantu Education, told me Bantu Education was, indeed, inferior and that this was the real cause of discontent.

He pointed, as many others have done, to the almost unbelievable disparity in expenditure on education for whites and blacks — R42 a year for every black child, and R644 for every white child in 1975. The ratio has changed little since. "Whether the name Bantu Education is dropped is not the real issue," he said. "Blacks know their education is not as good as that of whites, and they are demanding a better deal.

sions are being phased out and that nearly all books will be free this year.

What is lacking, though, is a visible, public commitment to EQUALITY in education, and some progress towards that goal. The level of mistrust that pervades the system after nearly quarter of a century of Bantu Education suggests that a new structure — divorced from Bantu Administration — is an essential precondition for progress.

Many of the Government's supporters regard this as a radical proposal, but is it? If Bantu Education could be scrapped summarily in South West Africa, as it has been, why should it be so difficult in South Africa?

The real question, perhaps, is whether a country as short of skills as South Africa, and under as much pressure, can afford to lose more precious time trying to foist on the black community a system of education they don't want, run by people they don't trust?

Taken over

"Until their education ceases to be a branch of the Bantu Administration Department and is taken over by the National Education Department, they are not going to get it."

Conceding that it would raise a number of problems to put African education under national control, Dr Hartshorne says: "At least the emphasis will be on education rather than on Bantu Administration."

The system is condemned in equally sweeping terms by Mr H.H. Dlamlenze, secretary-general of the African Teachers Association. He says that to talk, as the Minister and his officials do, of identical syllabuses for black and white is to split hairs.

"It is not the differences in the syllabuses, which are indeed slight, that matter," he says. "It's the whole structure — the teaching facilities, teachers' training, the money spent per head, and the general administration."

Mr Franz Auerbach, secretary of the South African Federation of Teachers Association, says simply: "Not enough money is being spent on black education."

Equal

"Nobody expects the Government to spend the same amount overnight on black education as on white, but I think the ratio should be more equitable, and there should be a promise that in a certain number of years the amounts will be equal."

Mr Auerbach says African education must be seen to be improving.

"It must become more like white education, especially in the quality of facilities provided. Until this happens, most Africans will not believe that the State is serious in providing better education for African children."

Mr Rousseau, putting the official view, says there is no purpose in combining both education systems, black and white, in one national structure. "As both education systems are the same, what is the purpose?"

But are they the same? The facts hardly bear out that claim, quite apart from the disparate amounts spent on black and white. In some areas there is only one teacher to 80 or even 100 pupils, although Mr Rousseau rightly points out that the ratio is improving and in urban areas has been reduced to 43 pupils per teacher.

But some rural areas still have double sessions in which teachers must take one set of children in the morning, another in the afternoon.

The new Director of Planning, Mr P. Steenkamp, says: "I am striving to give black pupils a better deal and I hope they, in turn, will do the same for me by attending school and getting stuck into work."

He adds that double ses-

THE OTHER SIDE OF THE COIN

IN THE mood of the era — the time of the Civil Rights Act of 1964 — it all seemed so clear-cut and benign and fair-minded.

America was not only making amends for two centuries of putting down blacks and keeping women out of the mainstream of society; she was setting an example for the world.

But now thoughtful Americans are slowly coming to the view that half a generation of tampering with society may very well require another half a generation's efforts to unravel.

A few months ago the feeling — wishful thinking perhaps — among concerned Americans was that the famous Bakke case, which had reached the marbled halls of the United States Supreme Court, would "solve everything".

Alan Bakke, a 37-year-old ex-Marine, claimed he had been denied the opportunity to enter medical school simply because his skin was white. The University of California, on the other side, insisted that it was entitled to reserve 16 out of 100 available medical school places each year for less-qualified black and other minority candidates. The dispute seemed the classic sort of case that might settle the question once and for all.

But alas, the Bakke case, it turns out, is only the first of many and each one raises its own moral, judicial and practical questions.

Where should our sympathies fall, for example, in the case of a woman's lib "victim" like Dr James Cramer whose case is trailing Mr Bakke's to the Supreme Court?

Dr Cramer had earned his doctorate in sociology

What's equal about a man dying before a woman?

and was a junior member of the faculty of Virginia Commonwealth University when two good jobs opened up in his department.

Both went to women who had lower qualifications and less experience.

The spurned male contended that he had been discriminated against on the basis of sex and brought an action against the university.

Its defence was that it was only following Federal Government orders to hire more women and members of racial minorities.

Which law?

The first legal round went to Dr Cramer but the university is appealing against that judgment.

The dean of the university pointed out the other day that the Federal Government required him by law to consider sex when making faculty appointments, and now a Federal judge had prohibited him from doing so.

"We have no desire to break anybody's law," he said, "if we can figure out what the law is."

Similarly, the Federal equal employment watchdogs say that Government

contractors who do not carry out "affirmative action" programmes to help women and blacks — meaning programmes to undo the effects of discrimination assumed to have been inflicted in the past — risk losing their contracts.

But if they do enact such programmes, they might be liable to damages claims by white males that could run into the hundreds of millions of dollars.

Although the issue has yet to reach the Supreme Court, Chief Justice Warren Berger has spoken favourably of the idea that white males might be paid compensation for damage inflicted by affirmative action programmes.

A suit brought against the country's largest employer, the American Telephone and Telegraph Company, has set a precedent for such compensatory damages.

Having agreed to a nation-wide programme of preferential treatment for blacks, Hispanics, and women, the company was sued successfully by a white man who had been passed over for promotion, even though he had a higher rating than the woman who got the job.

The Government itself can get into this topsy-turviness. In the first such case, the Equal Employment Opportunity Commission has gone to court on behalf of a member of that notorious oppressive majority, white maledom. It is suing on behalf of a young Denver man, Joel Kawer, who has tried unsuccessfully to get a job as a telephone operator.

If we want to label things, we might call this post-backlash Stage 2. But parts of the country are already entering Stage 3, a potentially mean one.

In Pennsylvania, for instance, white civil service employees argue that affirmative action programmes have already achieved their goals and blacks now occupy many key management jobs.

Managers

The white complaint is that these black managers have begun discriminating against long-service white employees and preventing them from getting promoted.

In other words, whitey is getting his comeuppance as the black managers tilt the scales in favour of fellow-blacks.

What next? It may be the insurance industry's turn. Since women live longer than men, and could take more out of the kitty, some egalitarians are arguing that it is a form of discrimination to make male and female employees pay equal amounts into the company's pension fund.

Absurd? Not at all, The Supreme Court has already agreed to consider such a case.

— Ian Ball.

More than a million going back to their books

INSIDE

For those who don't know why they're at university or what to do there ... Page 3.

Wide reading range for SA children ... Page 4.

SACS and other schools experimenting with external matric. Learning disabilities — what's being done Page 5.

The cost of uniforms and what's being done about keeping them down Page 6.

Don't be over ambitious for your children Page 8.

More subjects offered — a boon ... Page 9.

New Indian primary schools ... Page 10.

Mr Franklin Sonn, new rector of the Peninsula College for Advanced Technical Education Page 11.

Ignatius Wait writes about maths ... Page 12.

Adult education in Langa ... Page 13.

IT is back to school for more than one-million school children in the Cape next week — about 590 000 coloured pupils, 244 000 white pupils, a few thousand Indian pupils and about 186 000 African children in primary schools. The Cape academic year for about 23 000 African scholars in secondary schools starts on February 1. And soon thousands of adults of all races will be enrolling at universities, colleges and other institutions.

This supplement, which has been compiled and researched by Argus features writer Florence Short, covers some of the important trends in education for children and older students of all races.

Differentiated education, introduced in 1973 and 1974, continues to be a dominating influence in schools and it is now affecting further education — through the new attitudes of school-leavers and the greater maturity they are showing towards their choice of further studies and careers.

Apart from widening the range of subjects which can be studied for the matriculation examination and university entrance, differentiated education has also led to a much greater emphasis being placed in all schools for all races on psychological testing and vocational guidance.

This in turn has led to greater provision being made for the highly intelligent or gifted child, and for the child with learning disabilities.

For this supplement, officials and teaching staff of all the educational departments, the Administration of Coloured Affairs, the Bantu Education Department, Indian Education and the Cape Education Department, as well as other educationists, have been interviewed.

The facts and opinions contained in the many wide-ranging articles will be of interest to all students, teachers, parents and others concerned with education.



MR Willem Theron, Director of Education for the Administration of Coloured Affairs.

COLOURED MATRIC FIGURES DOUBLE

Ballet, music banned

DURING the last four years the number of matriculation candidates in schools run by the Administration of Coloured Affairs has doubled. Last year (1977), there were 5 648 pupils in Standard 10, compared with 2 820 in 1973.

Mr Willem Theron, Director of Education of the Administration of Coloured Affairs, said the big increase emphasised the immediate beneficial impact of the system of differentiated education as well as reflecting the growing importance attached to higher education among coloured people.

Mr Theron said: 'By offering pupils subjects they

are interested in and on a grade suited to their abilities, they have been encouraged to make the most of their potential.

'The big increase in enrolments in secondary schools is very largely due to the new system, but it also reflects an increasing awareness of the value of higher education — which

Continued on page 2.

BALLET, music and drama will be offered as examination subjects up to matriculation level for coloured children at the new Wynberg Senior Secondary School which is due to open this month.

This school, which is one of 28 new schools due to be opened this year by the education department of the Administration of Coloured Affairs, has been provided with a hall specially designed for the performing arts as well as with two ballet rooms, one drama room and seven rooms for music.

A similar school is planned for Paarl.

MATRIC FIGURES

Continued from page 1.

is also leading more and more coloured people of all ages to improve their qualifications.

Mr Theron emphasised that careful guidance by schoolteachers, in co-operation with the school psychological services, in helping pupils to choose courses of study for which they were best suited was a very important part of differentiated education.

In each school at least one teacher, in consultation with the school psychologist, is assigned to give this guidance. One period a week is devoted to group guidance in each class in Std 5 to Std 10. A certain number of periods are also set aside for personal interviews on the guidance teacher's timetable.

This guidance, which is part of the school psychological services, starts in the primary schools and continues right through to helping pupils (and their parents) in deciding on future careers and with applying for admissions to university, colleges and other institutions for further study.

The psychological testing service is complementary to guidance. The aptitude, scholastic, intelligence and other tests used are standardised for the Administration by the SA Human Sciences, Research Council which does test standardisation for all South Afri-

can education departments.

Group test programmes may take place in any standard from Std 2 onwards, but are more usually done in Std 5 and Std 7 when pupils have to make a choice of school subjects or directions of study within the framework of differentiated education.

Psychological testing is also important in giving special help to children suffering from mental retardation and learning disabilities. These children are placed in adaptation classes. Last year there were 281 adaptation classes attached to 153 primary schools for Coloured in various parts of the country.

These classes are kept to about 15 pupils. A child may be transferred back to the ordinary class if he progresses well under this individual tuition. A careful investigation is made to ensure that his own interests would be best served by any change, from ordinary to adaptation classes and transfers back.

Mr Theron said: 'Our aim in the guidance and psychological services is to help the child to achieve better knowledge of his potential and his limitations, and in the light of this knowledge, to allow pupils and parents to make a responsible and a realistic choice of a course of study.'

'While education is always valuable for its own sake, it is of the utmost importance to keep in view future careers and jobs.'

'If pupils choose their subjects in accordance with their interests and their abilities, they are better prepared to choose future occupations which will provide personal fulfilment as well as a living.'

'Through the guidance system, teachers see each pupil as an individual. We try to maintain flexibility so as to keep as many avenues open as possible. Parents' wishes are taken into consideration. If it proves that a wrong subject choice has been made, we try to correct this as soon as possible, again in consultation with the pupil and the parents.'

Since 1964 the education department of the Administration of Coloured Affairs (which is the administrative body of the Coloured Persons Representative Council) has been organised on a national basis. It covers all types of schools as well as colleges, other educational institutions and includes the Peninsula College for Advanced Education.

Describing it as a many-faceted education department, Mr Theron said that his department was able to offer continuity and a close liaison between the many specialist sections involved.

Outdoor studies

Continued from page 1.

experience — on their own and as individuals — the force that lies behind nature, to come closer to God.

Dealing with differentiated education, Mr Meyer said that this system was proving the answer to the needs of the more intelligent children as well as the less intelligent.

He said that the higher grade, which demanded insight, understanding and interpretation from a pupil, opened up new avenues to intelligent young people and also provided for the development of special gifts.

He said: 'I am keeping an open mind on whether or not to provide special facilities for gifted and very intelligent children. But I do feel that these children should not be taken out of the ordinary school environment. No matter how intelligent a child is, he still needs to adapt to his fellows.'

'Our teachers have been asked to identify children with special gifts and to encourage these children in their particular interests as far as possible. With this encouragement from teachers, these children can undertake special projects and studies.'

For less intelligent children Mr Meyer emphasised that nearly all pupils were capable of taking matriculation subjects on the standard grade — which is a somewhat lower standard than that demanded before differentiated education was introduced.

He said: 'If average pupils are experiencing difficulties with the standard grade, teachers must try to find out if there is some reason for their poor performance.'

Mr Meyer, who is an enthusiastic supporter for the practical Std 8 and Std 10 courses for children who genuinely cannot cope with the conventional school courses, said he was still very much in favour of this project in spite of controversy raised about the practical courses in the Transvaal.

In the Transvaal, where 6 000 pupils took the practical Std 10 examinations this year, many parents were annoyed because they found that many employers did not consider this certificate as valid a qualification as the senior school leaving certificate, with or without matriculation exemption.

In the Cape only 188 pupils were entered for the practical Std 10 examination this year. Mr Meyer said: 'We select pupils for the practical courses with the utmost care to make sure that they genuinely cannot cope with the standard courses.'

'The whole aim of the practical courses is to encourage those children who would otherwise leave school at the age of 16 after failing several times, to stay on for genuinely needed education at a level with which they can cope.'

'In many cases these pupils will take on jobs for which high educational qualifications are not needed — they might not get better jobs with a practical Std 10 than with a practical Std 8.'

'But they have gained a maturity and a confidence which they would not have had if they had left school earlier. Even though their jobs are not so demanding, they will be better at their work. We aim to educate for life, as well as laying foundations for future careers.'



MR P S Meyer, Director of the Cape Education Department.

Exciting outdoor emphasis!

THE need for schools to give a lead in awakening a concern for nature conservation, the relevance of the practical Std 8 and 10 courses and the far-reaching benefits of differentiated education were highlighted by Mr P S Meyer, Director of the Cape Education Department, in an interview with The Argus.

He said he was very impressed with the progress being made in outdoor education in the south western Cape through the School in the Wilds and the Classroom on Wheels projects. His department was now investigating various ways through which these programmes could be extended to other parts of the Cape.

Both projects were started mainly as holiday programmes a few years ago by private enterprise but since the beginning of last year they have been assisted by the Cape Education Department through the secondment of two qualified teachers to each of the organisations. Children are taken on four- to five-day courses during the school term either to the permanent School in the Wilds at Villiersdorp or on a coach tour through the Classroom on Wheels programme.

Schoolteachers employed by the Cape Education Department are permanently attached to both projects. The schools sending children on these courses also send their own teachers — to ensure that there is a continuous follow-up in the classroom and through other school activities and outings.

Mr Meyer said that geography and the sciences lent themselves particularly well to outdoor education, but other subjects, including mathematics and literature, could be given new meaning by this type of teaching method.

He said: 'In our modern world many urban children know so little about nature. Outdoor education opens up a whole new world to them. Through these programmes knowledge gained in the classroom gains a new relevance and the children gain a new insight into the real value of the natural world and the need for nature conservation.'

During these courses children are given an opportunity to be alone with nature so that they can

Continued on page 2.

education **78**
BACK TO SCHOOL



Tamil and Hindi are now offered as matriculation subjects in Indian schools. Arabic is also offered. Cape Indian schools also offer training in woodwork, metalwork and technical drawing.

THREE NEW SCHOOLS FOR INDIANS PLANNED FOR CAPE

ARGUS
10/1/78

50

The Argus Correspondent

DURBAN. — Two more primary schools and another high school for Indian children are planned in Rylands, Cape Town. These will be in addition to the existing high school and primary school at Rylands and the primary school at Cravenby.

A new primary school will be opened for Indian children in Port Elizabeth this year, and two high schools and a further primary school have been planned.

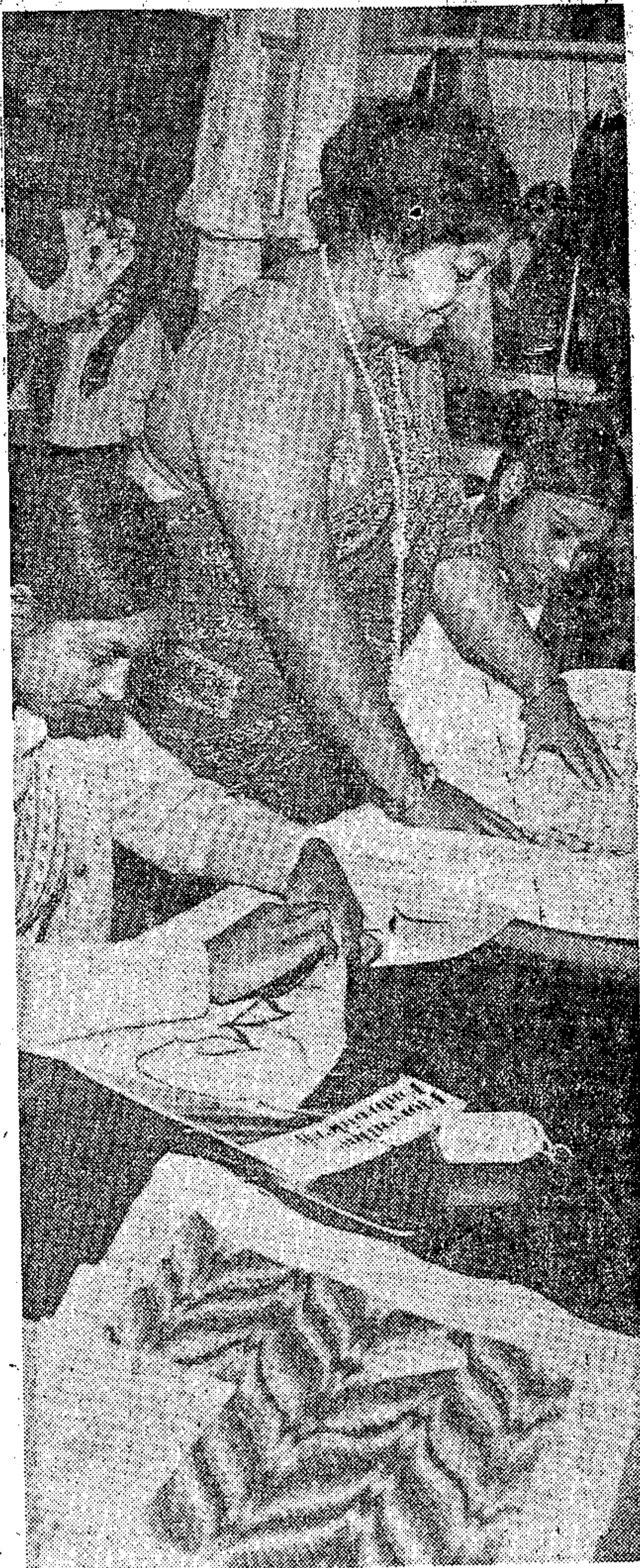
In East London a high school and a primary school will be opened this year. A higher primary school has been planned for Kimberley. Schools are also being planned for Mafeking.

Mr F C Hawkins, deputy director of Indian Education, said the department will continue with its expansion programme where there is a concentration of Indians. He said Indian children in the Cape will not be forced to attend exclusive Indian schools.

Full compulsory education is expected to be introduced in January next year. There is a form of compulsory education at present. Children can be admitted to class one if they turn six years old before June 30 in that particular year. They must then continue through to Standard 7 when they are 14 or 15.

Mr Hawkins said differentiated education had had a great impact in Indian schools because children were being given the opportunity to develop to their full potential by selecting subjects of their choice.

In order to cater for the special interests of the Indian community, the department has introduced Tamil and Hindi as matriculation subjects. Arabic is also offered. Zulu and other



A NEEDLEWORK class at the M L Sultan Technical College in Durban. This college provides a wide range of technical and vocational training.

Practical Standard 8 was introduced last year and the practical Matriculation is expected to follow in 1979. The practical courses are being offered as background training that will lead to job opportunities.

The teaching of technical subjects is at the moment restricted to four schools in Natal, but schools such as Rylands can teach woodwork, metalwork and technical drawing. The technical schools offer training in various trades including welding, motor mechanics, engineering, carpentering and various jobs in the hotel and catering industry.

The department has found that 80 per cent of Indian children prefer to take up commercial subjects because of job opportunities. Most students prefer to take up accounting, commercial mathematics, business economics and other similar subjects.

Art and music are gradually becoming popular subjects in many schools. Music is soon to be offered as a Senior Certificate subject.

Mr Hawkins said the department caters for the needs of the community it serves. The department will be prepared to meet the requests of the Indian community.

Tamil and Hindi are now offered as matriculation subjects in Indian schools. Arabic is also offered. Cape Indian schools also offer training in woodwork, metalwork and technical drawing.

THREE NEW SCHOOLS FOR INDIANS PLANNED FOR CAPE

ARGUS
10/11/78
50

The Argus Correspondent

DURBAN. — Two more primary schools and another high school for Indian children are planned in Rylands, Cape Town. These will be in addition to the existing high school and primary school at Rylands and the primary school at Cravenby.

A new primary school will be opened for Indian children in Port Elizabeth this year, and two high schools and a further primary school have been planned.

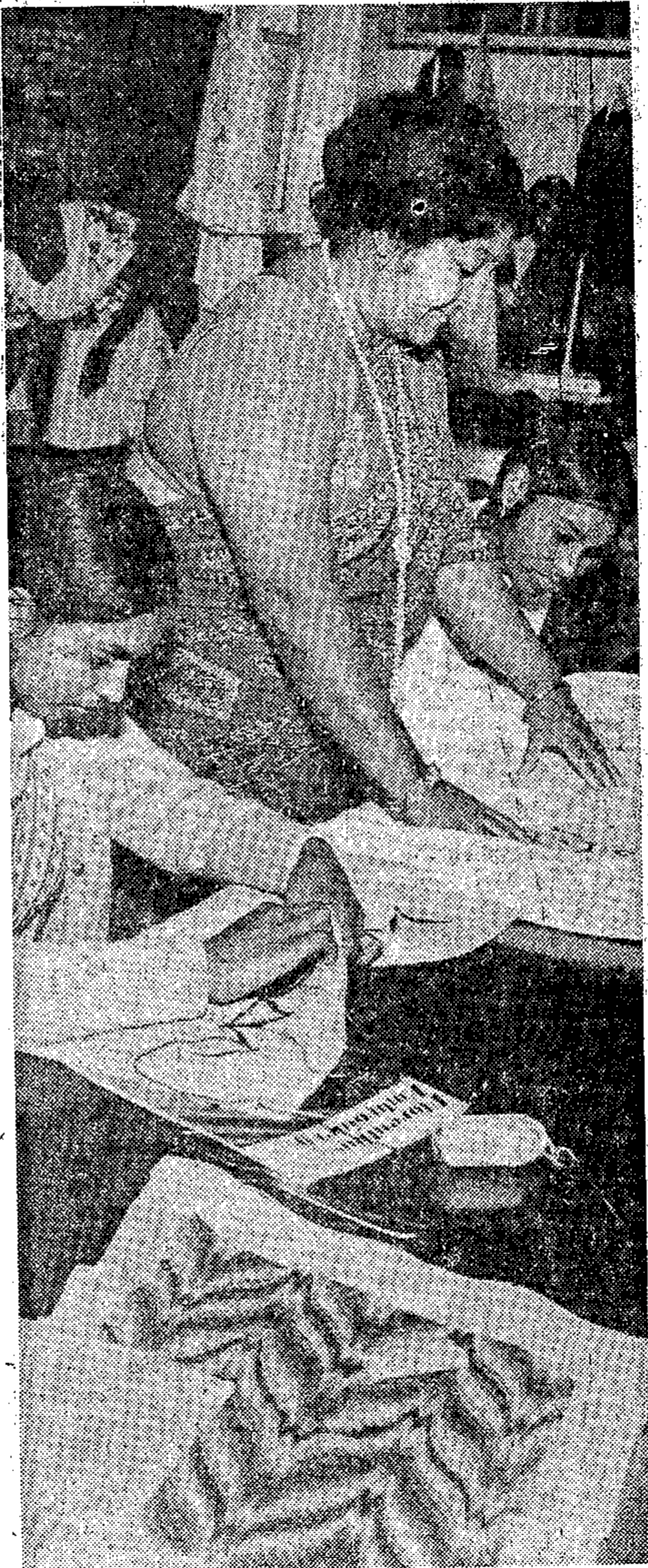
In East London a high school and a primary school will be opened this year. A higher primary school has been planned for Kimberley. Schools are also being planned for Mafeking.

Mr F C Hawkins, deputy director of Indian Education, said the department will continue with its expansion programme where there is a concentration of Indians. He said Indian children in the Cape will not be forced to attend exclusive Indian schools.

Full compulsory education is expected to be introduced in January next year. There is a form of compulsory education at present. Children can be admitted to class one if they turn six years old before June 30 in that particular year. They must then continue through to Standard 7 when they are 14 or 15.

Mr Hawkins said differentiated education had had a great impact in Indian schools because children were being given the opportunity to develop to their full potential by selecting subjects of their choice.

In order to cater for the special interests of the Indian community, the department has



A NEEDLEWORK class at the M L Sultan Technical College in Durban. This college provides a wide range of technical and vocational training.

Practical Standard 8 was introduced last year and the practical Matriculation is expected to follow in 1979. The practical courses are being offered as background training that will lead to job opportunities.

The teaching of technical subjects is at the moment restricted to four schools in Natal, but schools such as Rylands can teach woodwork, metalwork and technical drawing. The technical schools offer training in various trades including welding, motor mechanics, engineering, carpentering and various jobs in the hotel and catering industry.

The department has found that 80 per cent of Indian children prefer to take up commercial subjects because of job opportunities. Most students prefer to take up accounting, commercial mathematics, business economics and other similar subjects.

Art and music are gradually becoming popular subjects in many schools. Music is soon to be offered as a Senior Certificate subject.

Mr Hawkins said the department caters for the needs of the community it serves. The department will be prepared to meet the requests of the Indian community.

Soek geld

RAPPORT

15/1/78 vir 50

Soweto

UTRECHT — Die Nederlandse Komitee vir Steun aan Soweto-onderwysers wil hê alle onderwysers in die land moet een dag se salaris afstaan aan hul kollegas in Soweto.

Die komitee se voorsitter, mnr. F. P. Feddema, het op 'n perskonferensie in Den Haag gesê hulle wil R150 000 probeer insamel. Hy wou nie sê hoe dit versprei sal word nie omdat dit geheim moet bly.

Mnr. Feddema sê ook die komitee wil die swart onderwysers so steun in hul poging om 'n nuwe onderwysstelsel in te voer.

Net dit sal swart onderwys deur die **nóú geld by**

Sit

Deur **TIM KRYNAUW**

KORT op die hakke van die samesprekinge wat min. M. C. Botha met bekommerde swart onderwysers en Soweto-inwoners gevoer het, het hy ook van 'n voormalige sleutelman in Bantoe-onderwys voorstelle gehoor wat die bestaande bestel ingrypend verander wil sien.

Dr. Ken Hartshorne, sedert 1938 in swart onderwys en by sy aftrede einde verlede jaar Direkteur van Beplanning daar, sé om swart onderwys deur die drif te kry waarin dit selfs ná samesprekinge met die Minister bly vassit, is daar net dié raad:

Die Regering moet homvas verbind tot 'n verklaring van voorneme oor swart leerplig en dadelik die geld daarvoor bewillig, sodat die swartmense kan sien sy geld is waar sy praat is. Intussen moet 'n komitee van swart en wit kenners

aangestel word om die dringende saak tot op die been deur te praat.

Selfs vir 'n kommissie van ondersoek is dit nou al te laat. Dr. Hartshorne sé sedert die Eiselen-kommissie van 1951 is daar nog nie weer evaluerend na Bantoe-onderwys gekyk nie. Die klem het te lank eerder op die Bantoe as op die Onderwys geval.

Om dié skeeftrekking reg te stel, sou dit die beste wees om swart onderwys by Nasionale Opvoeding in te skakel (desnoods met 'n eie onderafdeling).

As die Regering dit om ideologiese redes nie wil doen nie, behoort Bantoe-administrasie en Bantoe-onderwys ten minste geskei te word, sodat Bantoe-onderwys weer sy volwaardige minister kry wat los staan van probleme rondom die swartman buite die tuislande.

Min M. C. Botha: „Nadat dr. Hendrik Verwoerd in 1958 Eerste Minister geword het, is hierdie twee departemente wel onder afsonderlike ministers geplaas. Ná 1966 het ek weer minister van Bantoe-administrasie en Bantoe-onderwys geword, met eers twee en nou drie adjunkministers om my by te staan.

„Bantoe-onderwys is reeds net soos landbou 'n afsonderlike departement van Bantoesake, en elkeen het sy eie sekretaris.

„En in al my jare by die twee departemente kan ek getuig dat geen departement so billik behandel is soos Bantoe-onderwys nie. Naas Verdediging was ons die departement wat die grootste persentasie vermeerdering van fondse getoon het.”

Dr. Hartshorne het aan **RAPPORT** gesê dat die standarde wat vir wit en swart onderwys gestel is, dieselfde was. Maar weens die groot finansiële onderskeid wat gemaak is — tussen R550 en R600 per



MIN. M. C. BOTHA
evaluering van netelige saak.

blanke kind en tussen R40 en R50 per swart kind — was daar noodwendig verskil in gehalte van onderwys.

Dit het tot uiting gekom in onderwyser/leerling verhoudinge (in swart skole 1:50, in wit skole 1:25), in mindere geriewe op die vlak van biblioteke, laboratoria, boeke, skryfbehoeftes; dit was veral opvallend in skoolgeboue self. Swart onderwysers verdien ook maar 65 persent van blankes met dieselfde kwalifikasies.

Min. Botha: Daar kan nie sonder meer 'n vergelyking getref word tussen wat aan blanke en swart skoolkinders bestee word nie. Hul omstandighede verskil van mekaar. Kwalifikasies is hier waarskynlik die grootste enkele verskilpunt. Daar is maar 10 p.s. swart onderwysers met kwalifikasies gelyk aan dié van die blankes.

Daar moet ook onthou word dat die blanke die grootste bydraer is tot die totale voorregte van swartmense. Dis wetenskaplik bepaal dat die swartman net 'n vyfde in die vorm van regstreekse en onregstreekse belasting tot sy voorregte in Suid-Afrika

drif kry... (50)

RAPPORT

SocI (3); PsI (3); S
A&NI (CX); HI (CX)
AH&CA (3*) ; PEI (

bydra. Om besteding aan swart en wit onderwys nader aan mekaar te bring, is ook die belastingsteun van swartmense nodig.

Intussen verbeter onderwyser/leerling-verhoudinge in swart skole steeds. Dit het van 1:65 tot 1:48 afgeneem. Om hierdie verhouding nog af te bring na 1:46 sal die Regering R9 miljoen kos.

„Die Regering het lankal aanvaar dat skoolplig die ideale posisie sal wees. Ons ontken nie dié beginsel nie. Maar ons kan nie skoolplig oornag implementeer nie. Dit sal die land honderde miljoene rand kos, wat ons net eenvoudig nie het nie.

„Intussen is ons daaglik besig om die posisie van swart onderwys in oenskou te neem en is senior amptenare in die Departement van Bantoe-Onderwys ook daaglik besig om departementele evaluerings van dié netelige saak te doen.” het min. Botha gesê.

Dr. Hartshorne se voorstelle kom tot groot hoogte ooreen met dié wat hy en sy adjunk dr. Andries Treurnicht verlede week gehoor het van Atasa (die African Teachers' Association) en die SRC (Soweto Residents Council, onder voorsitterskap van mnr. T. M. Moerano), het min. Botha gesê. Sy opvattinge kan ook met die integrasiestandpunt van die Opposisie verwar word, het hy gewaarsku.

• Dr. Treurnicht wou dr. Hartshorne se voorstelle *ower nie hoor of bespreek*

1977	Course of Study : B.A.				
	Year of Study : 2				
	Candidate				
	Steele, R.	76	PsI(2-);EI(2-);RelStI(
	Stewart, F.E. Miss	76	PsI(2-);SAI(2+);EI(2-		
	Stiel, P.J. Miss	76	EI(3nx);HbCult.I.(2+);		

50

THURSDAY, 23 FEBRUARY 1978

†Indicates translated version.

For written reply:

✓ Facilities for educational needs of gifted children

186. Mr. N. B. WOOD asked the Minister of Coloured Relations:

- (1) Whether any facilities which provide for the educational needs of the gifted child are available in Coloured schools in the Republic; if so, what facilities;
- (2) whether any organizations offering educational facilities for the gifted child are recognized and/or subsidized by his Department; if so, what organizations;
- (3) whether any specialist courses providing for the education of the gifted child are available for teachers trained at universities and education colleges

falling under his Department; if so, (a) what courses and (b) what is the duration of such courses; if not,

- (4) whether any such courses are planned; if so, when are they to be introduced; if not, why not.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

- (1) Yes. The system of differentiated education which is applicable to schools of the Administration of Coloured Affairs also caters for the gifted child.
- (2) No.
- (3) No.
- (4) No. The training courses for teachers have been reviewed and adapted to make provision for the requirements of differentiated education.

plaas of op

s saam te

e?

FRIDAY, 24 FEBRUARY 1978

†Indicates translated version.

For oral reply:

Black children enrolled in schools X

*1. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

What percentage of Black children of the age group 7 to 15 years, was enrolled in schools in 1977.

FEBRUARY 1978

218

†The DEPUTY MINISTER OF EDUCATION AND TRAINING:

The percentage is estimated at approximately 72.

Great strides in black education — Treurnicht

DD 18/1/78 (50)

KING WILLIAM'S TOWN — It was remarkable how black education had advanced in the present decade, the Deputy Minister of Bantu Education, Dr A. P. Treurnicht, said in an address at a promotion function of a paint factory at Dimbaza last night.

Since 1974, the enrolment of pupils had increased by over 200 per cent in primary schools, he said. However, post primary school enrolment had remained almost constant at about 150 000 as against the 470 000 now in

secondary schools.

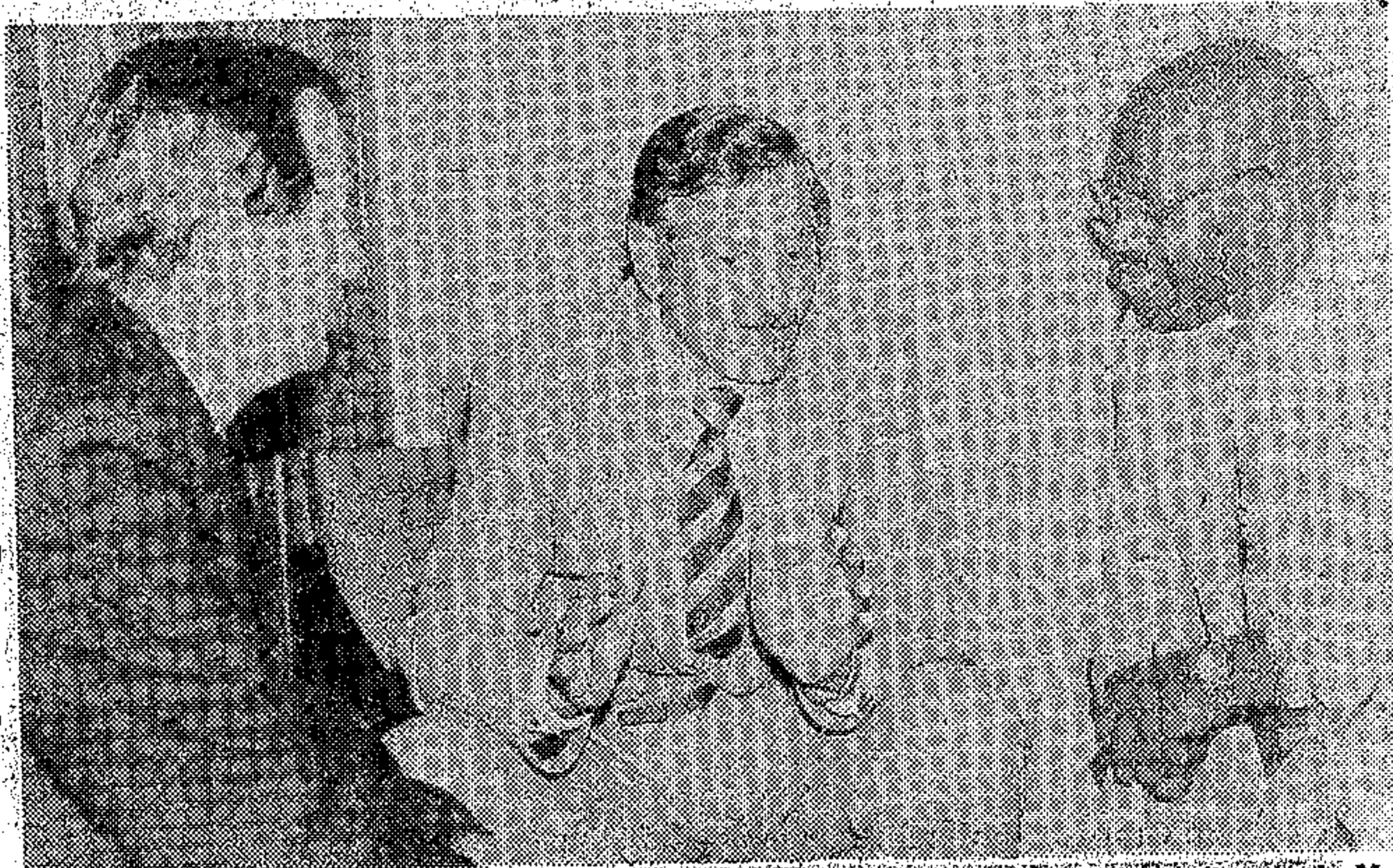
At the end of 1970, only 1 168 pupils passed Std 8, and only 176 passed their senior certificate. By the end of 1976, 2 127 pupils had passed their finals in Std 8, with 549 passing senior certificate. The percentage increase was thus 180 per cent in Std 8, rising to 375 per cent in senior certificate.

During 1970, R47 million was spent on education for blacks in both primary and secondary schools, but this increased by about 400 per cent to R220 million in 1976.

Most significant of all, however, was the increase in expenditure for industrial training.

In 1974, it was decided to spend R3.2 million on 16 new industrial training centres, eight of which were to go to densely populated black areas, and the other eight to in-service training of blacks in commerce, industry and agriculture.

He added that since the original 16 in-service training centres were started in 1974, about 300 in-service centres were now in operation. — DDR.



Dr Treurnicht (left) discusses points with the Ciskei Commissioner General, Mr Engelbrecht, and Chief Minister Sebe in King-William's Town yesterday.

Township trauma

275
50

FM 20/1/78

While an apparent calm has descended on other black townships, Port Elizabeth's New Brighton is still seething.

At least eight people are reported to have died from police bullets since Christmas, and tension in the township, high ever since the death of Steve Biko, remains explosive. Six people, attending four separate funerals in PE townships were wounded by police fire over the first weekend of the new year. During the Christmas season 100 white policeman from the Transvaal were reportedly brought in to help keep order.

Last week police visited township funeral parlours and requested that all funerals of riot victims take place during

return to school until Bantu Education is abolished or they received a written undertaking from the department that fundamental changes would be made.

The New Brighton situation is complicated by the absence of an officially recognised voice for the black community. The Joint Bantu Advisory Board collapsed in November when, for the third time, a quorum could not be obtained. This followed calls in early September after Biko's death by the Port Elizabeth Students' Representative Council (SRC) for a total schools boycott and the resignation of board members.

Community leaders have been afraid to come forward and state their views on

entering the hall and arresting the older male students.

A test case was made of 12 of the arrested, who were first charged with attending an illegal gathering and, later, public violence.

Despite police claims of being greeted outside the hall by a stonethrowing, freedom-song chanting crowd that gave black power salutes and hurled petrol bombs, it was established during the trial that the children had been inside the hall until attacked with teargas. The 12 were found not guilty on both charges and the charges against the other 462 were dropped.

Another key event in the present chain of unrest was the arrest last year of the executive committee of an organization which held a fund-raising concert for the defence of the children. They were tried on a charge of inciting public violence, but five of the six state witnesses were discovered to have perjured themselves at the trial.

One of the witnesses, Mzukizi Nobhandula, said in court that he made his statement to the police about the concert during interrogation and that he had been hit with a hosepipe and threatened with jail under Section 6 of the Terrorism Act if he did not talk. He died in North End jail on December 20, according to the police from natural causes, probably asthma. A local attorney said in court that he had seen Nobhandula the previous day and that he had appeared to be in perfect health.

Officials of the police and security police are reluctant to be quoted, but they reportedly do not hold out much hope of peace in the townships in the near future.

As the *FM* went to press, the SRC had called a student meeting to discuss the crisis, the first since the St Stephens meeting. Without better understanding on the part of the police, and the abolition of Bantu Education, it is difficult to see the restoration of calm to New Brighton.



PE townships . . . Bantu Education still bitterly resented

the week, rather than over the weekend, to avoid large mourning crowds and the possibility of further disturbance.

The Commissioner of Police last week ordered an investigation into allegations that riot police opened fire on innocent blacks attending a funeral over the weekend. A white policeman was killed recently while patrolling a black funeral when he apparently shot himself accidentally, though black witnesses claim that he died when he got in the line of police fire.

All 39 000 primary and secondary school pupils boycotted their end-of-year examinations last year. Primary school attendance this week fluctuated around an average of 40%, while secondary school attendance was officially described as "virtually nil."

At a meeting held in mid-December between parents and the regional director of Bantu Education for the Cape, the parents said that they supported their children and would not force them to

the crisis for fear of police harassment. They point to the arrest in October of Dan Qeqe, a prominent local black businessman and member of the now defunct advisory board, who was arrested after a deputation to the local Bantu Affairs Administration Board protesting against the proposed community councils. Qeqe was released without being charged after spending 59 days in detention.

Police action does indeed appear to be at least a contributing factor to continuing black bitterness and resentment, and the resultant flare-ups of violence.

The schools boycott escalated to stonethrowing and arson only after the arrest in October last year of 474 male pupils — one of them only 10 years old. Two weeks after the boycott began, about a thousand pupils met in St Stephens church hall in New Brighton to discuss terminating the strike. While the meeting was in progress police surrounded the hall and threw teargas cannisters through the windows before

BACK-BENCHER NAMED IN CABINET



Dr. W. L. Vosloo



Mr. W. A. Cruywagen



Dr. C. P. Mulder



Dr. A. P. Treurnicht

ORMANDE POLLOK
Political Correspondent

CAPE TOWN — The Prime Minister, Mr. John Vorster, acted last night to improve Black education — the spark which ignited the countrywide unrest and violence — by creating a new department in a pre-parliamentary Cabinet shuffle.

The reshuffle will bring in two new ministers, a new deputy and two changes in portfolio.

Mr. Vorster has brought Mr. Willem Cruywagen, formerly Deputy Minister of Bantu Affairs, into the Cabinet as head of the new Department of Education and Training and called Dr. Connie Mulder in to head the rest of what used to be the vast domain of Mr. M. C. Botha who retires on Monday.

Mr. F. W. de Klerk, the young MP for Vereeniging and son of former Vorster Cabinet minister and President of the Senate, Senator Jan de Klerk, will rise from the back benches to the Cabinet at the end of March to succeed Senator Johan van der Spuy who is to retire as Minister of Posts and Telecommunications.

N M 26/1/78

Cruywagen ⁽⁵⁰⁾ takes charge of African education

Dr. Willie Vosloo, MP for Brentwood, was a complete surprise nomination as a Deputy Minister under Dr. Mulder, who is to rename his department.

Dr. Mulder will retain the Information portfolio, which rebuts speculation that this department would be combined with the Department of Foreign Affairs.

However, he hands over Interior to Mr. Alwyn Schlebusch who retains his previous portfolios of Public Works and Immigration.

Dr. Andries Treurnicht, who has been unpopular as deputy Minister of Bantu Education, has been overlooked for promotion to full status which could be regarded as a reduction in his responsibilities.

He is unlikely to have as much control over education matters as he did under Mr. Botha.

A feature of the reshuffle has been the naming of the new Department of Education and Training to exclude the reference to "Bantu" and it is thought possible that it will also be omitted when Dr. Mulder renames his department.

Mr. Vorster told Press-

men last night that splitting the departments "will make it possible to give more concentrated attention to the education and training of the Bantu and to bring about improvements."

The new department will renew the system of educa-

◆ TURN TO PAGE 2

Cabinet reshuffle

◆ FROM PAGE 1

tion and introduce various improvements which will be announced later," said Mr. Vorster.

He added later that he believed that education was "so important" that it should be taken over by a separate minister and a deputy.

After praising Mr. Botha for years of hard work in the Cabinet, he said that he had asked Senator van der Spuy to stay on until he had delivered the Post Office Budget in March.

He believed that Deputy Minister Dr. Vosloo was greatly "sympathetic" and it had been necessary to appoint someone with experience in town councils and the administration of Black townships.

Dr. Vosloo had been a councillor in Boksburg and had taken a great deal of interest in Bantu administration.

Dr. Vosloo and his wife had also done voluntary medical work in Malawi.

Observers here believe that Dr. Mulder's appointment will lead to a more flexible approach in Black affairs and Dr. Treurnicht's non-promotion will be welcomed.

The real effect of the Cabinet reshuffle will be seen only when the new Department of Education and Training makes known what improvements and changes it has in mind and what moves Dr. Mulder makes.

Meanwhile, Sapa reports that the Leader of the Opposition, Mr. Colin Eglin, last night described the Cabinet reshuffle as revealing no basic ideological shift or imaginative Government initiatives in the near future. "It is a very interesting merry-go-round. The changes are related more to the infighting in the National Party than to the needs of the country," he said.

He also described as irrelevant the proposed renaming of the former departments of Bantu Administration and Development and Bantu Education. "The name is of no significance — it is the system that must change," he said.

Boycott continues (50)

The chances of a big turnout when Soweto's higher primary and high

Financial Mail January 27 1978

schools re-open next week look very slim.

At the weekend Bantu Education was once again emphatically rejected by hundreds of students and a sprinkling of their parents at the St Francis of Assisi Anglican church. Called by the Soweto Action Committee and the Black Priests' Solidarity Group, the meeting affirmed the students' boycott of Bantu Education on the Reef, the eastern Cape and other parts of the country.

Nor is the mere replacement of M. C. Botha by Willem Cruywagen as Minister of Education and Training likely to impress anyone in Soweto.

The boycott will have the sympathy of many black teachers. One teacher said at the meeting: "I don't see us going back to

school when they open next week. I don't see us collaborating or co-operating with a system that makes us 'boys'."

Minutes after the meeting ended, armed police were in the vicinity of the church. There have also been allegations in the past week that police have been beating children who were not at school (lower primary schools opened last week).

The recent unsuccessful meeting between the African Teachers' Association of South Africa (Atasa) and Michiel Botha has only added to the simmering anger. Atasa secretary-general Hamilton Dlamlenze has said the schools crisis will grow worse "because nothing has been done to correct the present situation."

X Admittance of Bantu pupils to Coloured schools

*16. Mr. J. G. SWIEGERS asked the Minister of Coloured Relations:†

- (1) Whether it is Government policy to admit Bantu pupils to (a) secondary and (b) primary schools for Coloureds; if so,
- (2) whether any conditions are laid down for such admittance; if so, what are the conditions;
- (3) whether Bantu pupils were admitted to secondary and primary schools in Uitenhage and Port Elizabeth this year; if so, what steps have been taken or are contemplated in this regard?

†The MINISTER OF COLOURED RELATIONS:

(1) (a) No.

(b) Yes—under certain circumstances.

(2) Yes—the circumstances are:

No Bantu pupil will be admitted to a school for Coloureds if he resides within 8 km (5 miles) of a school for his own group. Applications by Principals of Schools for the admission of Bantu pupils who reside further than the above-mentioned distance from a school for their own race must be submitted on the prescribed form via the school committee and/or manager to the Inspector of Education for immediate transmission via the Regional Representative to the Administration of Coloured Affairs. It must be stated on the form whether accommodation for Bantu pupils is available.

Additional accommodation and/or staff will not be provided on behalf of Bantu pupils without the permission of the Administration of Coloured Affairs and no Coloured pupil may be refused admission in order to accommodate a Bantu pupil.

(3) The power for the admission of pupils to schools for Coloureds has been delegated to the Member of the Executive of the Coloured Persons Representative Council for Education. I am not aware of the admission of Bantu pupils to secondary and primary schools in Uitenhage and Port Elizabeth but will have the matter investigated further.

50

Bantu pupils enrolled from sub-standard A to Form V

95. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

(a) What percentage of and (b) how many Bantu pupils were enrolled in the Republic in each standard from sub-standard A to Form V as at 31 March 1977?

The MINISTER OF EDUCATION AND TRAINING:

	(a)	(b)
Sub-standard A	20,2	701 550
Sub-standard B	15,8	549 495
Std. 1	14,6	506 635
Std. 2	11,2	390 127
Std. 3	9,9	342 266
Std. 4	7,9	272 307
Std. 5	7,1	245 730
Form I	5,9	203 613
Form II	4,4	151 967
Form III	2,0	71 699
Form IV	0,7	22 798
Form V	0,3	11 245
Total	100,00	3 469 432

Statistics as on the first Tuesday of March, 1977.

Compulsory education for Black children

*4. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

What progress has been made to date in the introduction of compulsory education for Black children.

†The MINISTER OF EDUCATION AND TRAINING:

The introduction of compulsory education is receiving the continuous attention of my Department. The programme towards achieving this goal includes the following:

- (i) The supply of free text-books. Approximately R3 million will be spent on this during the financial year 1977-'78 against R1,1 million during the previous year.
- (ii) The phasing out of double sessions by the appointment of additional teachers.
- (iii) The systematic reduction of the pupils per teacher ratio. This ratio has decreased from 1:53 in 1974; 1:50 in 1976 to 1:48 in 1977.
- (iv) The introduction of compulsory attendance. Parents who bring their children

dren to school for enrolment in Sub-standard A must sign an undertaking to keep their children in school for a minimum period of four years or until they have passed Standard 2.

- (v) The training of teachers has been accelerated. Several new teachers' training institutions have been erected or are in process of construction.

The introduction of compulsory education on a regional basis is at present being investigated.

50

No. R. 276

17 Februarie 1978

WET OP ONDERWYS VIR INDIËRS, 1965

VERPLIGTE SKOOLBESOEK

Die Uitvoerende Komitee van die Suid-Afrikaanse Indiërraad verklaar hierby kragtens artikel 23 (1) van die Wet op Onderwys vir Indiërs, 1965 (Wet 61 van 1965), gelees met artikel 10A (4) van die Wet op die Suid-Afrikaanse Indiërraad, 1968 (Wet 31 van 1968), en Goewermentskennisgewing 7 van 2 Januarie 1976, dat gereelde besoek aan 'n staats- of staatsondersteunde skool vir Indiërs in die Republiek van Suid-Afrika met ingang van 1 Januarie 1979 verpligtend is vir elke Indiërkind, vanaf die begin van die jaar waarin sodanige kind die ouderdom van sewe jaar bereik tot aan die einde van die jaar waarin sodanige kind die ouderdom van 15 jaar bereik.

Goewermentskennisgewing R. 63 van 12 Januarie 1973 word hierby met ingang van 1 Januarie 1979 ingetrek.

J. N. REDDY, Voorsitter, Uitvoerende Komitee.

No. R. 276

17 February 1978

INDIANS EDUCATION ACT, 1965

COMPULSORY SCHOOL ATTENDANCE

The Executive Committee of the South African Indian Council in terms of section 23 (1) of the Indians Education Act, 1965 (Act 61 of 1965), read with section 10A (4) of the South African Indian Council Act, 1968 (Act 31 of 1968), and Government Notice 7 dated 2 January 1976, declares that regular attendance at a State or State-aided school for Indians in the Republic of South Africa, shall as from 1 January 1979, be compulsory for every Indian child from the beginning of the year in which such child reaches the age of seven years until the end of the year in which such child reaches the age of 15 years.

Government Notice R. 63 dated 12 January 1973 is hereby withdrawn as from 1 January 1979.

J. N. REDDY, Chairman, Executive Committee.

FRIDAY, 17 FEBRUARY 1978

†Indicates translated version.

For oral reply:

Admission of pupils of all race groups to church schools

*1. Dr. A. L. BORANE asked the Minister of National Education:

- (1) Whether representations were made to him during 1977 in regard to the admission of pupils of all race groups to church schools; if so, (a) by whom and (b) when;
- (2) whether his decision has been conveyed to the parties who made the

r
an
nc

†The MINISTER OF NATIONAL EDUCATION:

- (1) Yes,
 - (a) various church denominations and individuals;
 - (b) in the course of 1977; and
- (2) yes, that the matter is receiving attention since it is a complicated one with important implications. Up to now good co-operation has been received from all parties concerned.

8. Nommer in span: skeerders dagsmanne

9. Hoe lank het u al die werk gedoen?

10. Hoe het u geleer om dit te doen?

11. Het u al ooit ander werk gedoen?

Indien wel, kort besonderhede van vorige werk:

Plek	Tydperk	Soort werk	Weeklikse loon	Rede waarom u die werk verlaat het
------	---------	------------	----------------	------------------------------------

- 1.
- 2.
- 3.
- 4.
- 5.

12. Het u al ooit daaraan gedink om ander werk te doen?

Indien wel, waarom verander u nie van werk nie?

13. Vir watter deel van die jaar doen u hierdie werk?

14. Hoeveel plase besoek u elke jaar?

Facilities for educational needs of gifted children

184. Mr. N. B. WOOD asked the Minister of Indian Affairs:

- (1) Whether any facilities which provide for the educational needs of the gifted child are available in schools under the control of his Department; if so, what facilities;
- (2) whether any organizations offering educational facilities for the gifted child are recognized and/or subsidized by his Department; if so, what organizations;
- (3) whether any specialist courses providing for the education of the gifted child are available for teachers trained

199

WEDNESDAY, 22

at universities and education colleges falling under his Department; if so, (a) what courses and (b) what is the duration of such courses; if not,

- (4) whether any such courses are planned; if so, when are they to be introduced; if not, why not.

The MINISTER OF INDIAN AFFAIRS:

- (1) Yes, those indicated in (4) hereunder.
- (2) No.

- (3) No. (a) and (b) Fall away.
- (4) No. The needs of the gifted child were duly considered in the planning of the new system of differentiated education and the necessary provision exists within the framework of this system.

inkomste d):

Aantal skape

wol

Aantal permanente werkers :	mans	vroue
Aantal toevallige werkers :	"	"
Aantal kontrakarbeiders :		

Afstand van naaste dorp (kilometers)

Crash programme for black education

ARGUS 22/2/78

50

Dramatic rise in budget likely

THE Government has launched a crash programme to upgrade black education in South Africa, says the Secretary for Education and Training, Mr G J Rousseau.

The figures speak for themselves.

From a paltry R15-million in 1955, expenditure rose to a still unimpressive R27-million in 1972-73.

But the total amount earmarked for black education in South Africa and the homelands — including Transkei — during the current financial year was a huge R220-million.

And it is likely that the budget for black education could show a further dramatic increase for the 1978-79 financial year, at a time when budgets are generally being trimmed because of the poor economic climate.

Interviewed in his Cape Town office, Mr Rousseau countered criticism that the Government was still dragging its feet over black education by pointing to the figures.

Committed

And he said: 'We are sincerely committed to all-round improvements. But there is a lot to do, and we are aiming for far more than just cosmetic changes.'

One of the main areas of criticism has been the failure to provide free textbooks for black schoolchildren.

The position at the moment is that free books

for all standards, are promised by next year.

So far, all secondary pupils are supplied with free textbooks, while the supply of free books falls off gradually towards the lower standards in primary schools, where the demand is greatest.

Potential

It is estimated that 86 percent of the potential primary school population is actually enrolled while the figure drops to 14 percent for secondary schools.

Again, Mr Rousseau points to the amounts being spent in this area as proof of the Government's sincerity in tackling the problem.

In 1964-1965, R90 000 was spent on providing textbooks for all black schoolchildren in South Africa. This year, the amount budgeted only for schools outside the homelands was about R3,5-million.

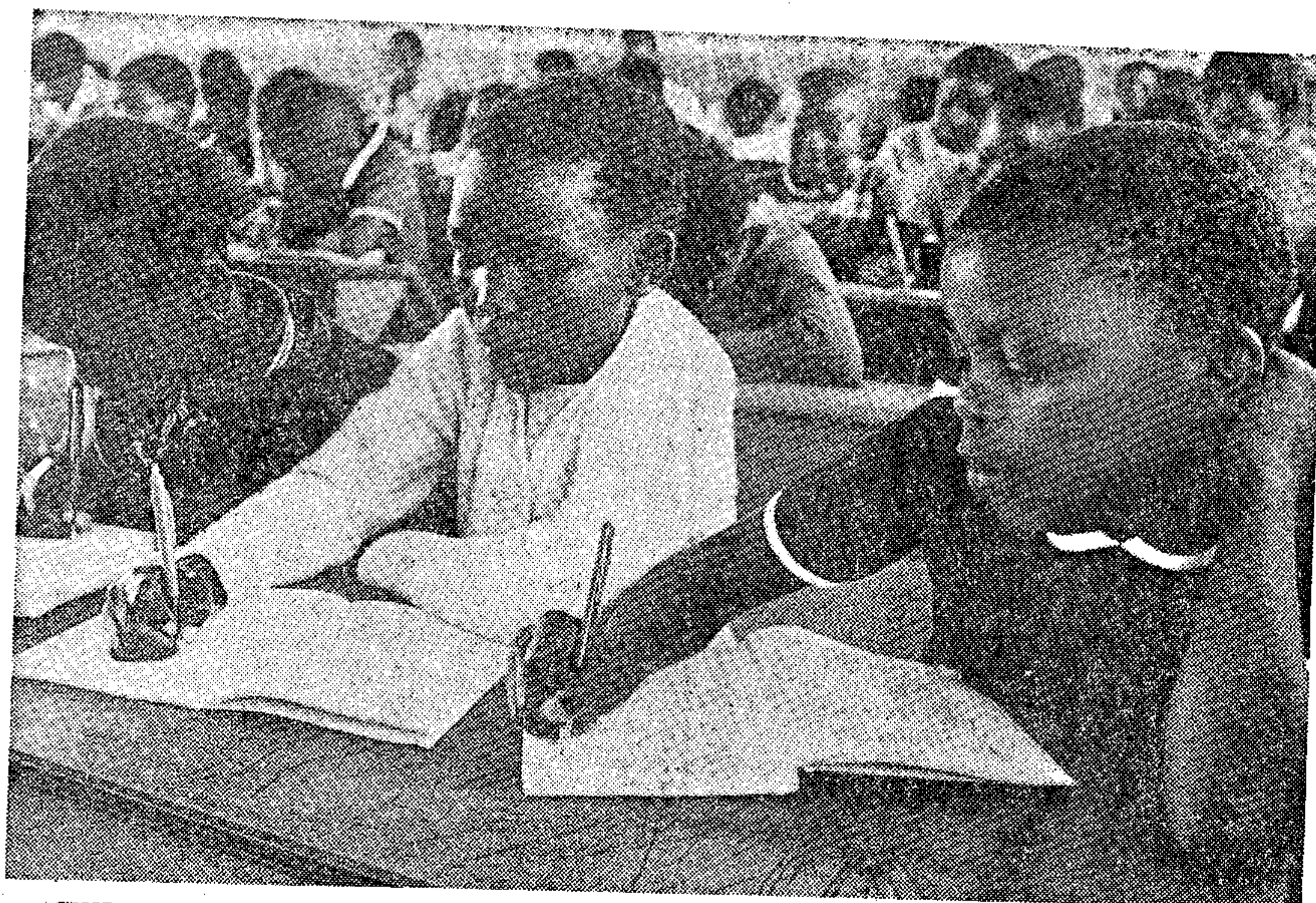
But critics say that black education was neglected for so long that the increased sums being spent now amount to too little, too late.

Certainly, the gap between black education and white education appears vast, and virtually unbridgeable. At the current level of expenditure about R60 is spent on each black pupil, according to Mr Rousseau.

Subsidy

White pupils, by contrast, each enjoy the princely annual subsidy of R644.

One estimate is that it will cost at least



CHILDREN at a Nyanga school . . . Government committed to all-round improvements.

R300 000-million to overcome this disparity.

Dr Ken Hartshorne, retired director of education planning in the Department of Bantu Education, has summed up the problem by saying: 'In the end it comes back to the brass tacks of money. And it's no use dodging the issue. Whatever you talk about, you are going to need money to do it.'

Free books

Mr Rousseau agrees that money is an important issue but adds that a supply of unlimited amounts of money will not in itself boost the quality of black education.

'For example, there are people who insist that we should introduce compulsory education for blacks,

We realise that we must move in this direction but it would be foolish to simply pass the necessary legislation without ensuring that we have the infrastructure necessary to cope with it.'

Mr Rousseau listed the following points in order of priority:

- The provision of free textbooks for all students.
- The provision of free stationery where necessary.
- An improvement in the pupil-teacher ratio.
- An improvement in teachers' qualifications.
- The provision of more classrooms.

In addition, it would be

impossible to introduce compulsory education on a nationwide basis. It would have to be 'phased in' as various regions reached the necessary level. This would mean in practice that urban areas such as Cape Town and Johannesburg would probably see the introduction of compulsory education before it came to the plateland.

Big task

'Finally, we cannot consider the introduction of compulsory education until we have the support of all parents,' Mr Rousseau said. 'This means that

they will also have to be educated — which in itself will be a big task.'

Obviously, the situation is not going to be improved overnight by the waving of a magic wand.

But Mr Rousseau, emphasised that he and his officials were sincerely committed to providing the best educational system possible for blacks.

'This is my life,' he said.

'I have given everything I could to black education and I am happy with what I have achieved so far. This department has come a long way. There is no reason why we should not be able to meet the challenges that lie ahead.'

Bursaries for Coloureds

50

158. Mr. T. ARONSON asked the Minister of Coloured 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 the Administration of Coloured Affairs in 1977;
- (2) what was the total sum 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 MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

- (1) (a) (i) None.
(ii) None.
- (b) (i) 2 936.
(ii) None.
- (c) (i) 95.
(ii) None.
- (d) (i) None.
(ii) None.

- (2) (a) R912 341.
(b) None.
- (3) (a) 24 517.
(b) 37.

Coloured pupils enrolled in each standard

224. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

- (b) melk: (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 Std. X as at 31 March 1977. (af word nie)

The MINISTER OF COLOURED RELATIONS:

- (c) Ander Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Person's Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows in so far as the Administration of Coloured Affairs is concerned:

(d) Weinl

Aanta

gehou

	(a)	(b)	
Sub Std. A	114 334	16,9	"
Sub Std. B	98 114	14,5	"
Standard I	93 263	13,7	"
Standard II	80 540	11,9	"
Standard III	72 057	10,7	"
Standard IV	69 935	9,2	"
Standard V	51 783	7,7	"
Standard VI	40 397	6,0	"
Standard VII	30 756	4,3	"
Standard VIII	17 438	2,6	"
Standard IX	10 538	1,6	"
Standard X	5 648	0,9	"

Waard

(e) Grond

Oppervlakte verskaf gebruik

Waarde aan boer:

Water (jaarlikse koste aan boer)

Koste van ander dienste b.v. saad, gebruik van plaasmasjinerie

(f) Klerer: artikels verskaf deur boer (jaarliks)

Koste aan boer:

(g) Bonus (jaarliks)

(h) Geskenke (jaarliks: artikels)

Koste aan boer:

(i) Ontspanningsgeriewe verskaf:

Koste aan boer (jaarliks):

(j) Gesondheidsdienste:

Jaarlikse koste aan boer van: doktersrekeninge betaal
medisyne
vervoer na en van geriewe
ander

(j) Totale mediese koste

(k) Pensioenbydrae deur boer (jaarliks)

(l) Versekeringsbydrae deur boer (jaarliks)

X Capital expenditure on schools for Coloured pupils

*8. 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 1976-'77.

†The MINISTER OF PUBLIC WORKS:
R15 824 970.

14. Waar slaap

plaa werk?

15. Kry hulle werk?

hulle op u plaas

Wat is die waarde aan u van die betalings?

16. Gaan u dieselfde span aanstaande jaar gebruik? nie?

Waarom/Waarom

17. Is daar op die oomblik 'n tekort aan skeerders?

18. Dink u so 'n tekort sal in die toekoms ontwikkel? wel, waarom?

Indien

Hoe gaan u hierdie tekort teenwerk?

2/3/78 Hansard 5 al 305

(50)

Per capita Expenditure on White schoolchildren

300. Mr. J. F. MARAIS asked the Minister of Statistics:

What was the *per capita* expenditure on White schoolchildren in (a) the Republic and (b) each of the provinces in the financial year 1976-77.

The MINISTER OF STATISTICS:

(a) Republic	R654
(b) Cape	R739
Natal	R788
Transvaal	R558
Orange Free State	R809

ander

kontant

(k) Jaarlikse betaling

(j) Jaarlikse tydensgewerk (dae of tydens)

(i) Werk wat vir boesvaksansies gedurende skoolgedoen word (b)

(h) Skool (naam, soos distrik en afdeling van plaas)

(g) Nou op skool?

(f) Skooljare voltooi

(e) woonplek

(d) Geslag

(c) Ouderdom

(b) Verwantskap aan werker

(a) Name (eerste name alleenlik)

1 2 3 4 5 6

15. Aantal afhanklikes (gesinslede op plaas of érens anders vir wie werker moe sorg)

Werkersonderhede (4)

Hansard S vol 328 3/3/78

50

Teachers in Department of Education and Training

235. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

- (1) How many teachers were (a) employed and (b) subsidized by his Department in 1975, 1976 and 1977;
- (2) what was the total amount paid in (a) salaries and (b) subsidies during each of these years.

The MINISTER OF EDUCATION AND TRAINING:

		1975	1976	1977	
(1) (a)	.....	650	735	762	2.
(b)	.....	24 164	26 402	27 529	Din]
(2) (a)	.....	1975-'76 R2 808 267	1976-'77 R3 534 572	1977-'78 R4 227 700*	1.
(b)	.....	R40 845 932	R51 070 986	R53 802 400*	Waar

*Preliminary figures.

1. Hoe belangrik is dit vir u dat u kinders moet skoolgaan? Sal u die plaas wil verlaat indien daar nie 'n skool naby was vir u kinders nie?
2. Ontmoet u ooit die onderwyser? Indien ja, spesifiseer.
3. Bespreek u ooit die skool met u werkgewer?
4. Is die skool wat u kinders bywoon op 'n plaas of nie? Indien nee, spesifiseer waar.

Aan werkers wie se kinders : - skole bywoon

and the site of the farm, other factors play an important role. It would obviously be pointless to offer a high cash wage to a farm worker and not provide a house for the worker and his family. It would also be of little consequence to offer a worker a high cash wage and a house on a remote farm where nearby facilities for buying provisions are not available.

Therefore the farmer on a remote farm cannot compete in the labour market by means of wages only. Other factors which give rise to more responsibilities must also be taken into consideration.

5. FACTORS IN THE LABOUR SITUATION ON THE FARM

5.1 ATTITUDE

Hansard 5 of 315 3/3/78

50

The far
the clo
only wo
associa

X Capital expenditure on schools for White pupils

s as a result of
rs. They do not
are mutually
ances.

*13. Mr. J. F. MARAIS asked the Minister of Statistics:

What was the capital expenditure during the financial year 1976-'77 on schools for White pupils in the Republic.

The MINISTER OF STATISTICS:

R83,7 million.

Under i

and attitude are very important. The Minister's personal interest in the needs and problems of his workers and their families and his assistance in this respect promote a feeling of security and trust.

A sense of his importance and responsibility in the farming undertaking must be promoted in the worker, so that he will associate himself with the undertaking and be proud of mutual achievements.

A sympathetic approach and attitude are very important and this is shown by the manner in which instructions are explained; appreciation for tasks well-performed, friendliness, interest shown in needs and problems and advice and assistance rendered. Interest, advice, guidance, encouragement, etc., all serve to foster a sound and understanding disposition and a happy community on the farm.

Coloured school-children/Coloured schools

238. Mr. T. ARONSON asked the Minister of Coloured Relations:

- (1) What is the total number of Coloured school-children in the Republic at present;
- (2) whether there is a backlog of 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 RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however,

ascertained that the answers to the question are as follows:

(1) 660 920 as on 14 December 1977.

(2) Yes.

(a) 2 389 classrooms as on 15 February 1978.

(b) R26 000 000.

(c) The date on which the backlog will be eliminated cannot be determined at this stage because it depends on how funds can be made available.

New salary scales for teachers

*14. Dr. F. VAN Z. SLABBERT asked the Minister of the Interior:

Whether the new salary scales for teachers make provision for narrowing the gap in scales for White teachers and Coloured and Indian teachers; if so, what provision; if not, why not.

†The MINISTER OF THE INTERIOR:

Yes. The average ratio of the salary scales for Coloured and Indian teachers in relation to that of White teachers was improved from 79,1% on 1 July 1974 to 85,1% on 1 January 1978.

Coloured/White teachers in schools for Coloured pupils

276. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

How many Coloured and White

teachers, respectively, were employed in schools for Coloured pupils in the Republic in 1976 and 1977, respectively.

The MINISTER OF COLOURED RELATIONS:

1976

Coloured teachers: 24 805
White teachers: 994

1977

Coloured teachers: 25 467
White teachers: 1 054

Coloured teachers

242. Mr. T. ARONSON asked the Minister of Coloured Relations:

- (1) How many Coloured teachers in the Republic and South West Africa, respectively, at the latest date for which figures are available, (a) were professionally 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 and (iii) technical or other vocational qualifications and (c) had no professional qualifications, had not obtained the matriculation level and held no technical or other vocational qualifications;
- (2) what was the total number of Coloured teachers employed in each territory as at that date.

The MINISTER OF COLOURED RELATIONS:

			Republic South Africa	South West Africa
(1)	(a)	(i)	962	19
		(ii)	6 007	220
		(iii)	15 957	319
		(iv)	68	3
	(b)	(i)	97	1
		(ii)	706	18
		(iii)	155	0
	(c)		1 549	56
(2)			25 501	636

• Pupil/teacher ratio in Coloured schools

278. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

What was the average pupil/teacher ratio in Coloured (a) high and (b) primary schools in the Republic in 1977.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons is a matter falling under the control of Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

- (a) High schools—24:1.
- (b) Primary schools—31:1.

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

Class readers

All required class readers are supplied in the vernacular and both official languages to all the classes from Substandard A to Standard 5. Two reader series are provided in each language.

Textbooks

Standards 1 and 2
Mathematics

Standard 3
English
Afrikaans
Bantu Languages (9)
Social Studies
Mathematics (1976)

Free school books/other school requisites

228. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

- (1) Whether there was any extension in 1977 of the provision of free school books in schools falling under his Department; if so, what books are at present issued free of charge in each standard and form;
- (2) what was the cost of the issue of free books and other school requisites in 1977.

Religious Instruction (1976)
General Science (1976)

Standard 4
English
Bantu languages (1976)
Social Studies
Mathematics
Religious Instruction (1976)
General Science
Hygiene (1976)

Standard 5
English
Afrikaans
Bantu Languages
General Science
Social Studies
Mathematics
Religious Instruction
Agricultural Science (1976)

Standard 6
English
Afrikaans
Bantu Languages
General Science
Social Studies
Mathematics
Agricultural Science
Woodwork
Homecraft
Arithmetic (1976)
Religious Instruction (1976)
Needlework and Clothing (1976)
Domestic Science (1976)
Biblical Studies (1976)
Latin (1976)

Standard 7
English
Afrikaans
Bantu Languages
General Science
Social Studies
Agricultural Science (1976)
Arithmetic (1976)
Typewriting (1976)
Religious Instruction (1976)
Needlework and Clothing (1976)
Homecraft (1976)
Woodwork (1976)

Standard 8
English

Afrikaans
Bantu Languages
Physics
History
Geography
Agricultural Science
Homecraft
Arithmetic
Typewriting
Economics
Functional Mathematics
Woodwork
Business Economics
Biblical Studies
Art

Standards 9 and 10
English
Afrikaans
Bantu Languages
Mathematics
Physics
Agricultural Science
Domestic Science
Biblical Studies
Typewriting
Biology
Geography
History
Arithmetic
Business Economics
Needlework and Clothing
Economics

(2)	R*
Class readers	603 300
Textbooks	3 000 000
Library books	20 000
Bibles	38 500
Furniture	1 107 300
Teaching aids	78 400
Radio's and audio-visual aids	3 900
Science equipment	23 800
Equipment for practical subjects	168 800
Gardening equipment ...	12 500
Equipment for technical and industrial centres .	124 200
	<u>5 180 700</u>

*Preliminary figures for 1977-'78 financial year.

Higher school examinations for Black pupils

231. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

- (1) How many Black pupils in White areas in the Republic (a) entered and (b) passed the Standard V, Junior Certificate and matriculation or equivalent examination, respectively, (i) at the end of 1976, (ii) in the first quarter of 1977 and (iii) at the end of 1977;

- (2) how many of those who passed the matriculation or equivalent examination at each of these times, qualified for university entrance.

The MINISTER OF EDUCATION AND TRAINING:

	(i)	(ii)	(iii)
(1) (a)			
Standard 5	75 324	16 302	76 001
Junior Certificate	13 318	4 848	17 372
Matriculation or equivalent	1 753	810	1 615
(b)			
Standard 5	57 330	14 716	61 429
Junior Certificate	7 722	3 216	9 220
Matriculation or equivalent	1 505	725	1 107
(2)	501	295	435

• **Pupil/teacher ratio in Black schools**

250. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

What was the average pupil/teacher ratio in each class from Sub. A to Form V in Black schools in 1957, 1967 and 1977, respectively.

The MINISTER OF EDUCATION AND TRAINING:

As one teacher is in many cases responsible for more than one standard, the pupil/teacher ratio in each class is not available.

Werkerbesonderhede (4)

15. Aantal afhankl
wie werker r

- (a) Name (eerste na
alleenlik)
 - (b) Verwantskap aa:
 - (c) Ouderdom
 - (d) Geslag
 - (e) Woonplek
 - (f) Skooljare volt:
 - (g) Nou op skool?
 - (h) Skool (naam, soort,
distrik en afstand
van plaas)
 - (i) Werk wat vir boer
gedoen word (b.v.
gedurende skool
vakansies)
 - (j) Jaarlikse tydperk
gewerk (dae of weke)
 - (k) Jaarlikse betaling:
kontant
- ander

Amount spent on free books/stationery

297. Mr. J. F. MARAIS asked the Minister of Statistics:

What amount was spent in the financial year 1976-'77 by each provincial administration on the provision of free books and stationery in terms of section 2(1)(e) of the National Education Policy Act.

The MINISTER OF STATISTICS:

	R
Natal	1 585 000
OFS	841 000
Transvaal	3 808 000
Cape	2 580 000
TOTAL	8 814 000

The information for the Cape excludes stationery as this information is not available.

ens anders vir

4 5 6

Werk • Expenditure on education

(b) melk: hoeveelheid 299. Mr. J. F. MARAIS asked the Minister of Statistics:

- (1) What was the total expenditure from (a) Revenue and (b) Loan Account in respect of education for the financial year 1976-'77;
- (2) what amount was spent from (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 provinces.

The MINISTER OF STATISTICS:

(1) R1 239,0 million.

		R Million
(2) (i) Department of National Education	.....	229,5
(ii) Department of Coloured, Rehoboth and Nama Relations and Coloured Persons Representative Council	.....	132,8
(iii) Department of Indian Affairs	.....	55,9
(iv) Department of Bantu Education	.....	90,7
(v) Other Government Departments, S.A. Bantu Trust and Homeland Governments	.....	143,2
(vi) Provincial Administrations:		
Cape	.....	176,8
Natal	.....	84,7
Transvaal	.....	266,7
Orange Free State	....	58,7

The Loan and Revenue Accounts have been consolidated into the State Revenue Account as from 1 April 1976, (a) and (b) are therefore not separately available.

- (e) Grond
- Waarde aan h
- Oppervlakte
- Waarde aan h
- Water (jaar)
- Koste van ar
- (f) Klere: arti
- Kos
- (g) Bonus (jaar)
- (h) Geskenke (
- (i) Ontspanning
- Koste aan
- (j) Gesondheid
- Jaarlikse koste aan
- rsrekeninge betaal
- medisyne
- vervoer na en van geriewe
- ander
- (j) Totale mediese koste
- (k) Pensioenbydrae deur boer (jaarliks)
- (l) Versekeringsbydrae deur boer (jaarliks)

bruik van plaasmasjinerie
jaarliks)

50

~~123~~

~~173~~

Gross national product

28. Mr. N. B. WOOD asked the Minister of Statistics:

(1) What was the gross national product for the latest year for which figures are available;

(2) what was the (a) percentage and (b) amount allocated to (i) health in the Republic and the homelands, respectively, and (ii) social welfare services;

(3) what was the (a) percentage and (b) amount allocated to (i) education and

(ii) housing in respect of each race group.

The MINISTER OF STATISTICS:

(1) R27 729 million for the calendar year 1976 and estimated at R28 668 million for the 12 months ended 31 March 1977.

	(a) Percentage of Gross National Product	(b) Amount R Million
(2) (i) Health:		
Republic	2,61	749,6
Homelands	0,30	85,8
(ii) Social welfare services	1,51	433,1
(3) (i) Education:		
Whites	2,88	824,3
Coloureds	0,53	152,9
Asians	0,22	62,1
Bantu	0,70	199,7
(ii) Housing:		
Whites, Coloureds and Asians	0,69	196,7
Bantu	0,54	155,2

In the case of (3)(ii) separate figures in respect of Whites, Coloureds and Asians are not available. Transkei is excluded.

HANSHARD 7 15 March 1978
 Question to Col. Lob. 50

ditions of Lesotho, particularly considering the education level, it's not bad. There are so ~~many~~ For example in Tshakolo per ha production was over farm: 4,5 ha.

5 MARCH 1978 406

Intensive culture
 Now let's talk about
 4 tons/ha. With
 the experiment of
 this gave only 2

Capital expenditure on schools for Indian pupils

*6. Mr. R. A. F. SWART asked the Minister of Public Works:

What was the capital expenditure during the financial year 1976-'77 on schools for Indian pupils in the Republic.

The MINISTER OF PUBLIC WORKS:
 R5 803 276.

the average was about
 some ponds we tried
 ts with aeration and

Pellets cost about
 proper fish pellets; they're produced for ducks. They dissolve in the water after 1 minute. So we might find it pays to produce our own pellets.

e pellets were not

The villagers scrape the bottom of the pond to see if there's food still there. If the fish don't eat food it can be for various reasons. Here in Lesotho it could be because of a cold day in the middle of summer or else lack of oxygen.

This is a feeding table for the automatic feeder:

FEEDING TABLE FOR AUTOMATIC FEEDER
ABOVE 18°C.
GRAM PER FISH

FISH PER HA	2000-4000		4000-6000		6000-8000		8000-12000		12000-15000		15000-20000		20000-50000	
	PELLETS	GRAINS	PELLETS	GRAINS	PELLETS	GRAINS	PELLETS	GRAINS	PELLETS	GRAINS	PELLETS	GRAINS	PELLETS	GRAINS
20-50	0	1	0	1	1	1	1	2	1	2	1	1	1	2
50-100	0	1	0	2	1	2	2	2	2	2	2	1	2	2
100-200	1	4	1	4	3	4	5	2	4	2	4	1	4	2
200-300	2	5	4	4	6	2	7	2	6	2	4	2	4	2
300-400	4	4	7	2	8	2	8	3	6	2	6	2	6	2
400-500	6	4	8	2	9	2	10	2	8	2	6	2	7	2
500-600	8	3	9	2	10	2	11	2	9	2	7	2	8	2
600-700	9	2	9	2	11	2	11	3	9	2	8	2	8	2
700-800	9	3	9	3	11	3	11	3	9	3	8	2	9	2
800-900	9	3	11	2	12	2	12	2	10	2	8	3	9	3
900-1000	10	3	11	3	12	3	12	3	11	2	9	2	9	3

50

to catch the eggs. We tried using b
due to lack of o

Mr Bakker of Medical practitioners in private practice
*12. Mr. B. W. B. PAGE asked the Minister of Health:

up with the idea of ranches on the bottom. h died. This was possibly

Oxygenation

You notice that from each dam to you get a disease it for the simple do this with a co one of these pipe

What is the total number of medical practitioners in private practice in the Republic at present.
The MINISTER OF HEALTH:
Statistics for the number of medical practitioners in private practice are not available.
For written reply:

es off them, running be a problem in that if throughout. We've done this oxygen problem. We ch time it comes out of

Draining

EDA: Do you ever Sometimes. of time get pity to let with a net.

School accommodation for Coloureds in Natal
168. Mr. N. B. WOOD asked the Minister of Coloured Relations:

If you have spent a lot er just right it's a to get the fish out

Growing season

We can keep our ca don't actually get feed rate is 5% of about 0,5% just to feeding our fish b

Whether there is a shortage of school accommodation for Coloureds in Natal; if so, (a) what is the extent of the shortage, (b) in which areas does it occur and (c) what plans are contemplated to overcome the shortage.
The MINISTER OF COLOURED RELATIONS:
School accommodation for Coloured Persons is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the questions are as follows:
Yes.
(a) It is estimated that a total number of 160 secondary and 48 primary classrooms are required at this stage to meet the immediate need of accommodation in Natal.
(b) Durban, Pietermaritzburg, Newcastle, Pinetown, Kokstad, Dundee, Howick and Stanger.
(c) The erection of all educational building projects needed during the following five years (1978-'79—1982-'83) has already been programmed. These school buildings will be erected as soon as possible subject to the availability of suitable school sites and funds.

through the year. We . The recommended but it right down to using pellets for nomical price

Ducks

To begin with we ra would help to ferti of reasons, the maj We never really wor about 16 dams, rouc ducks, all at different ages. Well, they just about cleared the water of food. I want to get geese now because they graze the grass.

411 WEDNESDAY, 1

ea that the ducks assful for a number plem was civet cats. to keep. We had ied to keep about 900

Mealies as feed

We feed this fish on mealies.

EDA: Don't you get very fatty fish if you use mealies?

Well this is what the people like. Local Africans can't afford

More schools in Natal teach Zulu 'to bridge gap'

29/3/78
50

(Mercury) Reporter

THE number of Natal schools teaching Zulu has increased and, although it may be taken as a matriculation subject, it is not yet compulsory, Mr. Ray Haslam, MEC for education, said yesterday.

There were 115 primary schools teaching the language in Standards IV and V this year compared with 60 last year.

The figures for the high schools for 1978 were not yet available but in 1977 there were 12 pupils in Standard X, 10 in Standard IX, eight in Standard VIII, 256 in Standard VII and 861 in Standard VI learning Zulu.

Course

Ninety teachers had taken the one-week course in 1977 and 87 had already done so in the first three months of this year.

"Zulu may be taken as a matric subject at the standard but not yet the advanced level," said Mr. Haslam.

There was no shortage of teachers because they were not teaching formal grammar but only conversational Zulu. "It is an attempt to bridge the communication gap."

Packages

Asked whether the Natal Education Department was considering making Zulu compulsory Mr. Haslam said: "We have the differential system of education and pupils already have quite a large number of different "packages" from which to choose.

"There are many things that have to be taken into account when you make a subject compulsory.

"However I think the number of schools where it is available is excellent in the short time since its introduction in 1974, and the number will grow," he said.

Schools:

Koornhof
50. (1110)
silent 29/3/78 M

Aan boere wat 'n skool

1. Wanneer is die skool?
2. As die plaasskool geopen is, wat het die plaas, wat het die grootste invloed op u verblyf of besit van die plaas? Wie het die plaas oorgeneem? In watter departement se distrik is die plaas? Op watter plaas het u hul plaas? Hoe lank het u daar gewoone? Wie het die plaas oorgeneem? (i) die Bantoe/Kleurlingsinspekteur (ii) Ander boere van die plaas (iii) Boere wat gewoone op die plaas (iv) die plaas ardeur (v) Landbou-unies (vi) andere: spesifiseer
3. Indien u probleme omtrent die skool meld asb. besonderse.
4. Wie het u gehelp met bovermelde probleme?
5. Wie is aangestel as bestuurder van u plaasskool, of is u self bestuurder daarvan?
6. Het die toelae van die Departement (Bantoe-onderwys of Kleurlingsake) die boukoste van die skool ten volle bedek. Indien nie, het u self die verskil inbetaal of het die plaasarbeiders, ander boere of persone (spesifiseer) u daarmee gehelp.
7. Wie het die onderwyser aangestel?
8. Kom u goed klaar met die (i) bestuurder, (ii) onderwyser, (iii) distriksinspekteur? Indien nie, meld in watter opsig?
9. Is u tevrede met die leerplan of beoog u enige veranderings in hierdie opsig. (b.v. meer tegniese of sekere landbouvakke).

CAPE TOWN — The Minister of National Education, Dr Koornhof, declined to comment yesterday on weekend reports that about 1 000 black and Coloured pupils have so far been admitted to white private schools around the country.

However, it is understood that an official statement on the controversial issue might be issued later.

According to the report, the pupils had been attending the schools for some time while negotiations between the churches and the Government proceeded behind closed doors.

The member of the Catholic Bishops Conference responsible for education, Archbishop Denis Hurley, was quoted as saying he would not comment on the issue because he was still observing a "press moratorium" agreed with Dr Koornhof.

The opening of white private schools to black pupils has been a source of friction for some time between the Government and some churches and is an extremely sensitive issue within the National Party. — PC.

u verblyf of besit van dit te bou? Wie het die

departement se distrik-

op hul plaas het

se het nie.

die stigting van u plaasskool,

HANSARD 8 30 March 1978
Question 417 Cols. 466 & 467.

50

Teachers/pupils in Indian schools. ✕

417. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

- (1) How many teachers were employed in Indian (a) primary and (b) secondary and high schools in the last quarter of 1977;
- (2) how many pupils were enrolled in (a) primary and (b) secondary and high schools in that period.

The MINISTER OF INDIAN AFFAIRS:

- (1) (a) 4 745.
- (b) 2 411.

467

THURSDAY, 30

- (2) (a) 141 893.
- (b) 53 089. As at 1 March 1977.

50

Finance

The Fisheries Section is financed mainly by the British. Also Israel is helping to some extent. The situation in Israel in that the fish are the same (c) methods are different. You can't apply to Lesotho.

MARCH 1978

Double sessions at Indian schools

Social acceptability

The people here were tins, maybe, and some the people to eat fresh sure it's fresh. Man is quite a bony fish :

422. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

Whether double sessions were in operation at any Indian schools in Natal, Transvaal and the Cape Province during 1977; if so, at how many schools in each of these provinces.

The MINISTER OF INDIAN AFFAIRS:

Yes.

Natal.....	51
Transvaal.....	11
Cape Province.....	10

They used to buy problems was to teach you can be 100% because the carp

EDA: Carp is the main species here. Do you have any other species? Trout in the river, and we have also introduced some other species during the past 2 years. We have tried barbel (clarias) and mudfish (Labeo). The results were not very promising. The growth rate was very low. Also there is the problem of spawning. Catfish don't spawn under artificial conditions unless you inject them.

Carp trout rotation

In winter here the temperature is too low for carp. They don't actually die, but they don't grow. We thought of using the fish ponds for trout during winter.

EDA: What size trout would you put in?

Well, when we put them in they must be of such a size (50g) that after the winter they'll be big enough to sell. We would have to sell them at about 250 grams.

We tried this idea under experimental conditions. We had a problem of high mortality with the trout. We're not sure of the cause but we know from our experience with carp that there are a lot of birds here which feed on fish. Also, there is the condition of the water because trout need clear water. The water here is quite muddy.

EDA: Probably because of soil erosion?

Possibly. We add gypsum to precipitate the mud. It helps.

Answers of 30 March 1978.
Question 420. Cols. 467

50

X Indian pupils

420. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

(a) How many and (b) what percentage of Indian pupils were enrolled in the Republic in each class and standard as at 31 March 1977.

The MINISTER OF INDIAN AFFAIRS:

	(a) Pupils	(b) Percentage
Class (i)	22 412	11,48
Class (ii)	21 749	11,14
Std 1	20 357	10,43
Std 2	20 136	10,31
Std 3	20 507	10,50
Std 4	19 037	9,75
Std 5	16 742	8,57
Std 6	15 366	7,87
Std 7	13 503	6,92
Std 8	12 834	6,57
Std 9	6 469	3,31
Std 10	4 980	2,55
Adjustment class	1 155	0,59
Unclassified (Special Schools)	20	0,01
Total	<u>195 267</u>	

Answered 8 31 March 1978

Question 6 Col. L72.

① 50

② ~~740~~

Schools in Zweletemba location, Worcester

X*6. Mr. P. A. PYPER asked the Minister of Education and Training:

Whether there is a shortage of accommodation in the primary and secondary schools of the Zweletemba location, Worcester; if so, (a) when and (b) where will additional accommodation be provided.

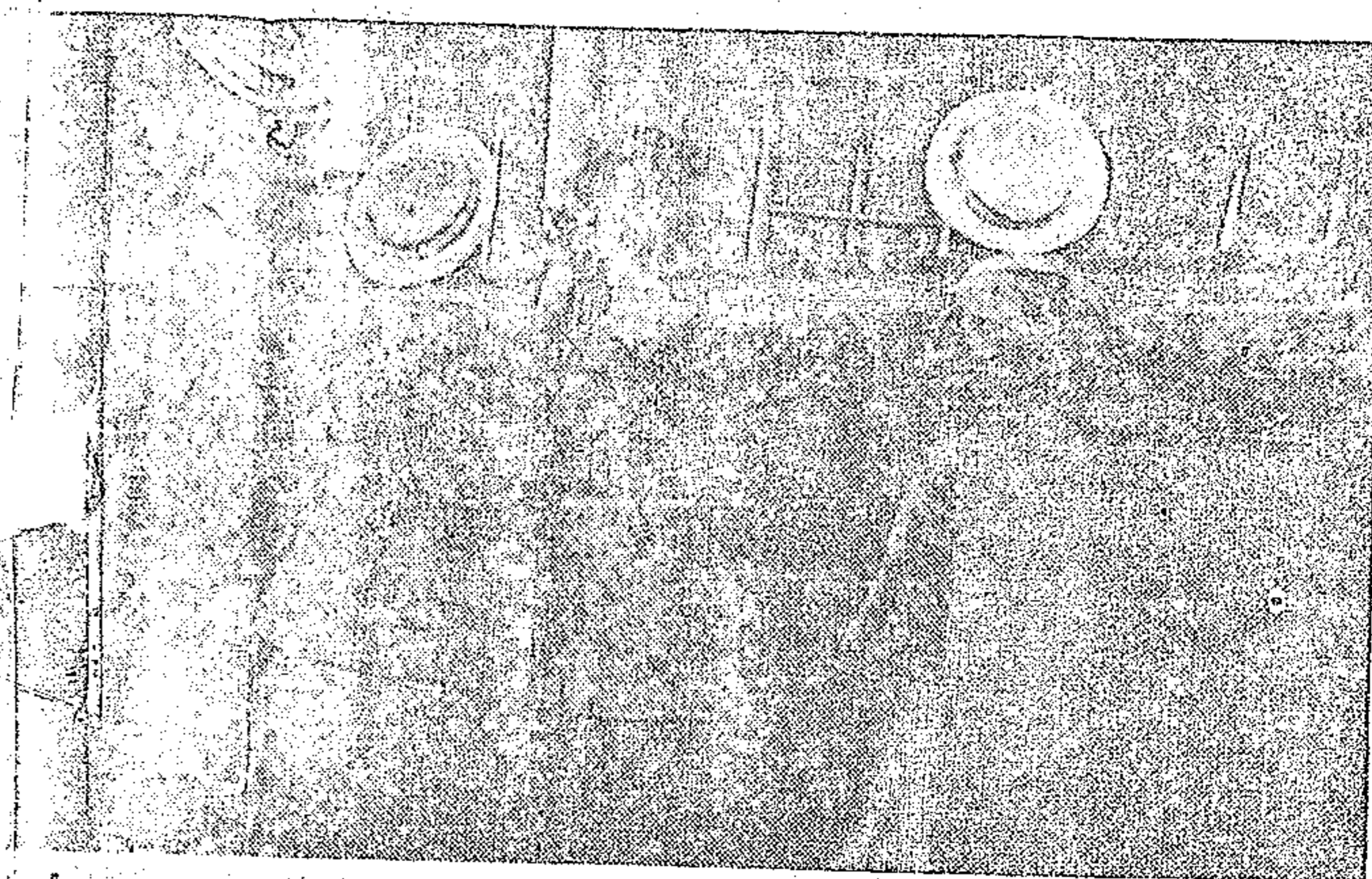
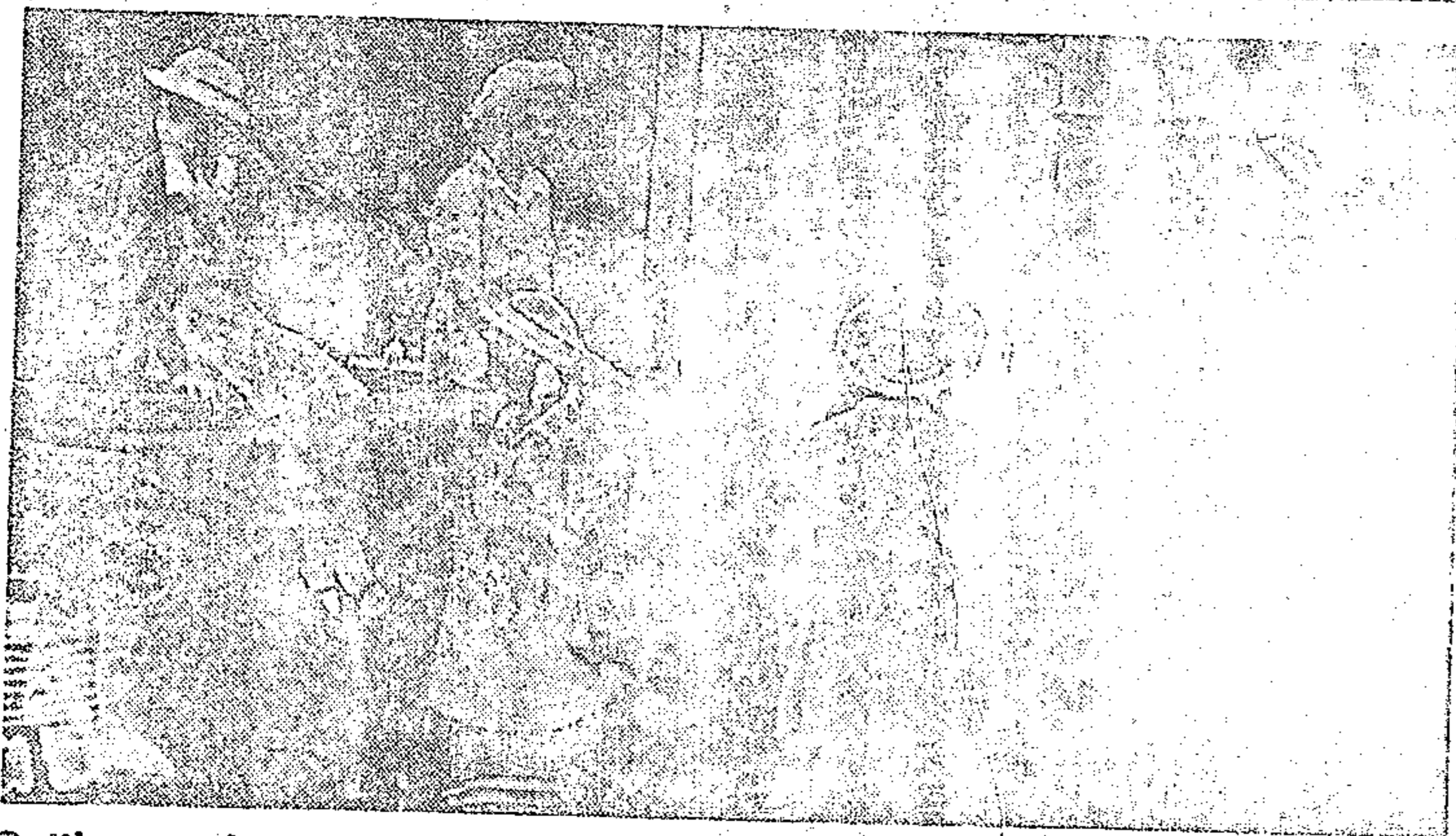
†The DEPUTY MINISTER OF EDUCATION AND TRAINING:

Yes.

(a) At the request of the community secondary classes were introduced as a temporary measure at the primary school. This necessitated the introduction of the platoon system. As soon as the Bantu Affairs Administration Board South Western Cape who is responsible for the erection of school buildings in the Zweletemba residential area obtained a loan for the erection of a secondary school.

(b) Site No. S.3 in Zweletemba.

Delicate talks on blacks in white schools



Getting ready to go home after a day's schooling at the Convent of the Assumption, Durban, are two coloured girls enrolled as pupils

DR PIET KOORNHOF, church leaders and provincial authorities are trying to find a formula to enable 300 black, Indian and coloured children to stay on at formerly whites-only private schools — even though this is against the law.

The schools are among the best in the country, and until this week the Minister of National Education's "mix it" decision was one of South Africa's best kept but widely known secrets.

Everybody was in on it. Newspapers, Government officials, the four provincial administrators and church authorities.

Dr Koornhof managed to swear everybody to secrecy. Then the story broke in the London Observer.

Now, everyone involved wants the children to stay in class, even though their presence flouts five Acts of Parliament and three provincial ordinances.

To make matters even thornier, they hope the formula will enable them to keep the children at school and allow new admissions in the future without having to change the law.

Juggling

At the end of last year, the Cabinet decided black children could be admitted to private schools with the approval of the administrators of the three provinces involved.

Most of the 300 children are in the Cape, closely followed by the Transvaal with a sprinkling in Natal.

All has gone smoothly except in the Transvaal where parents of white children in some schools

LET'S HELP THE CHILDREN

Report by MARIAN SHINN

have objected to their children sharing facilities with blacks.

Some of these parents have taken their children out of private schools and put them in Government schools, some reports say.

Because of this the delicate juggling continues.

It was hoped at first that the issue would be resolved in February, but the first school term has ended without any policy decision being announced.

The Acts causing the tangle are the National Education Policy Act, The Statute Act of 1910 and the education Acts for Indians, coloureds and Africans.

There is no all-em-

bracing Act controlling education throughout the country although there is one which lays down policy guidelines.

Control of schools is left to the provincial administrators, who are Prime Minister appointees.

Dr Koornhof and others fear that changing laws involves open and probably heated debate which could jeopardise the children's education.

The circumstances under which children could be admitted to private schools are still being discussed. Parents are being canvassed for their views on the issue.

The only black pupils over whom there is an argument are diplomat children. Foreign

diploamts and South African black diplomats whose children have been educated for a period overseas are legally entitled to send their children to private schools.

Transvaal Administrator Mr Sybrand van Niekerk says he has given permission only to a diplomat's two children to attend private schools since the freeze on admission last March.

Threat

He claimed he was unaware of any directive by Dr Koornhof to admit black children under certain circumstances after last year's Cabinet decision.

Mr van Niekerk has asked all private schools to provide him with details

of enrolments since last March.

"When we have received that information we will consider what is to be done," he said.

He said he has made an agreement with all negotiators not to turn the children out of these schools.

"We cannot condone them being there but we have agreed not to take any action. You don't act against children because grown-ups have messed things up."

Last year, when the issue first came to a head, Mr van Niekerk threatened to de-register all private schools admitting black pupils.

This was tantamount to forcing them to close because they would be unable to operate if they

were not registered.

A delegation of churchmen met Dr Koornhof in Cape Town last year and it was decided to freeze admissions and public discussion on the issue.

While not willing to discuss the issue in detail, the PFP spokesman on education, Dr Alex Boraine, said the move was a "positive step and it's going very well in the Cape.

Rights

"One hopes very much that no one, whether he be an administrator, director of education, Cabinet Minister or Member of Parliament, will stand in the way of what is obviously the right thing to happen."

He added private schools "should have the necessary right to admit scholars of whatever colour provided that their motive is education."

Among the private schools with black pupils are: Diocesan College, Cape Town (commonly known as Bishop's), Marist Brothers' College, Port Elizabeth; Our Lady of Mercy Convent, Johannesburg; the Convent of the Assumption, Durban; Parktown Convent, Johannesburg; St Thomas Aquinas, Witbank; St Joseph's College, Rondebosch; and the Little Flower Convent, and the Holy Childhood Convent, Eshowe.

Gemengde skole: Kabinet besluit

50

Van Ons Politieke Beriggewer

Rapport 2/4/78

DIE Kabinet het besluit private kerkskole kan in bepaalde gevalle en in oorleg met provinsiale owerhede nie-blankes opneem, het min. Piet Koornhof, Minister van Nasionale Opvoeding, gisteraand in 'n eksklusiewe onderhoud met RAPPORT bekend gemaak.

Dit kom aan die einde van 'n week van intensiewe gis-singe oor die amptelike Rege-ringstandpunt ten opsigte van gemengde skole.

Min. Koornhof se verkla-ring lui: „Die Kabinet het besluit op afsonderlike skole, maar ten opsigte van private kerkskole kan in gepaste ge-valle uitsonderings gemaak word, in oorleg met provin-siale owerhede en die betrokke skole.

„Omdat onderhandelinge in verband met die implemen-tering van hierdie besluit nog nie gefinaliseer is nie, wil ek in dié stadium hiermee vol-staan,” het min. Koornhof gesê.

„Ek wil 'n beroep doen op koerante om asseblief ge-duldig te wees, sodat hierdie saak tot aller bevrediging af-gehandel kan word.”

'n Aantal

Dit het bekend geword dat daar vanjaar weer 'n aantal anderskleurige leerlinge by wit privaatskole ingeskryf is.

Waar daar in Kaaplând vanjaar aan meer as honderd anderskleurige leerlinge op die meriete van elke geval toestemming verleen is om aan wit privaatskole te stu-deer, is alle aansoeke in Transvaal van die hand ge-wys.

In Transvaal is daar egter bevind dat nogtans nuwe anderskleurige leerlinge by privaatskole met die ingang van die jaar ingeskryf is.

In hoë Regeringskringe is dit dié week beklemtoon dat daar geen rede tot kommer

* VERVOLG OP BL. 6 *

Gemengde skole

* VERVOLG VAN BL. EEN *

behoort te wees nie. Die wet ingevolge waarvan elke bevol-kingsgroep se kinders na hul onderskeie skole gaan, sal nie vernader word nie.

Dit is net by hoogste uitson-derings en streng volgens meriete dat anderskleuriges tot privaatskole toegelaat word. Kinders van swart am-bassadeurs is 'n reeds bekende voorbeeld van wat o.a. met „uitsondering”

bedoel word.

Dr. Koornhof se uitgangs-punt is nog altyd dat hierdie aangeleentheid uiters delikaat is en met die grootste sorg gehanteer moet word — veral waar kinders in die gedrang is.

In Regeringskringe is gesê dat lompe en oorhaastige op-tredes in hierdie geval die land meer venyn van oorsee af op die hals sal haal as die Biko-voorval.

Hansard 9-5-5 April 1978.
Question 392. Col. 547

~~50~~
~~50~~
~~50~~

INTRODUCTION

Expenditure on Indian pupils X

The origins of Fish culture was practised remains the largest culture is as much in which they are

392. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

What was (a) the per capita expenditure, excluding expenditure of a capital nature, on Indian pupils in the Republic in (i) primary and (ii) secondary and high schools and (b) the average per capita expenditure on all pupils during the financial year 1976-'77.

evidence that fish 50 ago. Today China the world, and carp as the paddy fields

The culture of Tilapia a 2500 BC Egyptian The bible refers to for what was almost Galilee.

5 APRIL 1978

The MINISTER OF INDIAN AFFAIRS

- (a) (i) R176,03.
- (ii) R343,05.
- (b) R219,96.

was-relief found on from a pond. to cast their nets on to the sea of

Aquaculture in its many forms has spread across the world and is assuming an ever-increasing importance. Sea fisheries production has already passed its peak and will slowly decline because of the destruction of natural food chains by exploitation and pollution. The world's food production has been unable to keep pace with the population increase, especially in developing nations. There is therefore a need to increase food production by all possible means, firstly by stimulating existing means of production, and secondly by introducing new sources of food. Fish Farming, although still in its infancy in most Third World countries, has an important part to play as an integrated element of the rural economy.

FAO figures show that protein from foods of animal origin is dangerously lacking in the everyday diet of much of the population of Africa. This can cause ill-health, poor growth and susceptibility to disease. Fish culture is one of the best ways of increasing the supply of protein. Fish meat contains as much as 60% high quality protein on a dry water basis, and Fish converts raw food into protein at a far more rapid rate than most land based animals.

It is interesting to consider some of the factors that enable fish to grow so rapidly. The fact that they are cold blooded means that they do not have to use up energy in maintaining body heat. This energy can be used for growth. Fish live in a medium more or less the same density as their bodies, and therefore do not require a heavy bone structure to support themselves against the force of gravity. The ratio of flesh to

50

Finance

The Fisheries Section helping to some extent fish are the same (carp) different. You can't apply it to Lesotho.

APRIL 1978

530

tions is South Africa a fully participating member.

The MINISTER OF SPORT AND RECREATION:

- The Aero Club of South Africa.
- South African Masters Athletic Union.
- Basketball Federation of South Africa.
- South African Billiards and Snooker Association.
- South African Baseball Federation.
- South African National Archery Association.
- South African Surfriders Association.
- South African Croquet Association.
- South African Ladies Golf Union.
- South African Golf Union.
- South African Amateur Gymnastic Union.
- South African Target Casting Association.
- South African Light Tackle Boat Anglers Association.
- South African Rock and Surf Angling Association.
- South African Skiboat Angling Association.
- Game Fish Association of South Africa.
- South African Freshwater Anglers Union.
- South African Casting Association.
- South African Hockey Union.
- South African Power Boat Association.
- South African Waterski Association.
- South African Life Saving Association.
- South African Amateur Body Building Union.
- South African Model Boat Association.
- South African Veteran and Vintage Association.
- A.A. Motorsport Control.
- The South African Women's Squash Rackets Association.
- The Squash Rackets Association of South Africa.
- South African Underwater Union.
- South African Sport Association for Paraplegics and other Physically Disabled.
- South African Badminton Union.
- Polocrosse Association of South Africa.
- South African Amateur Rowing Union.
- The National Association for Blind Bowlers.
- South African Women's Bowling Association.
- South African Bowling Association.
- South African Roller Skating Association.

Also Israel is different in that the methods are different, for example,

Social acceptability

The people here were not used to buy carp. Problems was to teach the people to eat fresh carp. You can be 100% sure it's fresh. Many people because the carp is quite a bony fish.

They used to buy carp. Problems was to teach the people to eat fresh carp. You can be 100% sure it's fresh. Many people because the carp is quite a bony fish.

EDA: Carp is the main source of trout in the river during the past few years. The fish (Labeo) rate was very high. Trout fish don't spawn in the river.

other species? some other species

531

TUESDAY, 4

Total expenditure from State Revenue Account on Indian education

423. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

What was the total expenditure from the State Revenue Account on education for Indians in the Republic during the financial year 1976-'77.

The MINISTER OF INDIAN AFFAIRS:

R47 234 034.

International sporting associations

427. Mr. D. J. DALLING asked the Minister of Sport and Recreation:

Of what international sporting associations is South Africa a fully participating member?

- South African National Equestrian Federation.
- South African Rugby Board.
- South African Softball Union.
- Cruising Association of South Africa.
- South African Amateur Fencing Association.
- The Clay Pigeon Shooting Association of South Africa.
- South African Air Rifle Association.
- South African Pistol Association.
- Surf Life Saving Association of South Africa.
- South African Amateur Trampoline Union.
- South African Lawn Tennis Union.
- South African Modern Pentathlon Association.
- South African Waterski Association.
- South African Ice Skating Association.
- The National Amateur Karate Association of South Africa.
- The South African Yachting Association.
- The South African Tug-of-War Union.
- South African Speed Skating Association.

We had a problem with the trout. We're not sure of the cause but we know from our experience with carp that there are a lot of birds here which feed on fish. Also, there is the condition of the water because trout need clear water. The water here is quite muddy.

EDA: Probably because of soil erosion?

Possibly. We add gypsum to precipitate the mud. It helps.

Two cheers

African education gets more money this year. It needs it. Real per capita spending on black pupils has grown by R1,13 in the last quarter of a century

Finance Minister Owen Horwood's extra R26,5m for African education is a welcome aspect of his 1978/79 budget. But it is still a far from adequate sum.

Also encouraging is Education and Training Minister Cruywagen's announcement last week that the Bantu Education Act of 1953 is to be replaced by new legislation. However, if African education is to be put on a sound and acceptable footing, the new legislation is going to have to bring in some radical changes.

The budget increase will boost spending from last year's R117,4m to R143,9m, a rise of more than 22%. The effective rise in last year's budget, after allowing for transfers from other departmental votes, was 32%.

But spending on African education continues to lag very far behind that on white education (R824m in 1976-77). Per capita spending on African pupils was R57 last year, according to the Department of Education and Training, as against R42 the previous year. White pupils each had R654 spent on them — nearly 12 times as much.

In 1953, per capita expenditure was R17,08 for Africans and R128 for whites. When inflation over the past 25 years is taken into account, per capita spending on African schoolchildren has grown to no more than R18,21 at 1953 prices — a real increase of a paltry R1,13. The present white per capita expenditure, on the other hand, is worth R209 in 1953 terms.

Says Gerhard Engelbrecht of the Department of Education and Training: "Per capita expenditure on Africans probably isn't really comparable to that spent on whites because the African figure does not include capital expenditure."

The people bear the burden

But that, surely, is *precisely* the point. The State builds schools for whites, but when it comes to Africans, it generally finances only certain senior secondary schools, such as the two it will build in Soweto this year.

The Bantu Affairs Administration Boards carry the burden of building most other schools. But they receive only loans — not outright grants — from Pretoria, with the result that township residents themselves have to find the money for capital spending. In the Vaal Triangle townships, for example, each household has to pay R1 — over and above house and site rentals — towards the costs of building schools. In the Wrab townships the levy is 38c.

Charities like *The Star's* "Teach" fund have come to the rescue in some townships. But Soweto alone still has a shortage of 40 schools. And a glaring racial discrepancy remains — white schools are built at taxpayers' expense, but black children have to rely on their parents and on charity for school buildings.

Most of the money budgeted for

bracket, earning no more than R100 a month. If a teacher earns only R100 a month, even after many years of service, even a 58% gain hardly makes a difference."

Engelbrecht argues that black teachers earn less than their white counterparts because they are less well qualified. "This has an influence on the figure for per



Evaton school . . . the parents have to pay

schools (R85m) will go on teachers' salaries, with part specially earmarked for the phasing out of the double session system through the creation of new teaching posts. (Under double sessions — which last year affected 913 000 pupils — one teacher takes two classes, one in the morning and the other in the afternoon.)

The changes in salaries announced recently by Cruywagen will narrow the salary gap between black and white teachers: Africans will now earn an average of 67% of the pay of their white counterparts, as against 58% in 1974. Actual salaries of African teachers are to rise by between 25% and 58%. And because the key scale is now identical for all population groups — viz increments are the same for comparable qualifications — the gap cannot widen again, according to the department.

Low salaries are of course one of the major reasons for the severe shortage of African teachers. The department refuses to disclose salary scales. But Thamsanqa Kambule, the prominent Soweto educationist, points out that "the vast majority of teachers fall in the lowest income

capture expenditure on Africans," he tells the *FM*. But, this, of course, is yet another result of the inadequacy of spending on education and the State's failure to train enough teachers. Only about 16% of African teachers have actually matriculated. R3,6m of the budget will go on teacher training.

Another recipient of an increase from the budget is spending on text books — a step towards free compulsory education. The increase here is from R2,5m to R3m. Senior secondary schools will get all their textbooks free, although pupils will still have to buy their own literature networks. Also free are textbooks for about 80% of the subjects taught at junior secondary level, while the lower standards get textbooks in only a few subjects.

"We start providing free books from the higher levels first because senior textbooks are far more expensive," says Engelbrecht. And Joubert Rousseau, Secretary for Education and Training, hopes to provide free textbooks for the rest of the primary school subjects this year.

Three year establishment programme

During the first year of operation the Fisheries Section does all the stocking and sampling. The rate of feeding is 10% of the weight of the fish in the first year of production. During the second year of production the fingerlings supplied. During the third year of production the fingerlings supplied. During the fourth year of production the fingerlings supplied.

School accommodation in Zweletemba location

436. Mr. P. A. PYPER asked the Minister of Education and Training:

Whether there is school accommodation for (a) primary school and (b) secondary school pupils in the Zweletemba location, Worcester; if so, (i) how many pupils attend each school and (ii) how many class-rooms are available.

The MINISTER OF EDUCATION AND TRAINING:

- (a) Yes.
- (b) Yes. A secondary school was registered in this township. As no secondary school buildings have as yet been erected, the school board concerned requested permission to use the buildings of the higher primary school as a temporary measure. This was approved by the Department. This implied that the platoon system was introduced as requested.

We sell the fish as soon as they are sold. They are sold live/weight. Each fish is charged of the daily weight, general control.

During the second year of production the fingerlings supplied. During the third year of production the fingerlings supplied. During the fourth year of production the fingerlings supplied. This committee is for all the fisheries activities. This committee is for all the fisheries activities. This committee is for all the fisheries activities.

Fisheries Committee

In each village there is a Fisheries Committee. This committee is for all the fisheries activities. This committee is for all the fisheries activities. This committee is for all the fisheries activities.

585

FRIDAY, 7 APRIL 1978

586

proved by the Department. This implied that the platoon system was introduced as requested. The South Western Cape Bantu

Affairs Administration Board will erect the secondary school as soon as their application for a loan has been approved.

At present

Lower primary school	(i) 1	(ii) 219	16 (Double session)
Higher primary school		727	10
Junior secondary school		401	Platoon system

times reluctant to pay the Fisheries Section for its technical advice.

Involvement of the villagers

The villagers have to do the work themselves. We used to send the staff from here quite far, up to 90km, to do the sampling. Now most villages (but not all) are doing the sampling themselves. This is a good thing not only because it saves money but also because it increases the villagers' involvement in the fish farming.

Ideally, the villages will be taking full responsibility for the fish ponds after 3 years. But that is not likely to happen since people don't have the education to work out things like stocking rates, feeding rates, etc. We hope to get to that stage eventually but it will require a lot of training.

ANSWER 9 4 April 1978.

Question 15 Cols. 575 & 576.

50

X Admission of Black pupils to private schools

*15. Dr. A. L. BORAINÉ asked the Minister of National Education:

- (1) Whether he has held discussions since March 1977 with provincial Administrators on the admission of Black pupils to private schools; if so,
- (2) whether any decision was reached on the policy to be adopted; if so, what was the decision;
- (3) whether this decision was unanimous; if not (a) which Administrators opposed the decision and (b) on what grounds.

†The MINISTER OF NATIONAL EDUCATION:

- (1) Yes;
- (2) yes, exceptional cases have, on merit,

EASTERN CAPE Inland Fisheries by Anton Bok; Grahamstown.

38

TRANSKEI

X Admission of non-White pupils to private schools Madwaleni Hospital.

42

3. NOTES ON VARIOU

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

Barbel;

44

Whether any directive was conveyed to provincial Administrators during 1977 in regard to the admission of non-White pupils to private schools; if so, (a) when and (b) what was the purport of the directive.

h; Trout;

4. PROPOSED DEVELOP

the

47

or

Fis

ty,

Gra

APRIL 1978

576

EDA Aquaculture pr

†The MINISTER OF NATIONAL EDUCATION:

49

5. Addresses.

Yes;

52

6. References.

(a) December 1977;

(b) Exceptional cases have, on merit, been admitted to private church schools by the churches during past years. The Government decided in December 1977, however, that the policy is and stays: "separate schools but in respect of private church schools exceptions can, in exceptional cases of merit, be made in consultation with provincial authorities and the schools concerned".

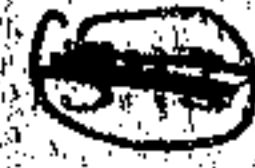
53

Dr. A. L. BORAINÉ: Mr. Speaker, arising out of the hon. the Minister's reply, could he please tell us what the response in the various provinces concerned was to that directive?

The MINISTER: Mr. Speaker, the hon. member may table that question. Part of the reply will be given in my answer to the next question.

Emdeni's message

STAR 11/4/78



50

WHATEVER crises have developed around Soweto's schools — and thankfully that situation at last seems to be returning to normality — one of the township's prime needs remains education. Better education: education which will help equip more young blacks for the better South Africa which will surely emerge from today's turmoil.

Hence the continuing need for efforts like The Star's TEACH campaign, which to date has collected nearly R1,7-million from readers for building schools in Soweto. That Soweto appreciates such efforts is beyond question. One incidental pointer is that the 43 TEACH schools were scarcely touched during all the township arson. It is more

testimony, perhaps, that the fund is fulfilling the secondary object with which it set out six years ago — not only to build schools but to build bridges across the racial gulf.

The three-school Emdent complex opened in Soweto last week is one more solid symbol of this bridge-building. The R300 000 cost was raised in conjunction with the Johannesburg College of Education and a co-ordinating committee working with big business, trust funds and generous individuals. Their effort is an investment in human potential and interracial goodwill. As the black principal of a TEACH school remarked last year: "If you do not build schools you will end up building prisons."

Tony Spencer-Smith

TWO LECTURERS in the University of Cape Town Medical School's Department of Physiology and Medical Biochemistry claim that in one examination system in use at the school, a student who hands in a blank answer sheet obtains a mark which puts him in the top 20 percent of the class.

Their bombshell statement is made in the first issue of a new university publication, *Methomix* and has already evoked strong controversy.

Methomix is put out by UCT's new Teaching Methods Unit, established to help improve the quality of teaching and learning.

Authors Charles Melzer and Dr Johan Koeslag, say that in another system in use at the medical school, a student ignorant of the right answers to the more difficult questions can still get three times as many marks for these questions as are awarded for the knowledgeable student's success with the "easy" questions.

These seemingly impossible situations arise in the multiple choice question (MCQ) type of examination, which the authors say has "proliferated profusely during the last years".

They write: "Clearly any form of marking that allows for such discrepancies, and does not award zero marks for ignorance, no matter how it is expressed is, both preposterous, and dangerous since it makes nonsense of any score that the student might attain."

The two men are members of a special Medical Faculty Committee looking at the whole issue of MCQ exams.

Matric

The committee chairman, Professor Edward Keen, head of the Department of Anatomy, said the article was in a publication intended only for internal circulation among the staff, and he therefore did not wish to comment publicly.

But he added: "The dispute about MCQ examinations is a real one and therefore we have this committee going into it."

"We are dealing with differences of opinion, and I'm sure the matter will be resolved, and the committee will be able to arrive at some sort of general policy."

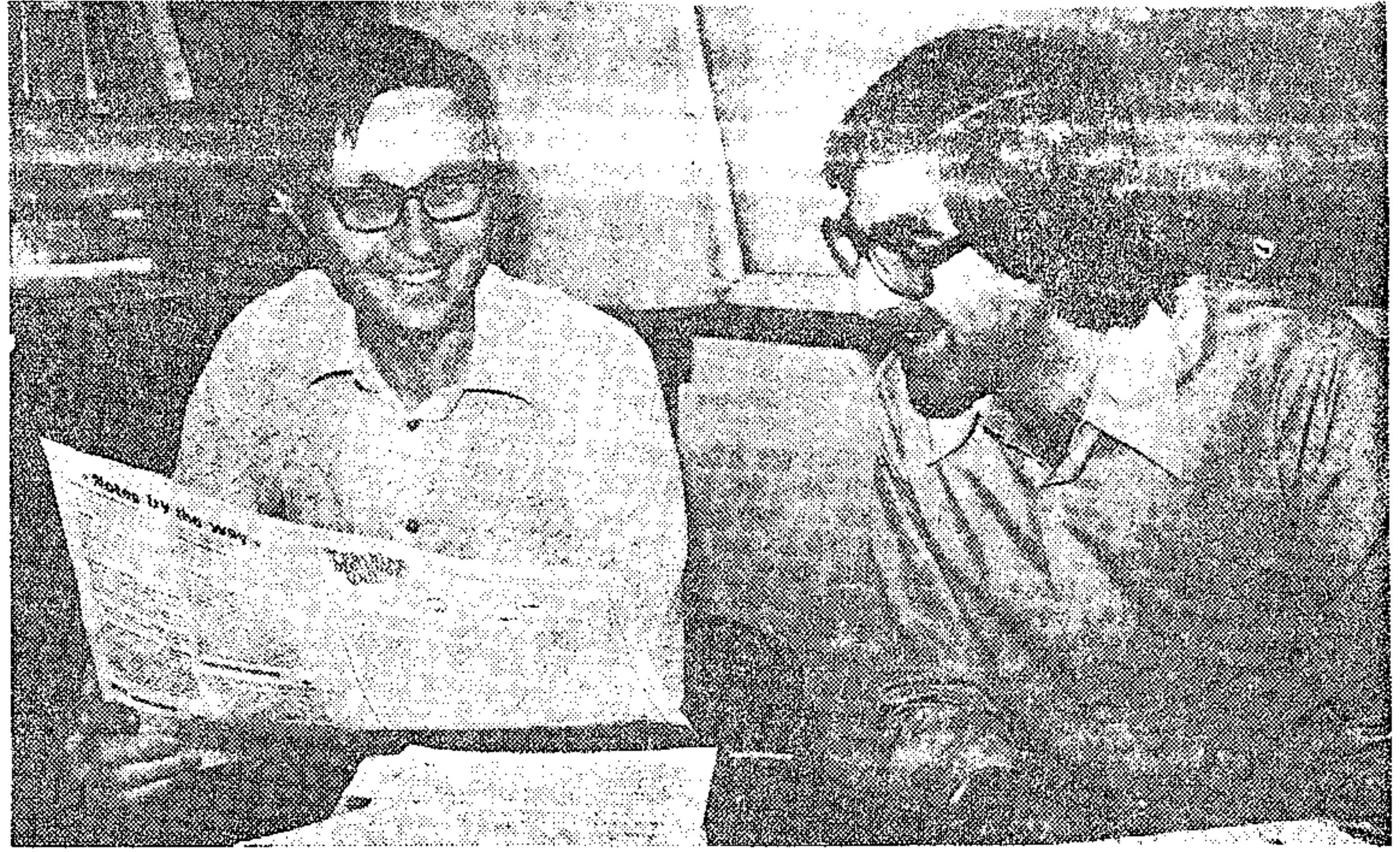
"There is no question of MCQ papers being scrapped, but they do have to be handled properly."

Professor David McKenzie, Dean of the Faculty of Medicine and Professor of Medical Education at UCT, said criticisms of examinations such as those in the *Methomix* article were obviously of concern, and were being studied by the committee.

He said the public should not think that the fact that certain types of MCP systems might be open to criticism meant that the MCQ type of exam as a whole was useless.

"This is a developing science and not even the computer experts have all the answers yet. There have certainly been a number of criticisms from various quarters of aspects of some MCQ papers, and the committee is looking into the whole issue."

Dr Koeslag and Mr Melzer say the MCQ system in which students say whether statements are true or false — can be were problems with badly correctly applied, and this is by no means always the case at the medical school.



Dr Johan Koeslag and Mr Charles Melzer with their bombshell exam expose

IT'S THE BLANK LOOK

Or how to tackle a test without understanding it . . .

In an interview this week, they told me there was problems with badly constructed MCQ exams throughout the university, at other universities and even at matric level.

In fact, the dangers were worldwide, they said. Mr Melzer said: "We have looked at these exams from a scientific basis. Many people use their practical experience in trying to argue with us."

"It is very difficult to change people's ingrained attitudes. I wonder whether people are really listening to us, although some attempts have been made to rectify the sort of situations we are pointing out."

Mistakes

"Everywhere, there is a lot of room for improvement. Wherever there are MCQ exams people tend to fall into these mistakes."

The lecturers say in their article that there are many other problems besides the marking system.

They write: "Students rightly complain that MCQ papers are usually riddled with ambiguous, unclear, confusing and unfair questions."

"To set an MCQ paper requires as much thought and effort on the part of the whole academic staff of a department as does the marking of an ordinary essay-type paper."

The ridiculous situation

can even occur where more students get a question wrong than right, even though if all the students guessed the answer randomly 50 percent would get it right.

Errors

They explain that in the simple true-or-false type of question, if all the students were totally ignorant of the correct answer, 50 percent should get it right and 50 percent wrong.

The two men said in the interview that while problems with MCQ exams could never mean that a student passed a subject which he should fail, because of all the different ways in which the students were assessed, errors in these exams could

sometimes make a difference between say, a second and third class pass.

They explained that examiners ran into trouble with MCQ papers the minute they started fiddling with the basic systems. They told me: "Often excessively high penalty points for wrong answers give a distinct advantage to the student who does not answer questions."

"If the exam is a very difficult and demanding one, you can get a situation where a student who hands in a blank sheet gets total marks in the upper level of the class because he incurs no penalty points."

They say the matter is not remedied by insisting that students have to

answer at least 10 percent of the questions.

They say that a student who knows how the particular exam system operates and who is basically ignorant of the subject, could work out a strategy to cope with an MCQ paper.

Depending on the system, the advantage could lie in marking the questions which he doesn't know as all true: making random guesses or leaving them blank.

"After all," said Mr Melzer, "if a student has nothing to lose, he may as well go for the system rather than the right answers."

In addition, they say, an alert student can often come close to pinpointing the right answer just by using a little logic and without having any actual knowledge.

They put me through a test and without any knowledge at all I was able to give the right answer.

USA
50

Call for visits by white pupils to black schools

The regional director for education and training in Johannesburg, Mr Jaap Strydom, wants white schoolchildren to visit black schools in Soweto.

In an interview yesterday with SABC-TV at a South African Bureau of Racial Affairs (Sabra) congress in Potchefstroom, Mr Strydom said that, to improve understanding between whites and blacks, it was important that such visits should be made. Then the white children could see what facilities were available to black children and what their environments were like.

He also said that, as all black children learned English and Afrikaans, it was time white children began learning at least one black language.

In another interview, the chief director of the Western Transvaal Administration Board, Dr P. J. Riekert, said one of the ideas behind community councils was that they should train people who might go to their homelands and use their newly-acquired knowledge to develop their own countries.

Sisters must go to school, learn Sotho - TED

The Director of Education has informed the parents of two girls, suspended from school for refusing to learn North-Sotho, that they must attend school and learn the language.

The Healey sisters, Marjory (12) and Elizabeth (10), of Bronkhorstspuit, were suspended from the Cullinan Primary School last month when their parents refused to allow them to take part in the compulsory conversational North-Sotho lessons.

Last year instead of North-Sotho the girls took extra Afrikaans. But this year when the acting principal of the school insisted they attend North-Sotho classes they were kept out of school on the days the subject was taught.

LETTER

In a letter from the Director of Transvaal Education, Professor J H Jooste, Mrs Anne Healey, the girls' mother, was informed that her children must attend school when schools reopen on April 25.

They would be re-admitted to the Cullinan Primary School, or any other public school, if they complied with the regulations. Specifically:

- they must attend school regularly;
- they must adhere to the instructions of the principal, acting principal and teachers;
- they must participate in all components of the curriculum.

The letter said Mrs Healey would understand that the habitual refusal to comply with regulations endangered the maintenance of proper standards of moral conduct, discipline and social well-being, which could not be allowed.

The Healeys' lawyer, Mr Mike de Necker, said that if the department did not allow the girls to continue studying privately the matter would probably go to court.

programme introduced in 1976 by the then Department of Bantu Education thus appears to be gathering momentum.

The programme's first priority is to upgrade underqualified teachers (only 16% of African teachers have actually matriculated). So severe has the shortage of teachers been that the department for many years accepted teachers with as little qualification as Standard Six plus three years' teacher training. Even today, Standard Eight plus two years of teacher training are acceptable qualifications.

According to the department — now renamed Education and Training — 266 teachers were studying for their Standard Eight certificates during 1976, while more than 2 300 were busy with matric. The need to upgrade teachers' qualifications is thus urgent.

Other aims of the programme are to provide literacy training, and education for adults who never completed their schooling. Courses include primary as well as Standard Eight and matric-level subjects.

The programme is specifically geared for urban adults. Preparatory arithmetic, for example, is approached through problems on bus fares, income tax, and the like, while the reading of newspapers is part of the communication course.

Twenty state-run main centres have been set up throughout the country, supplemented by 52 "satellite" centres. This year the department hopes to increase the number of main centres to 35. According to Philip Engelbrecht, the department's chief adult education planner, almost 3 000 adults enrolled for courses last year.

Classes are usually held in the afternoons and early evenings in ordinary school buildings. Electricity charges are met by school fees, but other costs are borne by the department itself. Engelbrecht says that funds are adequate: R1,4m has been budgeted for adult education this year.

Teachers' pay remains relatively low, however. The department employs a full-time principal at each main centre on the normal salary paid to school principals. Other teachers get R2,80 an hour at primary school level, and R3,80 at high school level.

Philip Mcunu, supervising teacher of the adult education centre at Soweto's Mncube school, says that the teachers are not dissatisfied. "They do it as a labour of love," he tells the *FM*.

The 865 teachers employed by the department in the adult programme are generally drawn from day schools, al-

ADULT EDUCATION

50

FM 21/4/78

Better late than never

It's never too late to learn, particularly when you were deprived of education during childhood. The adult education

though some come from industry. Mcunu himself, who supervises 400 pupils at night, works as a clerk by day.

The department has actually been able to reduce the fees paid by pupils at the centres: current charges are R1 a year for literacy and preparatory courses, and R4 for the higher courses.

To call the programme adult education is sometimes a misnomer, however. Many children of school-going age attend the night classes. More than 80% of the night pupils at Mncube fall into this category.

There is ample scope for broadening the scheme, especially in hostels. Hostel-dwellers sometimes find it difficult to get to the centres. At Denver, part of a hostel has therefore been converted into 14 classrooms.

50

No. R. 774

21 April 1978

INDIANS EDUCATION ACT, 1965

(ACT 61 OF 1965)

CORRECTION NOTICE

The following correction should be made to the English text of the regulation published in Government Notice R. 275 of 17 February 1978:

For the expression "R. 275" where it appears in the last line, substitute the expression "R. 276".

No. R. 774

21 April 1978

WET OP ONDERWYS VIR INDIERS, 1965

(WET 61 VAN 1965)

VERBETERINGSKENNISGEWING

Die volgende verbetering moet in die Afrikaanse teks van die regulasie gepubliseer in Goewermentskennisgewing R. 275 van 17 Februarie 1978, aangebring word:

Vervang die uitdrukking "R. 275" deur die uitdrukking "R. 276" waar dit in die voorlaaste reël voorkom.

DEPARTMENT OF INDIAN AFFAIRS

No. R. 773

50

21 April 1978

INDIANS EDUCATION ACT, 1965

REGULATIONS RELATING TO THE GRANTING OF FINANCIAL OR OTHER MATERIAL ASSISTANCE TO PUPILS AND STUDENTS

The Executive Committee of the South African Indian Council has, in terms of section 33 (1) (p) of the Indians Education Act, 1965 (Act 61 of 1965), read with section 10A (4) of the South African Indian Council Act, 1968 (Act 31 of 1968), and Government Notice 7 of 2 January

70381—B

DEPARTEMENT VAN INDIËRSAKE

No. R. 773

21 April 1978

WET OP ONDERWYS VIR INDIËRS, 1965

REGULASIES BETREFFENDE VERLENING VAN FINANSIËLE EN ANDER MATERIËLE HULP AAN LEERLINGE EN STUDENTE

Die Uitvoerende Komitee van die Suid-Afrikaanse Indiërraad het kragtens artikel 33 (1) (p) van die Wet op Onderwys vir Indiërs, 1965 (Wet 61 van 1965), gelees met artikel 10A (4) van die Wet op die Suid-Afrikaanse Indiërraad, 1968 (Wet 31 van 1968), en Goewermentskennisgewing 7 van 2 Januarie 1976 die regulasies afgekondig by

5996—2

Compulsory education (50) for Indians from 1979

Political Staff

HOUSE OF ASSEMBLY. — Compulsory education for Indians on the same basis as for whites will be introduced on January 1, the Minister of Indian Affairs, Mr Marais Steyn, said last night.

He gave no further details of the move which, he said, was being made at the request of the Indian Council.

Mr Steyn also made two further important announcements — that the Indian housing backlog will be wiped out in five years with a special cash injection and that registration for Indian elections had succeeded spectacularly in spite of boycott manoeuvres by a section of the community.

He said that when the first registration drive ended last year 68,4 percent of eligible voters had been signed up. This figure had increased to 71,5 percent in a supplementary registration which was continuing.

Education Act, 1953 (Act, 47 of 1953), further amended the regulations published under Government Notice R. 218, dated 21 February 1964, as follows:

1. Regulation 8 (5) is hereby amended by the substitution for the words "six rand (R6)" in the third line of the words "ten rand (R10)".

2. Regulation 9 is hereby amended by—

(a) the insertion of the following subregulation after subregulation (6):

"(6A) Subject to the approval of the school committee, the treasurer may keep a petty cash account not exceeding ten rand (R10) according to an imprest system, and replenishment of petty cash shall be on demand per cheque and transactions shall be duly entered in the petty cash book."; and

(b) the substitution for subregulation (7) of the following subregulation:

"(7) In addition the provisions of subregulations (4), (6), (8), (9) and (10) of regulation 8 shall also be observed by school committees in so far as those provisions refer to the administration of school funds."

Amendment Slip 83 of Part II]

van 1953), aan genoemde Minister verleen, die regulasies afgekondig by Goewermentskennisgewing R. 218 van 21 Februarie 1964, soos volg verder gewysig:

1. Regulasie 8 (5) word hierby gewysig deur die woorde "ses rand (R6)" in die tweede reël deur die woorde "tien rand (R10)" te vervang.

2. Regulasie 9 word hierby gewysig—

(a) die volgende subregulasie na subregulasie (6) in te voeg:

"(6A) Met die goedkeuring van die skoolkomitee kan die tesourier 'n kleinkasrekening van hoogstens tien rand (R10) volgens die voorskotstelsel hou en aanvulling van die kleinkas moet op aanvraag per tjek geskied en transaksies moet behoorlik in die kleinkasboek ingeskryf word."; en

(b) subregulasie (7) deur die volgende subregulasie te vervang:

"(7) Origens moet die bepalinge van subregulasies (4), (6), (8), (9) en (10) van regulasie 8 ook deur skoolkomitees nagekom word vir sover dit op die administrasie van skoolfondse betrekking het."

Wysigingstrokie 83 van Deel II]

No. R. 839

50

28 April 1978

DEPARTMENT OF EDUCATION AND TRAINING
AMENDMENT OF THE REGULATIONS REGARDING THE ESTABLISHMENT, CONTROL AND ADMINISTRATION OF SCHOOL FUNDS AT COMMUNITY SCHOOLS

The Deputy Minister of Education and Training, acting on behalf of and on the instructions of the Minister of Education and Training, has, by virtue of the powers vested in the said Minister by section 15 (1) of the Bantu

No. R. 839

28 April 1978

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

WYSIGING VAN DIE REGULASIES BETREFFENDE DIE INSTELLING, BEHEER EN ADMINISTRASIE VAN SKOOLFONDSE BY GEMEENSKAPSKOLE

Die Adjunk-minister van Onderwys en Opleiding, handelende namens en in opdrag van die Minister van Onderwys en Opleiding, het kragtens die bevoegdheid by artikel 15 (1) van die Wet op Bantoe-onderwys, 1953 (Wet 47

267
250

Anxiety over 250 bursaries from Polaroid

Staff Reporter

MORE THAN 250 black students could be seriously affected next year if Polaroid decides against renewing its yearly education grant of R43 000, the director of the SA Institute of Race Relations, Dr Fred van Wyk, said yesterday.

Dr Van Wyk said that the institute, which administers the grant, was worried that the giant American film and camera manufacturer might be considering such a move "as we have had no replies to communications on this sub-

ject from them, and because of the corporation's decision in November last year to terminate its relationship with its South African distributor, Frank and Hirsch."

Dr Van Wyk said that as far as students now in their final years of high school were concerned, alternative means of financing bursaries could be planned. It was funds for the more than 250 bursary-holding students now in the middle of post-matriculation studies — "the people in the pipeline" — that he was worried about. Their studies

would be seriously jeopardized if the money is not forthcoming next year.

Last night Polaroid's director of community relations, Mr Robert Palmer, said from the corporation's headquarters in Cambridge, Massachusetts, that he would not "presume to guess about what is going to happen in 1979".

"We gave 1978's grant at the end of last year," Mr Palmer said, "and next year's grant will be reviewed in November — which is the month in which we make our annual review of all our commitments. That's all I can say to you".

Withdrawal

Polaroid's decision to allocate money for the education of South Africa's black population groups was announced in 1971. In November last year the company announced that it would withdraw from this country following allegations that its South African distributor, Frank and Hirsch, sold film and equipment to the SA Defence Force and Bantu reference bureaus.

The chairman of the institute's educational trust in the Western Cape, Professor H Pollak, said that between 25 and 30 coloured bursary holders now at universities and at the Peninsula College for Advanced Technical Education would be affected if the money is not allocated and if money cannot be raised elsewhere.

"If we don't get the money we'll probably be able to issue a maximum of ten bursaries only next year," Professor Pollak said.

"What I'm doing now," she continued, "is trying to work out what we'll be able to manage without the money. I'm exploring every avenue to see if we can get money from other sources. We're not breaking business. We'll have to cut our programme to one fifth its present size."

Mrs Helen Sarrin, who is one of the trustees of the Polaroid fund, said last night that she hoped the grant would be continued next year. "It's doing excellent work. We'll just have to wait and see what happens in November," she said.

In from the cold

(50) FM 28/4/78

The shortcomings of black education are well known. But there are also welcome signs of progress

The name has changed. A new, younger minister has moved in. The budget has gone up by a fifth. And the old legislation is to be rewritten. At last, African education is beginning to make the long journey in from the cold.

Tabled in Parliament this week, the 1977 report of what is now the Department of Education and Training (DET) says that good progress has been made in moving towards compulsory education for Africans. Secretary for Education and Training Gideon Rousseau tells the *FM* that the idea is to start on an area-by-area basis, depending on local circumstances. His minister, Willem Cruywagen, has mentioned Port Elizabeth as a likely starting-point.

Among the conditions to be taken into account are sufficiency of classrooms and teachers, and whether most of the eligible children in each area are already at school. According to Rousseau, DET's regional directors have been instructed to investigate the situation in each area. He adds: "We need the co-operation of parents to introduce compulsory education. This is very important. We do not anticipate any resistance, though in some areas, where parental

discipline has broken down, there may be problems."

Rousseau points out that the requirement introduced last year that parents who enter their children in schools sign an undertaking to keep them there for at least four years was aimed at "educating parents." At the time, the African Teachers' Association of SA (Atasa) commented 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."

Free text-books

Agrees Rousseau: "Free education must come in at the same time as compulsory education." He envisages that by the end of the year all black pupils will be getting all their school text-books free. DET's next step would be to provide set-works free. "This is a very expensive venture, since a set-book might be prescribed for only one year." Rousseau estimates the cost at an extra R1m a year. Stationery is not provided by DET. "We have not touched this yet," says Rousseau. "We still have to investigate actual needs in each class."

Along with its moves to phase in compulsory education, DET is lowering the school starting-age of Africans from seven to six (which is the age at which whites start school). Here, too, DET is acting step by step. This year, the starting age is six-and-three-quarters; next year it will be six-and-a-half, dropping to six in 1981. In fact, says Rousseau, pupils in some areas have been admitted to Sub-standard A below the regulation age. But "as long as they can be accommodated," DET turns a blind eye.

When the then Department of Bantu Education took over from the mission schools in 1955, it inherited a huge education backlog. Less than half the African children of schoolgoing age were at school. The proportion is now approaching three-quarters. DET has thus come halfway towards universal education.

It has, indeed, now reached the stage where practically all black children at least start school. The problem is keeping them there. Progress has, however, been made, since what Rousseau calls "the secondary education explosion" began in 1967. In the 10 years since then, he tells the *FM*, secondary enrolment has grown

'Hike tax to aid black ^{RAM} schools' (50)

Staff Reporter

A RHODES UNIVERSITY lecturer, Dr James Mulder, has urged increased taxation to eliminate inequalities in educational standards.

Dr Mulder outlined his proposals in the current edition of the Black Sash magazine, Sash.

Bringing black and white educational standards on par would contribute towards social change in the country, he said.

"We can mount a campaign to lobby the various political parties to adopt a policy of increased taxation and to earmark the money for the improvement of black educational facilities and standards."

Black education could not improve unless the educational standards of black teachers were improved.

"Far too many of them have not matriculated and very few of them have received a university education," Dr Mulder said.

"I therefore want to suggest that we not only tax ourselves in the way I have suggested but that we use this money to employ and to raise the educational standards of the black teachers."

DD. 2315/76

English course for teachers (50)

GRAHAMSTOWN — The Government and the 1820 Settlers National Monument Foundation will cooperate to mount a training course for black teachers of English.

The course will be held at the monument from July 4-7.

The project was initiated by the monument foundation with the support and co-operation of the Department for Education and Training (formerly Bantu Education) and the Ciskei Department of Education.

The intention is to provide a refresher course for senior black English teachers throughout the Cape and the Ciskei. Emphasis has been placed on the 1979 prescribed works for the National Senior Certificate.

Lectures will stress the methods available to the teacher in projecting the information to the students.

The role and use of modern teaching methods, particularly tape recorders and films, will

form an integral part of the programme. Lectures will be supplemented with demonstrations in which problems likely to be encountered in the classroom will be exposed and discussed.

Delegates will attend two lectures at the international conference, The Road Ahead, which is running concurrently with their course. These lectures are concerned with black education, and education in a plural society, and feature two overseas experts in comparative education.

Evening entertainment for the delegates will be provided by some of the large variety of presentations offered by the Sharp Festival of the Arts also running in that week. Of particular interest is the one-man show by Leslie French, the famous British actor, who will be presenting excerpts from Shakespearian plays.

The Secretary for the Department of Education and Training, Mr Rossouw, recently visited the monument

Education as a tool to curb violence

56

The traditional education system (ours and most Western countries) must take its share of the blame for the violence which has become commonplace in modern industrial society.

The most disturbing aspect of this violence is that it is not limited to groups who are economically deprived, or frustrated by social factors such as racial prejudice or the suppression of minority groups.

Britain is a good example: state welfare has virtually eliminated poverty, but violence has become a major social problem. Studies are being carried out in an attempt to find out what motivates the soccer "fanimals" whose violence has become a national problem. Time magazine recently quoted Oxford Psychologist Peter Marsh's view that the soccer hooligans' violence is "a cathartic release from the drabness of weekday working-class life."

People who resort to violence to release tension obviously lack the maturity to be able to fill their leisure with meaningful creative activity. The little education they have had leaves them empty of the "higher" human qualities.

We in this country are also committed to modern industrial society. Our education system shows few signs of preparing the young for life in such a society.

Our children are fed on a diet of knowledge which is limited, almost entirely to finite factual material; even literature in the final school years is mostly 'done' for examination purposes. In short, we are producing people, the vast majority of whom are prone to violence because they are either bored and apathetic, or cynical after having the flame of enthusiasm, wonder, joy and reverence extinguished in them.

Is an effective human education possible?

The greatest obstacle to introducing a new approach into a large state-controlled system is the resistance to change inherent in all bureaucracies.

Probably the most effective method of initiating a new Human Education programme, therefore, would be to develop it as a complement to the traditional system. The possibilities are tremendous: community projects, service organisations, private enterprise, municipal and state agencies could all make a contribution.

The first aim of such an education would be the

JOHN WOODLEY, a Johannesburg educationist, says that people who resort to violence to release tension obviously lack the maturity to be able to fill their leisure with meaningful creative activity.



John Woodley, educationist, says that people who resort to violence to release tension obviously lack the maturity to be able to fill their leisure with meaningful creative activity.

der in people who are unable to recharge it in an untouched natural setting. There are surely many ways in which city dwellers' eyes could be opened to the wonders, both natural and man made, that surround them.

Part of the answer lies with urban planners. There is plenty of scope for making our cities and towns gentler, more human and beautiful places. The Johannesburg Parks Department, for instance, is doing a fine job in this respect, but there is a great need for many other services and amenities. For example, there is a dearth of harmonious music and sounds in our city centres (and suburbs). A small start in this respect could be made by replacing alarm bells and sirens in schools and places of work with genuinely musical bells and chimes, and by having bells in the suburbs.

Another aim of human education would be to provide people with knowledge which would convince them that reality extends beyond the world of the senses and three-dimensional matter. This is a field which lends itself to extravagant claims and crankiness.

There is a great deal of fascinating and thoroughly authentic knowledge which is potent enough to convince even the most sceptical mind that the world and human existence are far more mysterious than most compilers of syllabuses apparently ever dreamed.

Such knowledge encourages a healthy humility — most important as an antidote to the arrogance which the knowledge of traditional education tends to breed.

preservation of the people's sense of wonder. Good work is already being done in certain fields by state departments, voluntary organisations and a few private educational undertakings (camps, wilderness trails, nature schools) but these activities are still on too small a scale, and it is also important that the scope of "wonder" education should be extended beyond the study of wilderness areas and going on trails and safaris.

The hard fact of the late 20th Century life is that the great majority of people who live in modern industrial societies are city dwellers, and it is almost entirely in the cities that the apathy, cynicism and violence that threaten us are bred. An effective human education must therefore be potent enough to stimulate and preserve the sense of won-

Household 18 9 June 1978
Question 16 Col. 907.

50

907

FRIDAY, 9

✓ Expenditure on Black pupils in White areas of Republic

*16. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

What was the average per capita expenditure, excluding expenditure of a capital nature, on Black pupils in the White areas of the Republic during the financial year 1976-'77.

†The MINISTER OF EDUCATION AND TRAINING:

R48,55.

~~Crossroads squatter camp~~

~~*17. Mrs. H. SUZMAN asked the Minister of Police:~~

~~(1) Whether police arrested any persons in the Crossroads squatter camp on 5 June 1978; if so, (a) how many and (b) on what charges;~~

~~(2) whether (a) tear-gas was used or (b) shots were fired during the operation; if so, for what reasons.~~

~~The MINISTER OF POLICE:~~

~~(1) No, no arrests were made by the police.~~

~~(2)(a) and (b) Yes. Because lives were endangered and property was damaged by a riotous crowd.~~

Hanserd 18 9 June 1978.
Question 740. Cols. 920.

50

Expenditure on Coloured pupils

740. Dr. F. VAN Z. SLABBERT asked the
Minister of Coloured Relations:

What was the per capita expenditure, excluding expenditure of a capital nature, on Coloured pupils in the Republic in (i) primary and (ii) secondary and high schools during the financial year 1976-77.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

(i) R144,42.

(ii) R237,73.

Hansard 18 9 June 1978
Question 14 Col. 906

50

Expenditure on Coloured school pupils

*14. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

What was the per capita expenditure, excluding expenditure of a capital nature, on Coloured school pupils in the financial year 1976-'77.

†The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answer to the question is as follows: R157,59.

I should also like to bring to the hon. member's attention the reply to his written question, No. 740, which will become available today.

Hansard 19 13 June 1978.
Question 738

50

Expenditure on Black pupils in Republic X

738. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

What was the per capita expenditure, excluding expenditure of a capital nature, on Black pupils in the Republic, excluding the homelands, in (i) primary and (ii) secondary and high schools during the financial year 1976-'77.

The MINISTER OF EDUCATION AND TRAINING:

It is not possible to furnish accurate figures as expenditure is not recorded according to school categories. The approximate cost of training per pupil, based on the expenditure during the 1976-'77 financial year and the enrolment in 1976 is as follows:

(i) R41,40 (primary schools).

(ii) R156,50 (secondary schools).

Cape Times 17/6/78 50

German school plans to open to all

CAPE TOWN'S German School is planning to open its doors to black and coloured children.

At a meeting this week, two thirds of the parents, teachers and school committee members who attended, accepted a proposal to launch a special three-year diploma course in German for children of all races, with a view to admitting as pupils those who master the language.

The chairwoman of the school committee, Mrs I Fischer-Buder, said yesterday that a number of parents had opposed the project because "they were afraid the school would be over-run".

She denied that the decision to open the

school to all races had been taken because of pressure from the German Government which heavily subsidizes the school.

"This was not an instruction from the government. It was a request to examine the feasibility of the project."

Mrs Fischer-Buder said that the German Ambassador, Mr H J Eick, had attended the meeting in his capacity as a parent. He had assured the meeting that the teachers for the course, who would be sent from Germany and who specialized in tutoring foreigners would be subsidized by the government.

"We hope to start this three-year diploma course next year. We do not know yet how we will set about finding children who may be interested. The German School in

Windhoek has started a similar course and we will learn from them.

"How many children we would ultimately accept as pupils in the school depends on the school's capacity and full clearance from the authorities.

"Only those children who pass the exam at the end of the third year and those we are certain would be able to cope with our syllabus would be accepted as pupils," she said.

The course would be held in a place easily accessible to black and coloured children and would probably be held in the afternoon and on Saturday mornings, she said.

"Recent developments in South African schools have shown that there is now a

chance for us to bring our culture and language to other races besides whites and we feel we must take that chance."

The project applied to the Cape Town school only. German schools in Johannesburg, Pretoria and Natal were not involved.

Mr E Gerard, chairman of the German School committee in Johannesburg said yesterday that a similar project had been discussed a year ago.

"We did a feasibility study and decided against it because we could not find many pupils who were interested and the Transvaal education department did not approve it," he said.

ACCOMMODATION FOR SINGLE MEN IN GUGULETU: SECTION 3.	
Total Population	16 320
Total Single men	1 196
Family Units	350
Employer dormitories	846
Type of Accommodation	No. of Beds

TABLE 4.

Bursaries — an essential prop for able students in need

CAPE TIMES 19/6/78
50

By Professor HANSI P POLLAK, chairman of the South African Institute of Race Relations Educational Trust (Cape Western).

THE bursary programme of the Cape Western Region of the South African Institute of Race Relations concentrates upon promoting the upper end of African and coloured education. Its bursaries are available to post-junior certificate scholars, post-matriculation teacher and technical trainees and university students. Bursaries granted are based upon ability and need.

This year 124 applicants were received for renewals of existing bursaries and 303 for new bursaries. The 427 applications included 127 for school bursaries, 24 for teacher and technical training and 276 for university education. The bursaries of scholars and students who failed in 1977 were not renewed. Available funds made it possible to grant only 153 bursaries. It is indeed tragic that so many eager and able scholars and students were precluded from advancing their education.

The Cape Western Region of the Institute covers the area from Mossel Bay in the west to the borders of the Orange Free State, Transvaal, South West Africa and the Atlantic Ocean. In this vast region the only African schools proceeding to senior certificate are in Cape Town and Kimberley and the north-western sector of newly-independent Bophuthatswana. African children resident elsewhere must proceed to boarding schools in Ciskei or Transkei, if they desire to complete high school education.

Even where high school education is available for coloured and African day

scholars many families find it impossible to pay for the post-JC education of their children. Such economically underprivileged families include those whose main breadwinner is an unskilled or semi-skilled worker, widows, deserted wives, unmarried mothers and families where the main earner is temporarily or permanently incapacitated. In addition, families of coloured agricultural labourers in Namaqualand and elsewhere cannot keep their children at distant centralized high schools, unless some educational assistance is available. During the past years unemployment among the African and coloured communities has extended the need for educational assistance.

Post-matriculation — and particularly university — education is costly. Only a very small proportion of upper middle class African and coloured families can afford to pay the full costs of university education for their children. University education is, thus, very largely dependent upon the availability of bursaries. Able coloured students at well-endowed "white" universities have a greater chance of obtaining university bursaries than have those at the new universities specifically created for coloured and African students.

Because of the dire need for bursaries for African and coloured scholars and students, the Cape Western region of the Institute formed the South African Institute of

Race Relations Educational Trust (Cape Western) in 1971. Last year it provided 45 bursaries at a cost of R8 350.

The head office of the Institute has allocated to this region R4 500 annually from the Unilever and Loman's Trusts for post-JC African school bursaries. The American-South African Educational Trust (ASSET) allocation has averaged R18 000 over the past two years and is earmarked for African and coloured scholars, teacher and technical trainees in the Cape Western region and for coloured university students throughout the Republic.

In 1977 the combined bursary programmes of the Cape Western Institute Educational Trust and funds allocated by head office of the Institute to this region made possible the award of 204 bursaries totalling R31 497; 121 school, teacher and technical training bursaries were awarded — 76 African and 45 coloured. These bursaries totalled R10 473. The university programme provided 83 university bursaries (72 coloured and 11 African) at a cost of R20 924.

What is the future outlook? Fortunately the Institute Cape Western Educational Trust has sustained its bursary assistance in 1978 and hopes to expand considerably. In 1978 it will be spending less on school bursaries and more on teacher and technical training and university bursaries. There is, however, uncertainty regarding the future of the head office

funded local programme. The African school bursaries were available this year and will be continued in the years ahead. There is also, however, uncertainty regarding the future maintenance of the very substantial valuable ASSET programme.

The funds were derived from the American Express company and the Polaroid Corporation whose contribution was some 80 percent of the total. Polaroid withdrew from South Africa last year but made its full grant for 1978. Although approached by the Institute for some continuing support of its educational programme, it is presently not yet known whether this will be granted. To ensure that all 1977 ASSET university bursary holders would be able to complete their courses, bursaries were renewed in 1978 and R8 000 of the 1978 ASSET grant reserved for such necessary future requirements. This has inevitably meant that only a small number of new bursaries could be granted this year. The ASSET bursary scheme for coloured university students has already been drastically curtailed and should further Polaroid support fall away, will dwindle into a very limited programme.

Since 1971 24 coloured and African students obtained degrees through the assistance of the Cape Western Trust and ASSET. These degrees were conferred in medicine, chemical and mechanical engineering, law, pharmacy, social work, librarianship, arts, science, public administration and education. However great the present difficulties, it is imperative that the valuable university bursary programme should not only continue, but expand.

Self-help typing ... a new community effort to fight unemployment

EARN AND EARN

By Sieg Hannig, Labour Reporter

A self-help typing school for potential secretaries is the latest initiative in community efforts to fight unemployment in Johannesburg.

The planned school for jobless black, coloured and Indian people enjoys the support of the Civic Centre Methodist Church whose church hall has been put at its disposal.

It is the brainchild of Miss Michele Muller, group personnel officer of a large company.

"The objective is to get the jobless employed — not merely to provide training," says Mrs Muller.

"In my professional capacity I have noticed a shortage of secretaries and as a Christian I am concerned about the plight of the unemployed."

"This school is designed to alleviate both — firstly by providing training for suitable people and secondly by helping to place them in employment."

The intention is to run classes in the church hall, within easy walking distance of Johannesburg's railway station, for two hours on Saturday mornings.

These will be backed up by strictly enforced homework.

'Our objective is to get the jobless employed — not merely to provide training'

Only the best applicants will be taken on for the course which is expected to take about three months to complete, depending on circumstances.

Would-be students will have to provide proof that they are unemployed and must pass an English test and an intelligence test to prove their aptitude.

"I don't believe people want charity,

therefore we shall charge a small, nominal fee to help pay for running costs," Miss Muller said.

There is only one snag — the lack of equipment. The requirements are:

- Typewriters — manual and electric.
- Dictaphones.
- Pitman's typing manuals.

Miss Muller would like to train 30 students at a time, which would mean 30 sets of the relevant items of equipment.

But she can do with more typewriters in particular because some will be required for the students to do their homework.

She is thinking of placing typewriters at various strategic places where several students can share one typewriter for their homework.

"I am going to telephone one company



Two of the growing number of Johannesburg people who make it their business to fight unemployment are Miss Michele Muller (far left) and Miss Gail Collins. They plan to open a typing school in a Braamfontein church hall and are looking for equipment such as used typewriters.

after the other, trying to get old typewriters or money to buy typewriters and dictaphones," she said.

Miss Muller will be assisted by a colleague, Gail Collins.

The two women are well able to cope with the task at hand.

Miss Muller has a post-graduate teaching diploma and Miss Col-

lins has a secretarial diploma from Rhodes University.

Miss Muller's mother is Professor Ceciel Muller of the department of social work at Witwatersrand University and her sister, Miss Helen Muller, is a director of the Careways Child Centre.

Once the course is under way, the two women will look into the possibility of seeking more helpers to extend the Saturday

They have asked prospective students not to call them because they cannot handle applications yet. When they are ready for applications, they intend to announce this through the JOBS column of The Star.

JOBS, the Johannesburg Organisation to Boost Self-help for the

unemployed, aims to fight unemployment by supporting training and job creation through self-help efforts of the kind being mounted by Miss Muller and Miss Collins.

Contributions or appeals for assistance can be sent to JOBS, PO Box 87459, Houghton, Johannesburg 2041 (Telephone 41-5420).

But we have many hurdles to cross before we can begin to think of that," Miss Muller

Vacant ground 'can be

put to good use'

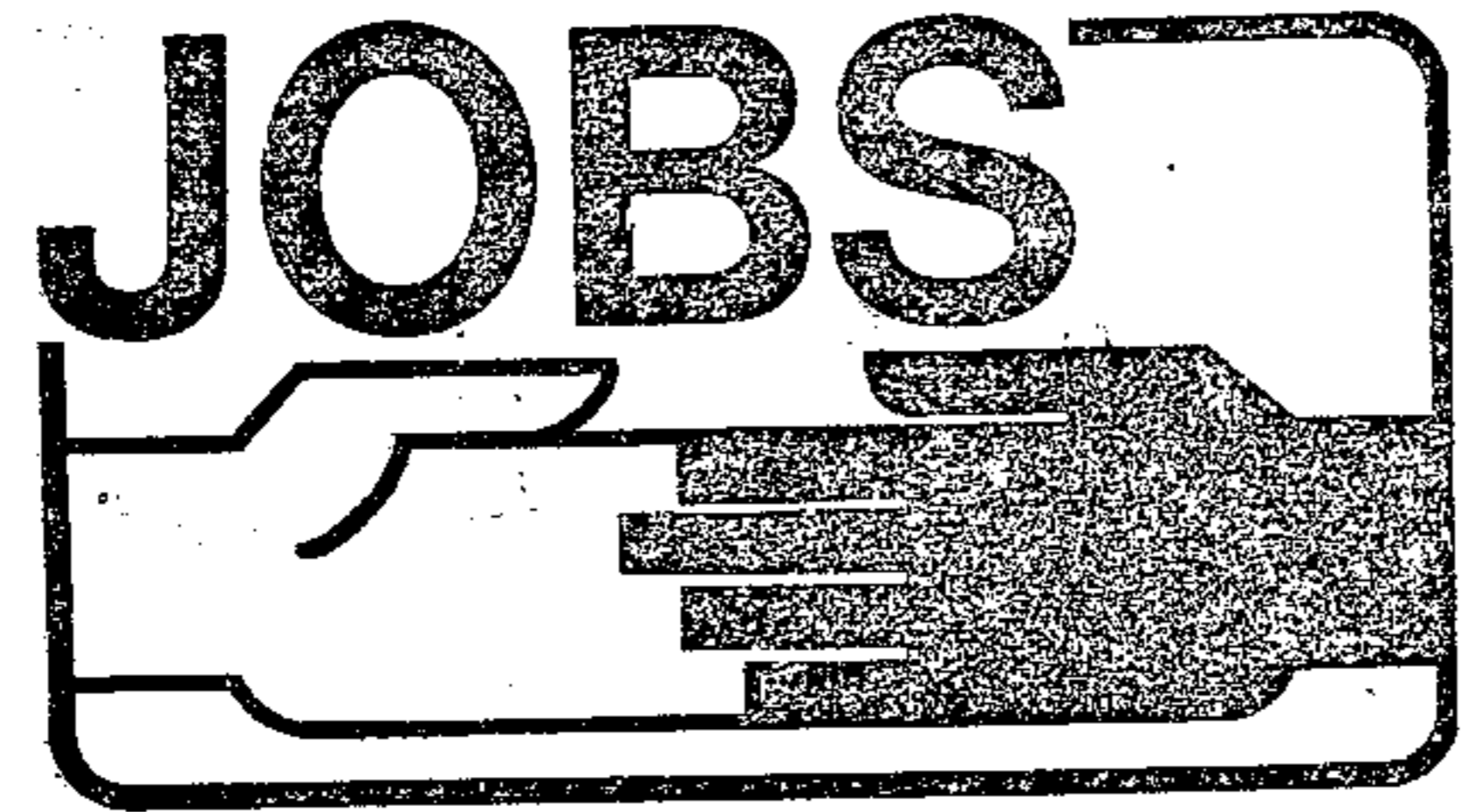
Vacant ground on church properties in Soweto could be put to use in the fight against the consequences of unemployment, says Mrs M Roux, organiser of the Grow gardening project of the Organic Soil Association.

She said Grow would help to show Soweto congregations how to grow vegetables which could be used for soup kitchens or could be given to the unemployed to combat malnutrition.

The gardens could also serve to inspire individual householders to grow vegetables, no matter how small their properties were, Mrs Roux said.

"We'll show them how to do it — but we can only help those who want to be helped," she emphasised.

Ministers of Soweto churches who want to take advantage of the offer, should call Mrs



R Bryant at 728-4662 or the Organic Soil Association at 788-7257.

Mrs Roux has also appealed for fencing needed to protect gardens which her organisation is laying out in Soweto. Offers of assistance should be made through the telephone numbers mentioned

previously. Mr Nico Malan, the West Rand Administration Board's director of housing, is the board's liaison official with JOBS, the Johannesburg Organisation to Boost Self-help for the unemployed.

One of his first acts in this capacity has

been to make an office available in Diepkloof for a citizens' advice bureau.

★ ★ ★

A former black teacher from Garankuwa, near Pretoria, who is finishing his law degree, has offered JOBS his services for a nominal salary or free of charge for six months.

★ ★ ★

JOBS is looking for shelters for unemployed people engaged in various self-help projects.

Anybody who knows of unused prefabricated buildings which could be put at their disposal should write to JOBS, PO Box 87459, Houghton, Johannesburg 2041, or telephone 41-5420 (mornings only).

Weekday

Meanwhile, the Reverend Errol Gray of the Civic Centre Methodist Church said he could make arrangements to keep the church hall open on weekdays for students who could not do homework elsewhere.

He said Miss Muller had the resources of the building as well as those of the congregation at her disposal.

"We have encouraged and supported her because we believe the church's integrity is established by this kind of action," Mr Gray said.

"We have to practise what we preach and this is a very worthwhile way of doing so."

Anybody who can help to provide used typewriters, dictaphones, Pitman's typing manuals or financial assistance should call Miss Muller or Miss Collins at 725-4900.

STAR 4/7/78

Call for 'massive overhaul' of 50 education

A "massive overhaul" of the South African education system was needed to save plans for industrial development from failure, an international congress was told in Johannesburg today.

The congress of the International Association of Commerce and Economics Students on education and manpower development for the 1980s heard from Mr M A S Corke, headmaster of St Barnabas College in Johannesburg: "All our strategies for growth and our plans for industrial development could be doomed to failure unless we are able to produce a pool of educated and motivated people who have a stake in the development of their country and who can aspire to positions of responsibility at all levels in the South African economy."

A commitment was

needed by those in power to work for the necessary change "for waiting in the wings are radicals who have little sympathy for white people, who regard the free market as the free white market, and who see a limited future for the white community in this country."

Mr Corke said: "These radicals are the products of Bantu education."

The ideal education system would be free from discrimination, stress the common South African identity of all, and recognise individuals for their worth.

It was, within the present framework, futile to talk of equalising educational expenditure. It would cost R4 700-million yearly (against the total of R960-million in 1975-76) to upgrade expenditure for all to the white level.

It's just not good enough...

MOST people classified "coloured" object both to the term and to the fact that education is racially sub-divided along racial lines.

They feel strongly that education is universal and fear that a period of schooling and training under this system will blunt their resistance to racial separation — that the system will produce acquiescent and satisfied "colouredised" people.

Concerned

On the other hand, the young are concerned that a system of education designed virtually entirely by whites for blacks will create an impediment in their identity struggle to internalise the values of black consciousness.

More and more students are developing ideological and moral objections to accepting an educational system which runs contrary

By FRANKLIN SONN
President of the Cape Teachers' Professional Association; classified "coloured".

to their fundamental beliefs, and to study syllabi which have not been designed primarily to meet their deep cultural and ideological needs.

The parallel between these kinds of ideological and moral reactions and the Afrikaner's resistance to the Milner schools of yesterday is very striking. Like the Afrikaners, blacks are increasingly beginning to feel that accepting or endorsing the current edu-

gational system is tantamount to betraying fundamental ideological tenets and beliefs.

Unacceptable

No amount of objection from whites that blacks must stop comparing their facilities with those of the white man will stop blacks from doing just that.

The admonition that comparisons are odious and

that the current disparity must be viewed in historic perspective will not induce blacks to stop insisting that it is discrimination.

They cannot accept as correct that to be white means to be a "have" and to be black a "have not". This is perceived as intrinsically and fundamentally unacceptable.

Official figures, furthermore, remind them that what is good for the white man is not good for the black man. Figures have gained symbolic value of the position of the black man in relation to the white man, and have come to

illustrate a racial hierarchy peculiar to South Africa.

The latest available figures illustrate the per capita expenditure on education for the various population groups.

Difficult

For whites it is R620 per capita a year, for Asians R330, for coloureds R177, and for Africans R41. For whites, the ratio of pupils to teachers is 20 to 1, for Asians 27 to 1, for coloureds 30 to 1, and for Africans 51 to 1.

On the basis of these figures it should not be difficult to decide which education system is superior.

In all these areas of education there has been some real progress and achievement.

What is needed now is a determined thrust forward.

...BUT IT'S BETTER

IN considering the future of education in South Africa, it is of the utmost importance not only to consider weaknesses, but to search out positive tendencies and to seek the potential strengths on which a programme of accelerated development might be built.

I believe there are certain broad areas in which, in spite of ideological restraints and limitations of resources and facilities, considerable progress has been made.

Improving

● We are well on the way towards compulsory universal education; year by year the drop-out situation is improving (albeit far too slowly); children are staying longer in school; parents' expectations for their children are rising.

Before we take the last steps towards compulsory education, however, something will have to be done about the quality of education in the primary school.

Nevertheless, and taking full cognisance of all the weaknesses, it is still no mean achievement that there are now five times as many children going to school as there were twenty-five years ago.

● One of the criteria used

By K. B. HARTSHORNE
Education planner and frequent critic of Bantu Education.

to measure the progress of education in a developing country — along with such things as teacher-pupil ratio — is the percentage of the total pupil enrolment that is to be found in the secondary school.

Until the 70s, black education in South Africa did not measure up very well against this criterion, the percentage being only about five to six.

However, in the past few years, and particularly between 1974 and 1976 when secondary school enrolments doubled, there has been a big push forward and the percentage has risen to about 12.

Welcome

In spite of all the problems this explosion has brought, particularly in the staffing of the secondary school, it is nevertheless a positive and welcome development.

The period has now passed when secondary education was for a very limit-

ed elite only. Here again there is no turning back.

● In the whole field of technical education there has been a quiet revolution in the past five years. What is of importance here is not numbers, which are still limited, but the tendencies and the possibilities in the situation which need further support and stimulus.

Vital

There has developed a whole range of institutions — the technical college, technical high school, trades school, technical centres serving groups of junior secondary schools. And for the adult, crash-course centres at the decentralised growth points, industrial training centres in the metropolitan areas, and approved in-factory training schemes earning tax concessions.

The most recent developments over the past 18 months have been in the field of general adult education, a field in which up to this time the State had

played little part.

In 1977, however, the Department set up more than 20 adult education centres, with a combined enrolment of more than 15 000, offering every level from literacy to matriculation.

It is my own conviction that it is this field of non-formal, out-of-school, continuing education which will

be of vital importance during the next 25 years.

● It is also my conviction that it is not something to be left to the Government alone, that we need a strategy that allows the engagement of all the forces and resources in the country that can contribute to the development of the adult community.

following nouns:
us
indicates possession.
be obvious from the

Conference told of plea for equal education

50

CAPE TIMES 10/7/78

THE secretary-general of the African Teachers' Association, Mr H H Dlamlenze, hit out at the inadequacies of black educational facilities when he spoke at the annual conference of the South African Teachers' Association recently.

Equal pay call for all teachers

CAPE TIMES 10/7/78
Teachers - White

THE South African Teachers' Association (Sata) reaffirmed its request to the Department of Education for equal pay for men and women teachers when it held its annual conference in King William's Town recently.

The motion was one of three concerning pay for women teachers which was adopted at the conference.

The other motions were:

- That the conference reaffirmed its request to the department to grant married women-teachers permanent appointments, and
- That the conference requested the Federal Council of Teachers' Association to urge that women teachers, who are the sole supporters of dependants, be paid the same salaries as men in the same category.

Explaining the request for married teachers to be granted permanent appointments, Mr R C Cope, the secretary-general of Sata, said that until now, married women have not been allowed permanent appointments.

Sata represents about 2 000 white English-speaking teachers in the Cape Province.

Mr Cope said that as married women were not allowed to take up permanent appointments, they were not entitled to subscribe to medical aid and pension fund schemes.

The conference reaffirmed a request to the Department of Education to open the Cape Town Teachers' College to men. Until now, only women have been allowed to register.

Sata opposed the principle of supplying free books and stationery to schoolchildren.

It decided this with a narrow majority.

The conference also decided to support any moves by the Federal Council of Teachers' Associations to investigate alternative arrangements.

He said that black children were crying out for the same education as that given to whites.

"The cry from the black is, 'Let us share'," Mr Dlamlenze said.

The annual conference of Sata was held in King William's Town between June 24 and June 27. Sata represents about 2 000 white English-speaking teachers in the Cape Province.

Mr Dlamlenze said that because there was no common national policy of education for all races, "contact and communication beyond the colour line is not there." Contact and communication was the theme of the conference.

He said that the different systems of education created different allocations of funds.

He said: Black teachers were ill-qualified. Facilities in the black schools were inadequate, and overcrowding in black schools was a common feature.

"The black children, rightly so, have grievances," Mr Dlamlenze said.

He said that Atasa advocated one national system of education hoping that equal opportunities would be given to all children.

Mr Dlamlenze said that Sata could make a contribution towards opening communication between black and white as there was no law which barred teachers meeting.

Not taught to think—fail university

South Africa's entire school system should be overhauled if the authorities want to begin solving the problem of excessive first-year university failures, says Professor Joseph Poolman, vice-principal of the Randse Afrikaanse Universiteit.

In an interview today Professor Poolman, until last year dean of the university's Faculty of Economics and Management Sciences, identified three major problems which he said affect the first-year failure rate at the country's universities:

- A school system which put its pupils through a long educational process but which did not teach them how to use their brains.

- University lecturers who, although they might be highly qualified in their particular subjects, are not trained how to teach.

- The presence at South African universities of a comparatively large number of students who should not be at universities at all.

While he stressed that South Africans should not overreact to the issue of first-year failures, Professor Poolman said it was a major issue and the authorities should "grasp the nettle," start right at the bottom and completely overhaul the school system placing greater emphasis on developing a pupil's ability to think independently.

"We have accepted the matric examination and the matric exemption system without serious question over the years as the entry qualification for a university education. The system has its shortcomings but it is only a relatively small part of the problem — there is a limit to what one can achieve by way of juggling with examinations.

Root causes

"At the root of the problem is the whole process of getting people to think. The school system does not teach people to think for themselves sufficiently. By the time many of our students reach university they have not acquired the ability to think for themselves.

"Bring me a fellow with a relatively poor matric result, but who has learned to think for himself, to separate the relevant from the irrelevant himself, and I think I have a better prospect for a university education than the chap who has done exceptionally well in matric merely by managing to remember all the facts he was taught."

Professor Poolman said the second major problem was the fact that the South African society made it possible for an unusually large number of students to enter a university — including many who would have done far better at a college for advanced technical education.



Professor Joseph Poolman of RAU talks to John D'Oliveira.

Most white people are financially able to send their children to university and with university attendance becoming a status symbol, this means that too many young men and women go to university as a matter of course, rather than because they are determined to learn.

"I'll tell you an interesting thing. Some time ago a survey undertaken by the Committee of University Principals determined that among first-year students the average time spent studying was 28 hours a week — and this included lecture time.

Can't force it

"How can you expect anybody to pass anything with that kind of effort?"

Professor Poolman said getting the university to force the students to apply themselves more would not be the answer.

"If you do that the university would become something else. One of the things a university prides itself on is the fact that the students who go there are treated as adults, not as schoolchildren.

"You cannot enforce at the university the same kind of thing you enforce at school ... you cannot allow a university to become little more than an extension of the school. The universities must retain their present characters ... but I think the school system must change so that it produces young people who know how to think and who are really motivated about furthering their educations.

"However, having said that, let me also say that it is true that the universities could do a great deal more when it comes to the actual question of teaching methods. Right at the basis of this problem is the fact that the universities do not require any form of teaching qualification when they appoint a lecturer.

"To sum up then, if you take the extremes in each case, a lecturer who is not up to scratch and a student who comes to you unable to think, then you have real trouble.

"So, while I believe we require more from our school system, I also believe that we require more from our universities in the form of teaching methods."

School system 'needs overhauling'



West German Professor Gerlind Rurik, who recently visited South Africa as a guest of the South Africa Foundation.

Black minds turned off

Professor Rurik's first response after having had a close look at the black education system in South Africa is that it should be completely destroyed and a fresh start should be made.

"That is my emotional response — and obviously we cannot do this," she says.

Professor Rurik, who lectures at the University of Dortmund, and who has visited South Africa several times, is also critical of the education system for whites.

"I am sorry that the black educational system took over all the bad methods and attitudes of the white system," she says.

One example she gives is how a black teacher stands in front of a class, with pupils sitting one behind the other at their desks. The teacher, in a severe tone of voice, says to the class: "One and one is?" But the children are sometimes too intimidated to reply.

"This is the same system as in the white schools. It is wrong. It is the worst educational way you can have. By doing this you don't open the minds of children — you

don't make them think."

She says it has the opposite effect: "You close their minds, you make them afraid."

She found that children seldom asked questions or discussed their work. Such an autocratic method seldom gives them the opportunity to ask questions "and as long as they don't learn to ask they won't open their minds."

Like soldiers

She feels this system is particularly unsuited to black children because they — especially those in rural areas — accept authority naturally. There is little purpose

in teaching them to behave like soldiers.

"Even from a white point of view it is completely wrong to have a discussion where one person stands and another sits," she says, referring to the way a teacher stands in front of a class.

She is critical of classroom furniture she saw in black and white schools. This reinforces the rigidity of the system. Instead of desks, she believes that tables and chairs should be used. These can be moved around to create different activity areas within the classroom and to make the atmosphere less formal. Under the old system a classroom is

"a discipline room — not an education room."

Professor Rurik believes that the atmosphere in our classrooms is so different from the reality of the world outside that children are not properly prepared for the future.

"These schools do not prepare people to become adults in a professional world," she says. They do not produce creative, well-formed human beings.

Cruel discipline

She says one can see how dull-eyed and bored children in higher grades are compared with those just entering school.

In some black schools she found very cruel forms of discipline. At one preschool centre she found an almost total absence of educational materials — not even paper or pencils.

Had the women in charge of them had a good training, they would know that the simplest objects can be used as educational materials.

Professor Rurik believes that the system can be reformed at comparatively little cost.

She believes that instead of having a white education foisted on them, blacks should receive an education which takes into account the norms and

attitudes of their own society. At the same time, this education should help them live in a modern industrialised society.

"We could get a lot of beautiful input from blacks into the education system."

This could be combined with the results of modern educational and psychological research into teaching styles and methods.

Causes chaos

She would like to work with a group of sophisticated black people to explore what could be drawn from black culture and then to combine this with modern research results. The aim would

be to adapt people to work in a highly industrialised society without having their identity destroyed.

"This will not cost a lot of money," she explains. The starting point is the training of teachers — and institutions for this exist already. It is to be expected that older teachers might resist changes and it is therefore prudent to concentrate on the younger ones.

A democratic system allows for the development of creative children.

She stresses that efforts should not be made merely to help blacks; they should be helped to help themselves.

The Star

Educating for the '80s

COINCIDENTALLY, two eminent educationists—one from Germany and one from South Africa—have identified the same basic fault in South Africa's school systems. In separate interviews, in The Star yesterday, Professor Garlind Rurik, lecturer in education at the highly respected University of Dortmund, and Professor Joseph Poolman, vice-principal of the Randse Afrikaanse Universiteit and a hard-headed, business management-orientated educationist, say the schools do not teach pupils to think. Says Professor Rurik: "... you don't open the minds of children—you don't make them think." Says Professor Poolman: "The school system does not teach people to think for themselves sufficiently." Their criticism is a broad one aimed at our educational philosophies generally, and is a sad reflection on the men and the women who have tried to evolve school systems which would adequately prepare South Africans of all races for the challenges of the '70s, the '80s and beyond. Our educational planners have, however, been handicapped by a basically authoritarian white social system which has tended to impose its norms on the other races. The system helped create schools which were too authoritarian and examinations which may have tested a pupil's knowledge—but not a pupil's ability to use that knowledge. What should be done? Professor Rurik wants a more democratic system in the classroom. Professor Poolman wants the authorities to "grasp the nettle, start right at the bottom and completely overhaul the school system so that greater emphasis is placed on developing a pupil's ability to think." From vastly differing frames of references both professors have identified the same problem and, in effect, come up with the same solution. The solution is simple, but difficult to reach. It is nevertheless worth striving for.

1. Opening

2. Notule Vergadering 2 April 1978:

2.1 Sake out notule;

2.2 Egsaar Tito opbreep;

2.3 Br. J. Boez;

3. Program: Junie

3.1 Kerkraadsv in die ma

3.2 Kerkraads tussen in

3.3 Nagmaalt en 6.00 n

3.4 Doop: Be

3.5 Doop-en Voornem en outmo delik n

3.6 Spreeku van 6.00

3.7 Dankoffe

3.7.1 E

3.7.2 F

3.7.3 I

3.7.4

3.7.5

GEMONE VERGADERING

S.A. GESTIG:

KERKRAADSVERGADERING

27 MEI 1978

...
kok
in
st
c
t
e
e
e
es,
ld-
tis
ad
tag

There's more to education than the three Rs...

~~Star~~ Star 1/8/78
(50)

With reference to "Seeds of hatred?" (July 6), I feel Mr. van der Merwe confuses literacy with real education. Literacy is little more than the three Rs, always useful but — without ethics — downright dangerous.

The roots of European education lie in Europe's history and are as much

part of present-day European psyche as breathing is to man.

The great thinkers of Europe's history are the product of her travail during the slow march of history when Rome had withdrawn from her western dominions (after giving them four centuries of government by her vastly

superior culture), leaving them to drag themselves up into the squalor and misery, intolerance and injustice of the Middle Ages. They provided the foundations of true education: after the struggle, man's inalienable right to think for himself, to ponder over the unseen, to eschew the mere opinions that sly rulers — both church and secular — tried to force him to accept as "fact".

They showed that true education is "the will to know for the sake only of knowing" — never for any mercenary, military or political advantage that might accrue.

Europe's gift to nations presently emerging to maturity is mechanical skill; it is not her standard of ethics, for these are specific to her only and cannot form part of another race's heritage unless they are — in the fullness of time — accepted from the heart, not the head.

One thing is sure: if any African race — black, brown or olive — tries to accept European traditions as their own, they try the impossible; those traditions will be as meaningless to them as, say, Egypt's ancient traditions would be to the Zulu. Unless understanding of European traditions and ethics stem from the heart, the efforts of a different race to build on alien traditions to "know for the sake only of knowing" will be fruitless, and will offer only the security of foundations built on shifting sand.

Only the mental struggle by the man of today will provide the real and lasting education of his children's children; his own race; his own history are his own heritage. These are the best he has to offer to the future.

Veritas

Parkhurst.



"True education: the will to know only for the sake of knowing . . ."

'The way to handle him'

I am sure many readers agree with "Clean up," (letters, July 21) about the rudeness shown to hopeful job applicants by certain employment agencies.

I will be kind and grant that maybe some agencies are run by suitably qualified staff, which I might add should be staff in possession of a university degree.

I am, through bitter experience, able to join "Clean up's" criticism. Moreover I have been present, seen and heard

the treatment meted out to a male breadwinner, accompanied by his wife. I was able to listen in to the staff discussing "the way to handle him" and actually hear them inform him, without an appropriate interview (he had only just completed his application forms, which were not even glanced at) that no employment was available.

Employment agencies, one would hope, should operate on a higher level than certain so-called massage parlours.

Also keen to work
Boksburg.

Boksburg.

Wits planning to teach black adults

17/8/77
Herald (50)

By Elizabeth Wilson

The University of the Witwatersrand has a bold new plan to bring adult education to blacks in the Witwatersrand area.

The project, which could require initial outside funding of R150 000 to R200 000 a year, will be undertaken by the University's Centre for Continuing Education with backing from business and industry.

Already the Anglo American Corporation and De Beers have given R8 500 to finance the planning phase.

OFFER

As a start the CCE plans a resource centre for teachers, trainers, adult educators and community leaders.

It will research existing educational facilities and, where necessary, supplement them.

It will offer formal education, teacher training

and up-grading and will focus on literacy, numeracy and basic education for adults.

Says CCE director, Phyllida Wentzel. "The idea is to take education to all the less-affluent sections of the community where people cannot afford to give up work to further their education or advance their skills.

"We will ask people in the black community to tell us what they see as the educational needs and will structure our courses on this."

To help plan the project the CCE has employed the part-time services of Dr K B Hartshorne, former director of planning with the Department of Education and Training, and Miss Joan Hoffmann, a former teacher with wide experience in black education.

The planning of the new programme could take six to nine months but there has already been much interest in pilot programmes being launched in Lenasia, the Johannesburg's city centre and at Wits.

One "R" will do

50

Ever wondered what life would be like if you couldn't read? Illiteracy is a reality for at least 50% of all SA's blacks, and for 39% of urban black adults.

This is not too bad compared to the rest of Africa, which has an illiteracy rate of as much as 95% in parts. Angola's illiterates number 80%; Botswana's 75% — although in Rhodesia only 33% of adult Africans cannot read.

Less than 6% of SA's whites, however, are illiterate — a not surprising fact considering the R654 spent by government on each white child, as against the R57 spent on blacks.

Government is at last turning its attention to the problem. Literacy training, first started in 1976, now receives part of a R1,3m budget for adult education. About 3 700 adults are involved.

Having just completed two years of research, the Human Sciences Research Council (HSRC) is to co-ordinate a national literacy campaign. Decisions as to available funds and priorities will be taken in conjunction with the Department of Education and Training within the next few weeks.

But literacy classes are not all that is required to reduce the illiteracy rate, as

emerged at a literacy conference held by HSRC last month. "To learn to read is not the ultimate object of any reading programme," said Professor Robert Laubach, president of the worldwide Laubach organisation. "The real purpose is to teach the new literate to read to learn."

Without adequate follow-up literature, the new literate relapses into illiteracy after as little as a year.

Very little material of this sort is available in SA. Newspapers devote almost no space for new literates, although a recently launched publication called *The Reader* aims specifically at urban blacks with minimal reading skills.

The one newspaper that ran a successful supplement for new literates — the *Weekend World* — was banned in October last year. Its successor, *Post*, is heavy-going for people with less than 11 years schooling.

- Perceptic
- Cape Town
- Transkei
- Image!
- Examinat.
- Urban
- The Way
- Models o
- A Study
- Reser
- Factors
- of Yello
- A Study
- The Transport System of a Rattling Industry
- A consideration of the effect on the area
- An Evaluation of the O'okiep Copper Company
- Mill Street/Orange Street Area of Cape T
- An Economic and Social Discussion about the
- The Impact of the Rössing Uranium Mine on Sv
- A Study of Land Use Change in Salisbury's Central Business District.
- Economic Blight in Muizenberg.
- Brasilia - Success or Failure ? Developmental Prospects.
- Spatial Analysis of Burn Cases in Children in the Cape Peninsula.
- A Case Study of Pinelands as a Garden City/Residential Suburb.
- A Comparison between 2 Coloured Housing Schemes on the Cape Flats.
- Residential Patterns of the Coloured Population in Cape Town.
- Labour Bureaux - A Study
- Language Variation in Residential Areas of Cape Town
- Plumstead Retail Trade Areas and Consumer Behaviour.
- Residential Location Theory in the Cape Town Metropolitan Area.
- Nature of the Fishing Industry at Struisbaai and Agulhas.
- Communiting Patterns from an Economic Housing Area - Sun Valley.
- Solar Radiation Patterns - Particular Case Study of Gobabeb in the Namib Desert.
- Labour in the Textile Industry : A Case Study of S.A. Fine Worsteds.
- The Social and Economic Development of Gamkaskloof.
- Black Migrant Worker Mobility with special reference to the Cape Peninsula.
- The National P.D. Plan and the Contract Labour System : Policies that restrict
- Industrial Location : Lansdowne Area.

TITLES OF PROJECTS SUBMITTED

GEOGRAPHY III STUDENTS - 1978 PROJECTS

Physics was made easier for

Daily Dispatch 18 September 1978



Mr Smith, physics master, addresses part of the large crowd of students who turned out for a one-day course on Saturday.



Gary Brice and from East London and Richard Strach from Grahamstown found the physics course rewarding.



Vusumzi Neonisa and Siphowo Mona . . . "We will benefit a great deal."

them all

"When you're pushing at four and I'm pushing at ten, the answer is the difference between us."

"And when you're my size you always win," he joked as he went on about force during his all-day physics session at the Orient Theatre on Saturday.

William Smith, physics teacher extraordinary, is a big man, with a personality to match.

The young science students from East London, and other towns on the Border, warmed towards his sense of humour to start with and then became singularly impressed with his brilliantly conceived Island System which, he claims, can teach anyone physics in twelve hours provided they are motivated — whether they have a scientific background or not.

At 8.30 am on Saturday 167 students of all race groups were waiting to start the course and to see for themselves whether it was all it was cracked up to be. At the door each student was handed a small text book and two pages of problems.

Using an overhead projector, Mr Smith began — and the onslaught did not stop until lunchtime. Three quarters of an hour later, he was in full flight again and enjoyment of the course by the students visibly increased as the afternoon wore on. And there wasn't one student interviewed who did not find the course rewarding.

Johan Schoeman is in Std 9 and does not study physics at school,

although he is good at mathematics.

He wishes to study medicine and therefore his headmaster suggested he attend the course.

"I'm telling you, this is an excellent system," said Johan.

"When I started this morning, I couldn't do one of these problems, now I can do all of them."

"I have enjoyed the course very much."

Peter Olander is only 15 and is in Std 8.

"How are you coping?" he was asked.

"I'm coping well. It's easy," he said. "I think Mr Smith has a very good system because it is so simple."

Not bad for a Standard 8 pupil to handle matriculation standard physics — but then, as somebody pointed out, young Olander scores 90 per cent for physics anyway.

In William Smith's opinion, then, Peter Olander would not make a good teacher.

"I believe," said Mr Smith, "that if you are too clever you will make a bad teacher."

At school, the young William Smith could not do physics. He was not a brilliant scholar. He had to work hard, even at university.

"The Island System developed through sheer desperation," he said.

He is not a physics specialist either — he holds a BSc in physics and chemistry and an honours degree and an MSc, both in chemistry.

He started teaching after that and soon realis-

ed that to teach the way he had been taught — "by plugging in formulae and praying that they will come out" — was just no good. He didn't like the idea of teaching concepts chapter by chapter, each in its own pigeon hole, either. He knew just how the struggling student felt.

"There is one overriding concept for the whole of science," he explained, "and that's what the Island System is all about."

It took him ten years to develop it and he finds he is still improving on it.

Gary Briceland, Std 9, found the linking of the concepts of physics in the course just what was needed.

Gary has always found physics difficult, but he feels sure it's going to be easier from now on.

Why?

"Well, Mr Smith has designed his course well," he said. "You learn one thing and then Mr Smith shows how it leads on to the next concept."

Richard Stratch came down from Rhodes University to attend the course. He is a first year BSc student.

"I heard a bit about the course," he said, "and decided to give it a try. I wasn't disappointed."

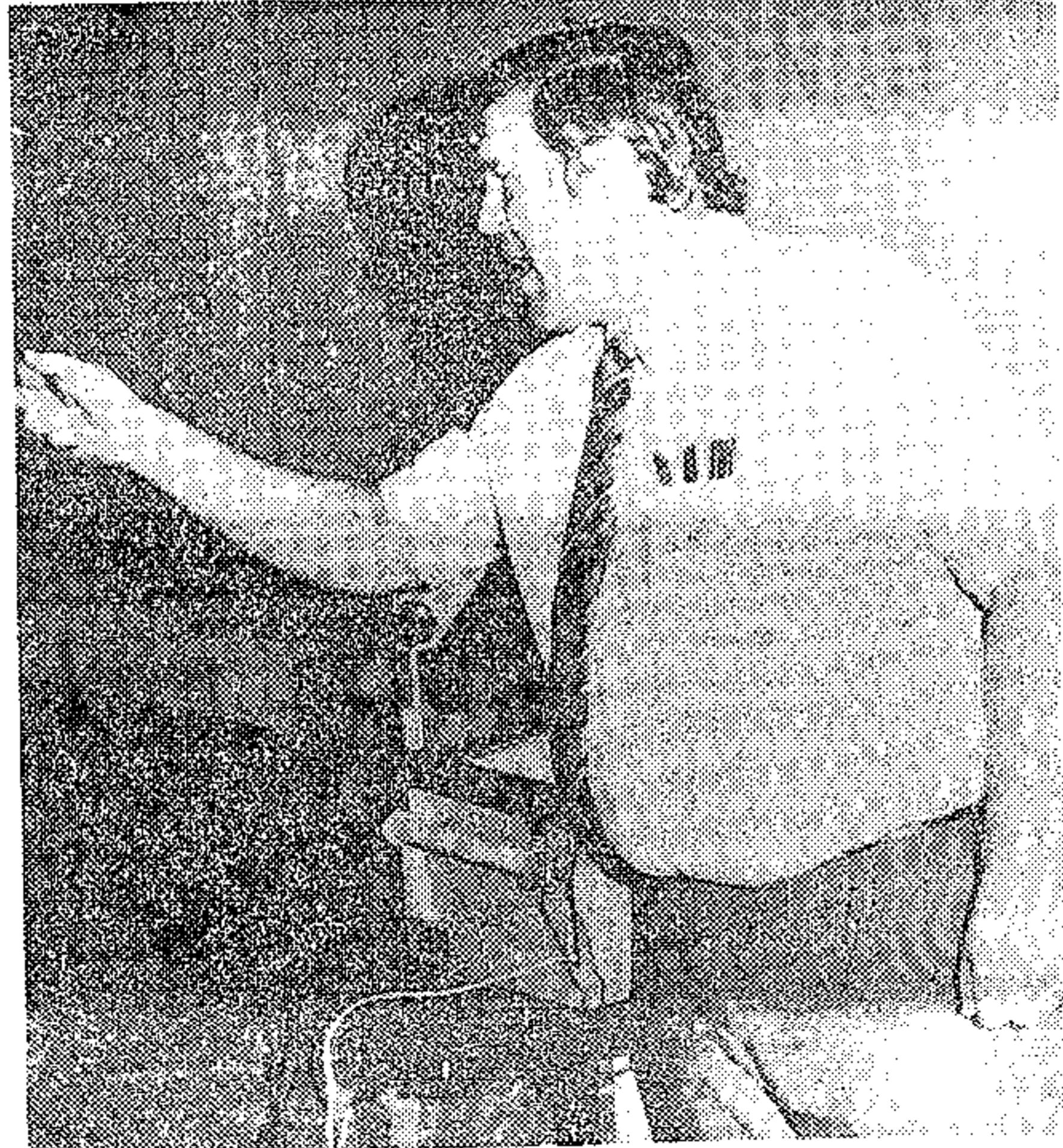
Siphiwo Mona of Mdantsane and his friend Vusumzi Nconisa were delighted with the day's work.

"We will benefit a great deal," said Siphiwo.

And that seemed to be the general impression. —DDR



PETER ÓLANDER . . .
"it's easy."



William Smith stressing a point during his physics course at the Orient Theatre on Saturday.



Some budding female scientists of the future? Students from Mzomhle High School are intrigued by the Island System physics course.



Daily Dispatch reporter, Shirley Smith, talks to Johan Schoeman, of East London, about his impressions of the Island System physics course.

Teachers resist tighter control from the top

Education Reporter

The tightening of control from the top in Transvaal education tended to lead teachers into a "semi-professional" status, the Transvaal Teachers' Association (TTA) heard at the weekend.

This was one of a range of views which emerged from group discussions at the annual conference of the TTA.

Speakers had earlier raised the problem of teachers being downgraded in status when they would not exercise a proper professional role.

A tertiary education group reported the view that the hierarchical structure in education should be broken down. The provincial Director of Education should take the lead in acting by democratic rather than autocratic means, it was suggested.

Concern was also expressed in the discussions about the Transvaal's guidance and youth-preparedness programmes. One group reported that while "quite a radical change" seemed to have been made by the Transvaal Education Department (TED), it was afraid to allow ideas other than its own into programmes.

Teachers 'unnerved'

Education Reporter

Black teachers, who must have been unnerved by events in black education since June 1976, could be helped by colleagues not under the same pressure, white teachers' representatives have been told.

Professor J McG Niven, dean of the faculty of education at the University of Natal, made the suggestion at the annual conference of the Transvaal Teachers' Association in Johannesburg at the weekend.

The challenge posed by black children to the school system and to the relevance of their education since June 1976 might be said to have given rise to "a crisis of confidence" among their teachers, Professor Niven said.

With the black teacher separated from his community and challenged by his pupils it was small wonder that he might lose self-confidence.

'Whites' rule goes but bar remains

The Transvaal Teachers' Association has scrapped a clause reserving membership for white people only—but replaced it with a provision effectively barring almost all teachers of other races.

The decision was made at the TTA annual conference at the weekend despite strong criticism from a former executive member of the association who accused it of "displaying a most profound cynicism" and of whitewashing the fact that it was maintaining the status quo.

The TTA represents 3 100 English-speaking teachers in the province.

Last year, a proposal to delete the word "white" from the constitution was referred to the executive committee for study.

CERTIFICATED

This year's conference, in one of a series of constitutional amendments, decided that only certificated teachers who were, or could be, employed by the Transvaal Education Department or institutions registered with the TED (such as private schools) should be eligible for membership.

Only a handful of black teachers at white private institutions is eligible for membership at the discretion of the executive committee in terms of this clause.

The reluctance of the TTA to become properly non-racial is clearly based on the belief that the Transvaal Education Department — conservative on racial issues — would suspend recognition of it. The TTA would then lose the right to negotiate salaries and working conditions with the employer of most members.

Also, the Natal Teachers' Society's membership of white teachers' bodies has been questioned since it became non-racial.

Mr Graham Walker, former Executive member, said that rather than "disguise the situation" the word "white" should stay in the constitution.

RELUCTANT

The TED was asking teachers in the programmes to do work they had no training for and it was reluctant to allow outsiders to help. Teachers were afraid to handle subjects such as politics and sex because of the TED's attitude.

Another group said there was a feeling that guidance was "to frighten the hell out of the children" and that children should be given confidence in, instead of fear of, the future.

BLACK LANGUAGES

School instruction should include consideration of issues such as the Soweto school crisis and the petrol crisis and of practical matters such as buying a house, this group suggested.

During discussion of primary school affairs, concern about teachers of black languages at Transvaal schools having insufficient training was voiced. The TED was "pushing" North Sotho, the conference was told, and appeared to be delaying the introduction of South Sotho, a language spoken by many people on the Reef.

D 149/78 (50)

Black Library Crisis shown

Town roused the African awareness in them that away from work.

ers' feelings and created the her by collectively staying

In performing an att limitations. However light on workers' at event like the Sept consciousness of ma to believe that ma police action lost believing that the

JOHANNESBURG
There was an acute shortage of library facilities in black urban areas, a senior lecturer at the University of South Africa said here yesterday.
Speaking at the annual conference of the South African Library Association, Mr Noel Shillinglaw of UNISA's department of library science said it had been estimated that by 1977 four million black children were at school.

therefore very conscious of its valuable because it does shed al conditions prevail. While an could permanently have shifted the at personal observations have led us turned to workers once the unrest and we therefore present our results me light on the class-race debate.

Eighty-seven per were 'Coloured' v "do you discuss communication be It is useful to

This was equal to the entire white population. Although a small percentage of these students reach matriculation, a literate, education hungry public of considerable proportion is being rapidly created."

African workers indicated that there them, but their replies to the question, indicated that the level of contact and 'coloured' workers varied considerably. as described below:

- LEVEL 1: 44%
- LEVEL 2: 35%
- LEVEL 3: 21%

Mr Shillinglaw said there were four public libraries in Soweto for a population of a million people.
"The future growth needs are self-evident." He said the accent in providing library services for disadvantaged communities should fall on social information, which might not be needed in more affluent areas. SAPA

that they did not discuss anything rs, for such reasons as: "areas", and "we do not speak their communicate with 'Coloured' workers, ons were not work-oriented, assed their work problems, including their wage grievances, with 'Coloured' workers.

100%

It was found that there was a very definite association between the level of communication and the attitudes that the workers express towards:

- (a) helping 'Coloured' workers to improve their work situation,
- (b) thinking that 'Coloured' workers would help them improve their work situation.

Tables 12 and 13 below indicate that 75% of the workers at LEVEL 3 said that they would help 'Coloured' workers, and 63% say that they think 'Coloured' workers would help them. However these percentages drop considerably as the level of communication decreases. Thus the potential level of mutual co-operation appears to be reflected in the actual level of communication. This finding does not necessarily imply a causality between communication and co-operation nor, if it does exist, can a direction be assigned by us to the

tuned to a fine art.

Yet by placing such emphasis on the examination, universities are sowing the seeds of their own high failure rates. The matric exam by its nature cannot adequately prepare pupils for university.

For a start, the exam stresses factual knowledge, rather than the skills of critical thinking required at university. Secondly, to smooth out inconsistencies between schools, exams must be highly centralised. So experimentation by teachers, and individual thought by pupils, are sacrificed for good matric results. Large syllabuses make deviations impractical, and individual research is a waste of time.

To read four books for four extra marks is untenable. So teachers do the reading for everyone.

A major problem with the final examination is the dual purpose it is required to perform. While for some it is a preparation for university, for others it signifies the end of their formal education. Says Wits' principal, Daniel du Plessis: "Schools are under pressure to make it possible for a few students to obtain good pass marks in the matriculation examination, while at the same time providing a



Schooldays, oh schooldays . . . it's more a question of investment than chalk

general education for the majority of scholars. This is an impossible task."

One result of the fetish with exam results is that pupils choose "soft options," rather than the more demanding mathematical and scientific subjects. Hence it is not surprising that the percentage of students taking mathematic sciences at university dropped from 10% to 6% between 1960 and 1973.

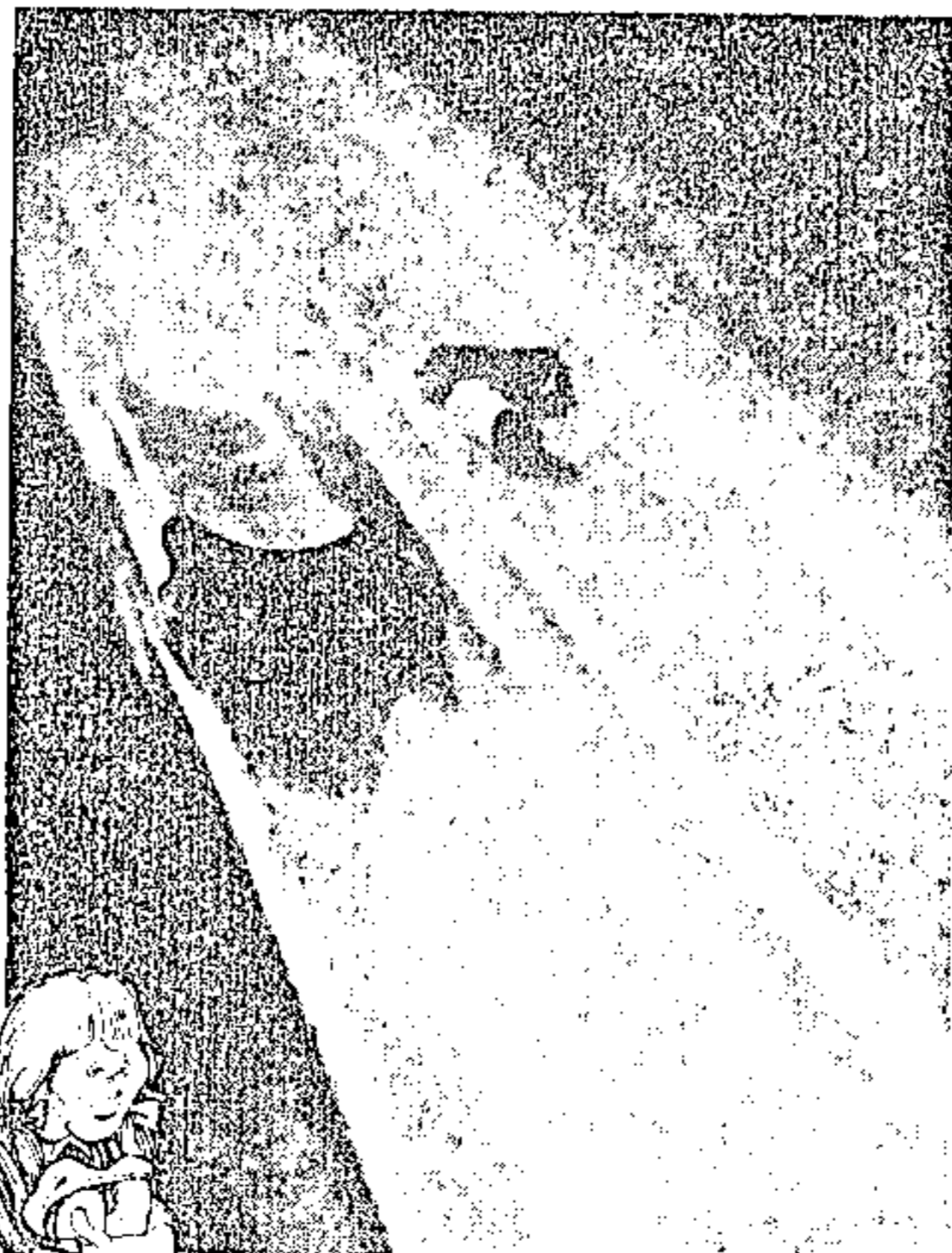
Another result of exam domination is what Donald Bligh, director of Exeter University Teaching Services Centre, calls "over-achievement." Conscientious pupils with good memories but little imagination can be highly successful in matric, although they are by no means university material.

The former principal of the University of Natal, Professor E. G. Malherbe, maintained that a disproportionate number of whites go to university. This is largely a result of government's implicit assump-

tion that whites should form the country's intellectual elite.

SA in 1974 boasted 23 white university students per 1 000 of the white population, second only in the world to the US, with 40 per 1 000. Britain, Germany and Switzerland all have well below eight university students per 1 000 of the population.

At the same time, vast black resources remain untapped. In 1974, for example, only 24% of total expenditure on education went to blacks, with the result that there were 108 000 white university students but only 16 000 blacks at university in that year. The black contribution to the economy, says Malherbe, has remained static at 27% for 50 years. This gives white matrics and graduates a scar-



city value far above their productivity.

But what are the alternatives to the matric exam? A combination of several proposals suggests itself. Instead of assessing pupils purely on an anxious all-or-nothing examination, Malherbe suggested that internal assessments and general intelligence tests be included. This preserves impartiality and a uniform standard, while taking into account such qualities as diligence, interest, creativity and practical skills.

Secondly, Du Plessis proposes, the function of preparing students for university should be totally removed from schools. "The first year at university should be the test of suitability for further university education," he argues. The idea is to allow wide exploration of subjects in a foundation year at university, and to emphasise study methods rather than mastery of facts.

Finally, extensive guidance on career

alternatives is crucial. A clear knowledge of possibilities would channel more people into technical colleges and trades, drastically reducing the university wastage figure.

Some innovations have been attempted. The Transvaal Education Department ran an experiment between 1966 and 1974 in which 20 high schools were exempt from the public exam. Teachers were to encourage pupils to use their minds rather than their memories, through greater emphasis on individual research. The university results of such schools were not, however, significantly different from other schools.

A second experiment, in which 12 Transvaal schools are exempt from all public examinations and 30 from certain subjects, is currently under way.

One problem of such schemes lies with the teachers. Educationist Napier Boyce says teachers often stick to old techniques, making no use of their freedom to innovate. Study groups of teachers go some way towards changing this.

Some experimentation has been conducted by private schools, such as Johannesburg's Woodmead High School. Woodmead's principal, Steyn Krige, tells the *FM* that until Standard 8 the matric syllabus is largely ignored in English, history and geography. Teachers emphasise learning skills rather than facts, choosing the subject matter according to pupils' abilities and preferences. Reading and independent research are paramount — in some subjects only one formal lesson is conducted a week. Of course, the matric syllabus must be taught in the last two years of high school, but Krige believes that the broad basis established earlier is of great value in helping students cope with the demands of university.

The major fault of the system, however — that it sends too many whites to university — remains unsolved. The wastage of black potential is compounded by the disparity in earnings of blacks and whites, making education a far less economical investment for blacks than for whites.

A black BA graduate, for instance, usually earns less than a white with a standard 8 education. Malherbe shows that a white male graduate would take nine years of taxable earnings to pay back the cost to the state of his education. After that, his contribution to the economy is greater than most other people. It would take a coloured or Indian male graduate 23 years to repay his education. (No figures are available for Africans.)

Concludes Malherbe: "Where the association between education and earnings is based on social privilege instead of on productivity, the money spent on education is to that extent a poor investment."

New doubts about matric

As thousands of scholars start preparing for their final school exams, serious doubts are being expressed about the value of matric.

The exam has become the magic passport to university, the first question asked by potential employers, and the final verdict on an entire school career. Yet its record as a means of selecting university students is appalling. In South African universities only 67% of entrants ever graduate, against 85%-90% in the UK. The link between good matric results and

success at university is weak — over 40% of university failures achieved a first class matriculation.

This means that a large portion of the R244,5m budgeted for university education this year is to be spent on people who will never graduate. At the same time, SA's shortage of scientific manpower is becoming crucial. The total number of science graduates increased by only 35% between 1961 and 1971, against 100% in the UK, and 300% in Australia.

Explanations for the high university failure rate are abundant. A favourite whipping boy is the teacher, both at school, and at university.

But the chief problem is the matriculation examination. Because oversubscribed university faculties use matric results as the only basis of selection, the entire school syllabus is geared towards success in that exam. Teachers' reputations stand or fall by the number of distinctions they can squeeze out of pupils. "Spotting" of exam questions is

NATAL MERCURY GUIDE TO CAREERS

by Bill Fail



Plenty of scope for CMAs

MEMBERSHIP of the Institute of Cost and Management Accountants is very much an international qualification.

The various exams, wherever they are taken, are acceptable in all other areas where the Institute is active. This includes 90 countries with 17 000 members and 36 000 students.

The cost and management accountants (CMA) is primarily concerned, within a company framework, with making the best use of resources.

If there is a costing problem to be solved or several different methods of manufacture to be considered and the right one selected, this is the CMA's

around the R20 000 a year average.

The minimum requirement for entry to the profession is matric exemption. Holders of degrees, professional qualifications or national diplomas are eligible to register.

It is possible for a matriculant to qualify in three years, although most spread their part-time studies over a longer period than this. Those with higher qualifications can, with exemptions, complete the course in less time.

Part-time study means that one can earn as one learns, while there is no need to serve articles.

Examinations are held in May and November and can be written in either English or Afrikaans. There are five parts - a two-part foundation

IN THESE days of specialisation it is vitally important for a student to be productive the moment his training is over - both from the student's point of view and that of the prospective employer.

This is one of the main objectives of the Natal College for Advanced Technical Education. The courses offered are not drawn up by the college alone, but also by the industries and commercial organisations that demand them.

Because of this, a college qualification is a guarantee of good job opportunities.

Here are a few of the fields in which the Natal College offers training.

The Department of creative design reflects the changing world of fashions in their newest diploma courses. Courses are offered in graphic, textile, interior, clothing, jewellery design and distribution and a brand new course in clothing

NEW HORIZONS Courses aimed at careers

production management for those who lean towards the management side of the clothing production scene.

Employment opportunities should be very bright for the student in computer operating a subject which is included in this year's Secretarial Studies programme.

This training familiarises the student with data processing terms and basic programming languages and enables her to take over the documentation of a programme once it is set up

and tested. She also learns how to interpret a print out and service a terminal.

This knowledge combined with the necessary accounting experience and typing skills stands the student in good stead to meet the challenges and demands of a modern office.

The course for legal secretaries is still the most popular. The subject "legal practice" gives the student an insight into the documentation and procedures which are followed in law practices.

The Department of Home

Economics stresses the importance of the home and the home environment because they train people professionally in this sphere.

The National Certificate for Commercial Demonstrators is a 2-year full-time course. After a further year's study the National Diploma in Home Economics may be obtained.

This enables students to give demonstrations, promote commercial products and take over quality control of food stuffs. It can also lead to a position on a newspaper or magazine.

The National Secretarial Certificate - Homemaking is a finishing school type course.

While the accent is on secretarial training, there is also tuition in clothing, cookery, home-management, interior decorating and even the art of entertaining. All this in a single year.

Graduates 'must be prepared to learn'

THERE is still a good job market for all graduates if they are prepared to do the ground work in the firms they join.

"But work hard they must instead of expecting their degree to open the door to higher levels," says Mr. Ian Gibson, careers advisor at the University of Natal.

He has some useful tips on the approach recent graduates should take in job interviews.

"Don't place emphasis on the salary you expect to receive. Rather make it clear

considering staying on for that extra year and getting an honours degree.

"Firms see honours graduates as good potential managers. They know how to look for information and put it together. Such people are always welcome in the training and development fields and in communication," he says.

CAREERS IN ACCOUNTANTS

FOR MATRICULANTS • GRADUATES
Completing their National Service at the end of this year.

(Enquiries on behalf of national servicemen invited from parents)

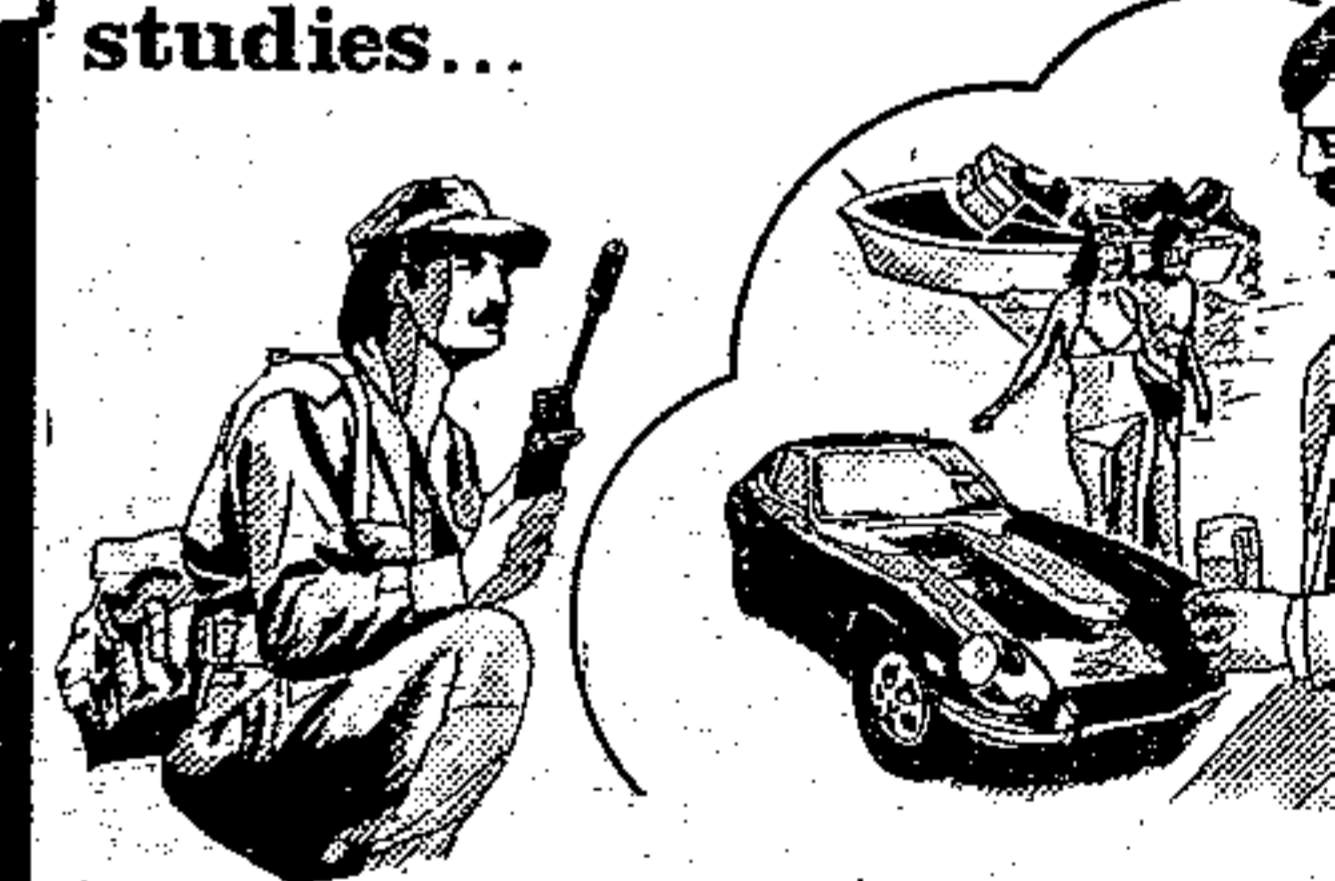
We are a large national firm of Chartered Accountants (S.A.) and member firm at Touche Ross International with vacancies in our Durban office for matriculant graduates with sound academic records who enter articles and qualify as Chartered Accountants

WE OFFER:

- ★ attractive salaries, competitive with commercial industry;
- ★ recognition of initiative and ability;
- ★ excellent opportunities for gaining experience in modern auditing techniques;
- ★ interesting and varied practical experience to develop business leadership capabilities;
- ★ an insight into varied commercial and industrial activities through auditing clients in these fields;
- ★ a comprehensive training programme designed to advance personnel through the practical aspects of accounting and auditing and to assist with University courses;
- ★ a special "in office" course for final qualification examination candidates.

Telephone the staff partner at Durban 69851, or write Compton & MacKelvie, P.O. Box 1473, Durban, 4000.

Combine your military training with correspondence studies...



and secure your career

Promotion, salary and success are all linked together for qualifications that will get you to the top and provide a good standard of living for you and your family.

Whether it's a smart car, house, furniture, televisions, overseas trips or whatever, it's the people who have the qualifications that will get you to the top. Results College offers correspondence courses in a wide range of fields. The decision to make good use of your time by studying for your career, while you are still in the military, is a simple decision.

If you have just taken your "matric" or already completed your military training, start on the road to success. Results College offers correspondence courses in a wide range of fields. The decision to make good use of your time by studying for your career, while you are still in the military, is a simple decision.

For advice on the most suitable course and a suggestion of the best time to start, contact our qualified Careers Adviser at your address.

dered and the right one selected, this is the CMA's responsibility.

He does not work in airtight compartments — he has to understand money, people and machines and is likely to be involved in every vision and department of a company's activities.

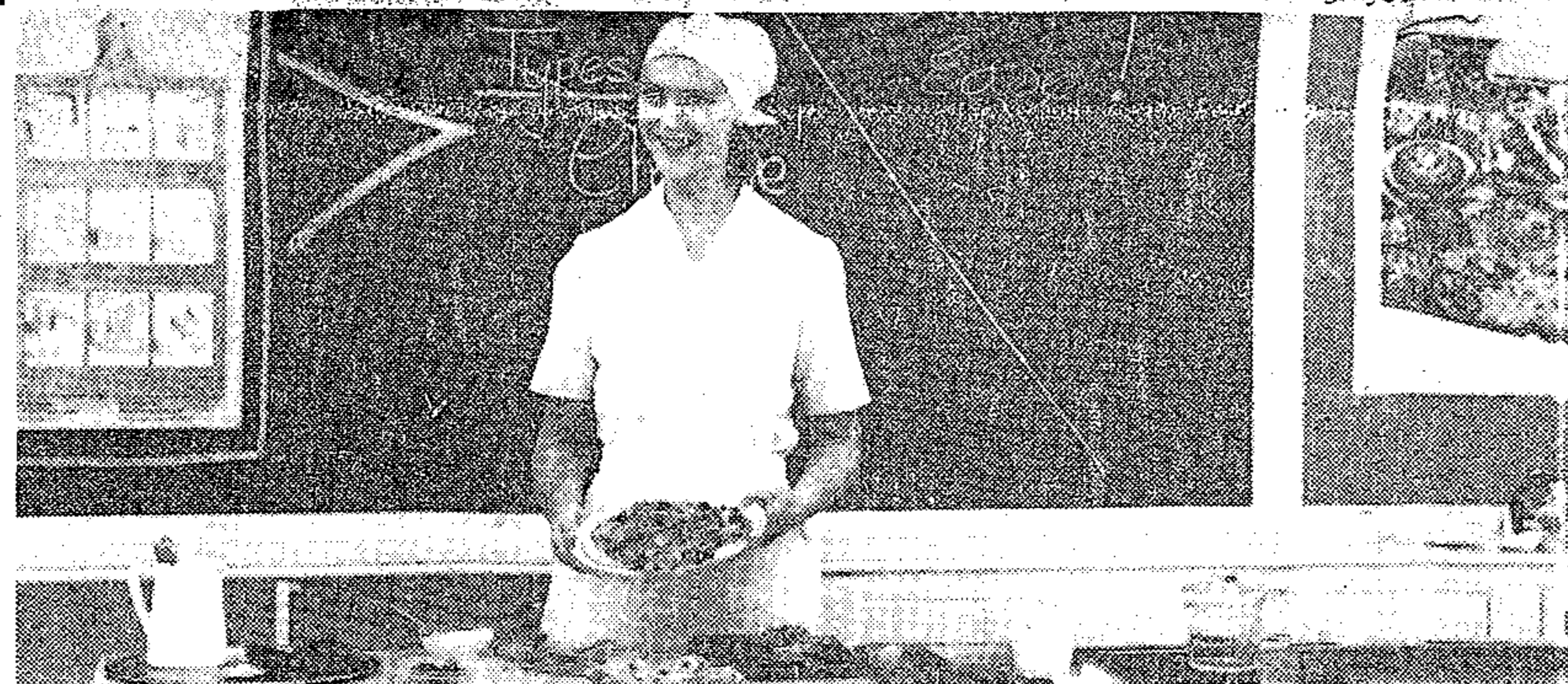
This complete knowledge of business and the maturity it develops in the individual is one of the principal reasons why so many MAs achieve top managerial appointments at a relatively early age.

A recent survey showed that average salaries for qualified members ranged

be written in either English or Afrikaans. There are five parts — a two-part foundation stage and a three-part professional stage.

The high status of this well-rewarded profession is indicated by the fact that the Human Sciences Research Council evaluates the final qualification as the equivalent of a four-year degree.

The University of Cape Town will accept persons in possession of the qualification directly on to their Master of Business Administration programme, even though they may not have the bachelor's degree which is the usual admission requirement.



Don't place emphasis on the salary you expect to receive. Rather make it clear you are interested in the work and prepared to learn by moving through various fields in which the company is involved," he says.

Companies take a lot of stock of the personality of the graduate. They are looking for ability to communicate along with good general knowledge.

Anyone who has already organised anything — perhaps been the secretary or treasurer of a club on the campus — has a mark in his or her favour.

It is also well worth con-

fields and in communication," he says.

But a general B. Comm is still a useful background for entry into in-service training schemes. On its own it is not a training for direct entry into management levels.

South Africa, thinks Mr. Gibson, is really getting into the industrial revolution.

"Technologically - orientated managers, both numerate and literate, are going to be needed in increasing numbers. They must not be scared of computers which will be met with everywhere."

For advice on the most suitable course and a suggestion plan, contact our qualified Careers Adviser at your address:

The Rapid Results College P.O. Box 2999, Johannesburg 2000. Tel. 011-210311

The Rapid Results College P.O. Box 590, Cape Town 8000. Tel. 021-226091

The Rapid Results College P.O. Box 1809, Durban 4000. Tel. 031-317141

The Rapid Results College P.O. Box 1335, Port Elizabeth 6000. Tel. 041-522920

Or complete this coupon and we will send you a free book "YOUR CAREER". Do it now — it's yours!

Post to your nearest Rapid Results College Address:

THE RAPID RESULTS COLLEGE.

Specialists in tuition by post.

Name

Address

Dimensions-Dbn 104

BUILD YOUR FUTURE ON A SOUND FOUNDATION!

Wherever your talents lie, the Natal College for Advanced Technical Education offers the largest possible choice of Diploma and Certificate courses under the umbrella of the following departments:

APPLIED SCIENCE

CIVIL ENGINEERING AND BUILDING

EDUCATIONAL AND INDUSTRIAL TRAINING

ELECTRICAL ENGINEERING

FINE ART

CREATIVE DESIGN

HOME ECONOMICS

MANAGEMENT AND PROFESSIONAL EDUCATION

MECHANICAL ENGINEERING AND NAUTICAL ACADEMY

MODERN LANGUAGES AND PERFORMING ARTS

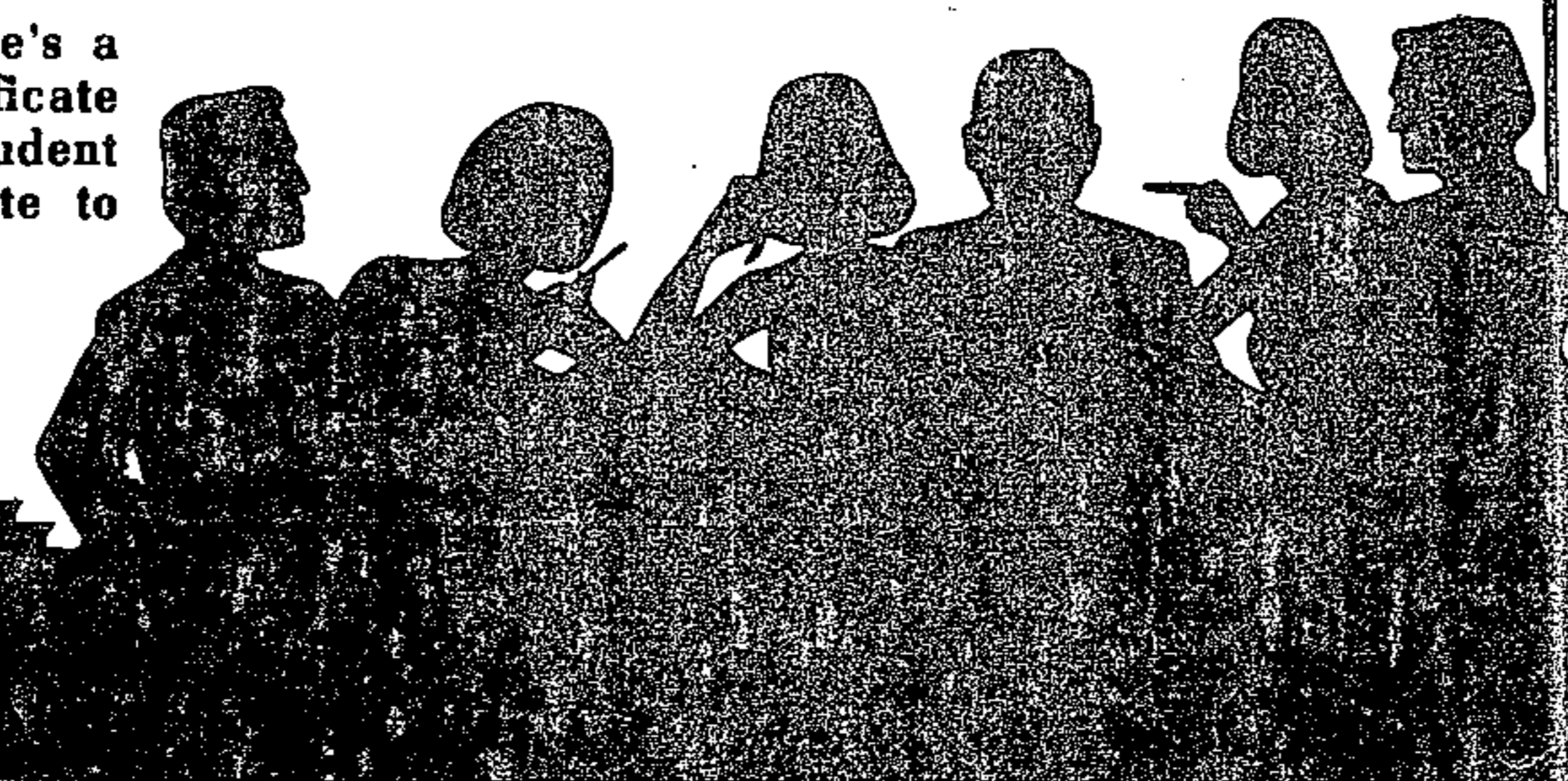
PHARMACY

SECRETARIAL TRAINING

PHYSICAL EDUCATION

Somewhere in the huge assortment of training courses, available, there's a niche especially for you. For further information and details about certificate and diploma courses, contact the head of the Department or our Student Counsellors, Anne Botha or Anne Nadault at Durban 318711 or write to P.O. Box 953, Durban, 4000.

Natal College
for advanced technical education



IS YOUR SON DUE HOME FROM THE ARMY SOON?

Have you considered offering him a university education? As an ex-serviceman he can still apply for admission to Wits without paying the late penalty.

Provided he has a Matriculation Certificate, you can offer him the education that he needs to get ahead in life.

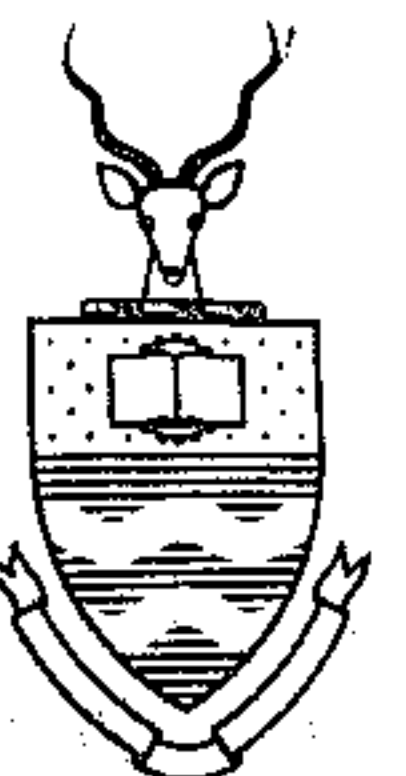
Bursaries and loans can be arranged for study at Wits. Degree courses are still available in 7 different faculties and students are offered a wide range of amenities.

Wits also provides a **PRE-UNIVERSITY SCHOOL** which is of special value to ex-servicemen to help them bridge that important two-year gap between school and university.

The school starts on January 12 and enrolment closes on December 6.

If you would like to know more about Wits — and how Wits can help your son get the sort of education he deserves — telephone the **Central Admissions Office at Johannesburg 39-4011 ext 8673/4** or write to:

**Central Admissions Office,
University of the Witwatersrand,
1 Jan Smuts Avenue,
Johannesburg 2001.**



Exam black (50)

market alleged

By PATRICK LAURENCE

POLICE are investigating an alleged black market racket in high school examination papers, it was disclosed yesterday.

The investigation was sparked by an open letter to the Department of Education and Training by Father Michel Barrette, principal of Christ the Priest Seminary, a black high school

near Groblersdal, Transvaal.

In his letter, addressed to the Secretary for Education and Training, Mr G J Rousseau, Father Barrette said: "No papers have yet been distributed to circuit offices and schools but they are readily available underground."

Father Barrette said the exam papers available on the black market were history, biology, physical science, geography, mathematics and agricultural science for standard 8 candidates and two biology papers for matriculation students.

Papers were available in black townships around Johannesburg and Pretoria and in Lebowa and Bophutha-Tswana, Father Barrette said.

In a statement released yesterday, Mr Gerhard Engelbrecht, public relations officer with the Department of Education and Training, said: "The police are investigating. Should anything be substantiated the necessary steps will be taken."

In his letter Father Barrette referred to the "concern and shock" expressed by the department's chief education planner, Mr W P Steenkamp, after his attention had been drawn to the alleged racket.

Father Barrette pleaded for papers to be reset and Standard 8 examinations to be postponed.

RAM 6/11/78 (50)

Exam papers for sale:

Two men in court

Staff Reporter

TWO men appeared in the Pretoria Magistrates' Court, and a third is expected to appear soon, in connection with a black market racket in high school examination papers.

The two, a 28-year-old Atteridgeville man and a younger man, were charged with theft. The case has been remanded to October 12.

A police spokesman said a third man was expected to appear in connection with the incident soon, and it was likely that there would be more arrests in the near future.

Police began investigating the sale of examination papers, which involves Standard Eight and matriculation papers, after an open letter was sent to the Department of Education and Training.

The letter was sent by the principal of Christ the Priest Seminary — a black high school near Groblersdal, Transvaal — Father Michel Barrette.

The Rand Daily Mail's investigation into the racket, which was published on Wednesday, revealed that the papers were available in

black townships around Johannesburg and Pretoria and in Lebowa and BophuthaTswana.

Std eight papers are said to be sold on the black market for R10 and the two biology matriculation examination papers go for R15.

The examinations are due to be written at the end of the month and Father Barrette pleaded for the papers to be reset.

The Department of Education and Training has not decided what action should be taken concerning them.

RAM
Record
19/10/78
numbers
(50)
enter for
exams

Staff Reporter

A RECORD number of primary school children this week started their end-of-year examinations, the Department of Education and Training said yesterday.

More pupils than in previous years will also sit for the Standard Eight and Std 10 exams.

A spokesman for the department said 255 500 Std Five pupils were writing this year. This number excluded children in Transkei and 3 788 private candidates who had entered for the exams.

He said 135 807 pupils throughout the country, including Transkei and BophuthaTswana, had entered for the Std Eight (Junior Certificate) exams. This was over 30% more than the 83 000 who wrote last year.

This year 25 764 private candidates had entered for the Std Eight exams.

The spokesmen said the biggest jump in candidate numbers was in the Std 10 (Matriculation) exams.

This year 16 699 full-time candidates will write, compared with 10 957 last year — 55% more. Some 59 585 private candidates had also entered.

Full-time candidates to write Std Eight exams, which begin on November 6, will write at 1 096 centres throughout South Africa.



REPUBLIC OF SOUTH AFRICA
GOVERNMENT GAZETTE

STAATSKOERANT
VAN DIE REPUBLIEK VAN SUID-AFRIKA

Registered at the Post Office as a Newspaper

PRICE 20c PRYS
OVERSEAS 30c OORSEF
POST FREE POSVRY

As 'n Nuusblad by die Poskantoor Geregistreer

Vol. 161]

PRETORIA, 10 NOVEMBER 1978

[No. 6213

GENERAL NOTICE

NOTICE 914 OF 1978

DEPARTMENT OF EDUCATION AND TRAINING

DRAFT EDUCATION AND TRAINING BILL

The Secretary for Education and Training hereby publishes the following Draft Bill for information and comments.

The intention is to submit the Draft Bill, due regard being had to the comments received, to the Minister of Education and Training for consideration.

Comments on the Draft Bill must reach the Secretary for Education and Training, Parliamentary Section, Private Bag X212, Pretoria, 0001, before 15 December 1978.

EDUCATION AND TRAINING BILL
BILL

To provide for the control of education for Blacks by the Department of Education and Training; to repeal the Black Education Act, 1953, and the Black Special Education Act, 1964; and to provide for matters incidental thereto.

Definitions

1. In this Act, unless the context otherwise indicates—

(i) "advanced technical education" means technical education and training of a standard which is higher than the standard ordinarily required for an examination for standard 10 or any equivalent examination and which the Minister declares to be advanced technical education for the purpose of this Act;

(ii) "Advisory Council" means the Advisory Council for Education referred to in section 4;

(iii) "Black" or "Black person" means a Black as defined in section 1 of the Population Registration Act, 1950 (Act 30 of 1950);

(iv) "Black state" means any area for which a legislative assembly has been established in terms of section 1 of the Black States Constitution Act, 1971 (Act 21 of 1971);

3055—1

ALGEMENE KENNISGEWING

KENNISGEWING 914 VAN 1978

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

KONSEPWETSONTWERP OP ONDERWYS EN OPLEIDING

Die Sekretaris van Onderwys en Opleiding publiseer hierby onderstaande Konsepwetsontwerp ter inligting en vir kommentaar.

Die bedoeling is om die Konsepwetsontwerp met inagneming van die kommentaar wat ontvang word, vir oorweging aan die Minister van Onderwys en Opleiding voor te lê.

Kommentaar op die Konsepwetsontwerp moet die Sekretaris van Onderwys en Opleiding, Parlementêre Afdeling, Privaatsak X212, Pretoria, 0001, voor 15 Desember 1978 bereik.

WETSONTWERP OP ONDERWYS EN OPLEIDING

WETSONTWERP

Om voorsiening te maak vir die beheer oor onderwys vir Swartes deur die Departement van Onderwys en Opleiding; om die Wet op Swart Onderwys, 1953, en die Wet op Buitengewone Onderwys vir die Swarte, 1964, te herroep; en om voorsiening te maak vir aanleentehede wat daarmee in verband staan.

Woordomskrywing

1. Tensy uit die samehang anders blyk, beteken in hierdie Wet—

(i) "Adviesraad" die Adviesraad vir Onderwys vermeld in artikel 4;

(ii) "beampte" 'n beampte of 'n werknemer soos omskryf in artikel 1 van die Staatsdienswet, 1957 (Wet 54 van 1957);

(iii) "beheerraad" 'n beheerraad ingestel ingevolge artikel 6;

(iv) "bestuursliggaam", met betrekking tot 'n skool, die persoon wat die skool bestuur, en sluit dit die eienaar in wanneer daar nie 'n persoon aangestel is om die skool te bestuur nie;

6213—1

(v) "community school" means a school referred to in section 7;

(vi) "Department" means the Department of Education and Training;

(vii) "education" means any education or training including—

(a) special education;

(b) advanced technical education;

(c) technical and trade training;

(d) adult education provided in any part-time class; and

(e) education provided in any nursery school;

but does not include—

(i) education provided by a university or university college established by or under any law; and

(ii) "training" as defined in the Black Employees' In-Service Training Act, 1976 (Act 86 of 1976);

(viii) "governing body", in relation to any school, means the person managing such school, and includes the owner if a person has not been appointed to manage the school;

(ix) "governing council" means any governing council established in terms of section 6;

(x) "handicapped child" means a Black between the ages of three and 23 years who, in the opinion of the Secretary, is capable of deriving benefit from a suitable course of education, but deviates to such an extent from the majority of persons of his age in body, mind or behaviour that he—

(a) cannot derive sufficient benefit from the instruction normally provided in the ordinary course of education;

(b) requires special education to facilitate his adaptation to the community; and

(c) should not attend an ordinary class in an ordinary school, because such attendance may be harmful to him or to other pupils in that class,

but is nevertheless educable and will derive sufficient benefit from education referred to in paragraph (b);

(xi) "independent state" means a territory, which formed part of the Republic and became an independent state in terms of an Act of Parliament;

(xii) "mentally retarded child" means a Black between the ages of three and 23 years who in the opinion of the Secretary, is not capable of deriving benefit from a suitable course of education, but who is nevertheless capable of being trained and is capable of deriving benefit from a suitable training programme;

(xiii) "Minister" means the Minister of Education and Training;

(xiv) "nursery school" means a school for the education of children of the age of two years and above but below the age at which they may be admitted to an ordinary school or in the case of a handicapped or mentally retarded child, until he has reached the prescribed age of admission to a special school;

(xv) "officer" means an officer or employee as defined in section 1 of the Public Service Act, 1957 (Act 54 of 1957);

(xvi) "parent" means the father or the mother of a pupil born of or legitimated by a marriage (including a registered marriage according to the customary law of Blacks) or the legal guardian;

(xvii) "part-time class" means any class for the education and training of persons who do not attend school on a full-time basis;

(v) "buitengewone onderwys" onderwys of opleiding van 'n gespesialiseerde aard en ook—

(a) dié sielkundige, mediese, tandheelkundige, paramediese en terapeutiese behandeling (met inbegrip van die uitvoer van operasies);

(b) dié voorsiening van kunsmatige mediese hulpmiddels en apparaat;

(c) dié versorging en onderhoud in 'n skoolkoshuis, hospitaal of ander inrigting; en

(d) die verskaffing van dié vervoer en begeleiding en van dié ander dienste,

wat verskaf word om in die behoeftes van 'n gestremde of geestesvertraagde kind te voorsien;

(vi) "deeltydse klas" 'n klas vir die onderwys van persone wat nie skool op 'n voltydse grondslag bywoon nie;

(vii) "Departement" die Departement van Onderwys en Opleiding;

(viii) "geestesvertraagde kind" 'n Swarte tussen die ouderdomme van drie en 23 jaar wat volgens die oordeel van die Sekretaris nie voldoende voordeel uit 'n geskikte onderwyskursus kan trek nie, maar nogtans opgelei kan word en in staat is om voordeel uit 'n geskikte opleidingsprogram te trek;

(ix) "gemeenskapskool" 'n skool bedoel in artikel 7;

(x) "gestremde kind" 'n Swarte tussen die ouderdomme van drie en 23 jaar wat volgens die oordeel van die Sekretaris in staat is om voordeel uit 'n geskikte onderwyskursus te trek, maar wat in so 'n mate in liggaam, verstand of gedrag van die meerderheid van persone van sy ouderdom afwyk dat hy—

(a) nie voldoende voordeel kan trek uit die gewone onderrig wat in die normale loop van onderwys verskaf word nie;

(b) buitengewone onderwys nodig het om sy aanpassing by die gemeenskap te vergemaklik; en

(c) nie 'n gewone klas in 'n gewone skool behoort by te woon nie, omdat sodanige bywoning vir hom of vir ander leerlinge in daardie klas skadelik kan wees.

maar nogtans opvoedbaar is en voldoende baat sal vind by onderwys bedoel in paragraaf (b);

(xi) "gevorderde tegniese onderwys" tegniese onderwys en opleiding van 'n peil wat hoër is as die peil wat gewoonlik vir 'n eksamen vir standerd 10 of 'n gelykwaardige eksamen vereis word en wat deur die Minister vir die doeleindes van hierdie Wet tot gevorderde tegniese onderwys verklaar word;

(xii) "hierdie Wet" ook 'n regulasie;

(xiii) "kleuterskool" 'n skool vir die onderwys van kinders van twee jaar en ouer maar onder die ouderdom waarop hulle tot 'n gewone skool toegelaat kan word, of in die geval van 'n gestremde of geestesvertraagde kind, totdat hy die voorgeskrewe ouderdom van toelating tot 'n spesiale skool bereik het;

(xiv) "leerling" iemand wat ingevolge die bepalings van hierdie Wet tot 'n skool toegelaat is;

(xv) "Minister" die Minister van Onderwys en Opleiding;

(xvi) "onafhanklike staat" 'n gebied wat deel van die Republiek uitgemaak het en ingevolge 'n Wet van die Parlement 'n onafhanklike staat geword het;

(xvii) "onderwys" enige onderwys of opleiding, met inbegrip van—

(a) buitengewone onderwys;

(b) gevorderde tegniese onderwys;

(c) tegniese en ambagsopleiding;

(xviii) "prescribed" means prescribed by regulation in the *Gazette*;

(xix) "private school" means a school other than a State school, a community school or a State-aided school;

(xx) "pupil" means a person admitted to a school in terms of the provisions of this Act;

(xxi) "regulation" means a regulation made under this Act;

(xxii) "school" means any school, special school, class, part-time class, college, centre or any other institution for the education of Blacks;

(xxiii) "school board" means a school board referred to in section 8;

(xxiv) "school committee" means a school committee referred to in section 8;

(xxv) "Secretary" means the Secretary for Education and Training;

(xxvi) "special education" means education or training of a specialised nature, including—

(a) such psychological, medical, dental, paramedical and therapeutic treatment (including the performance of operations);

(b) such provision of artificial medical aids and apparatus;

(c) such care and maintenance in a school hostel, hospital or other institution; and

(d) the provision of transport and escort and of such other services,

as are provided to meet the needs of a handicapped or mentally retarded child;

(xxvii) "special school" means a school in which handicapped or mentally retarded children receive special education, either on a full-time or on a part-time basis, and includes a class which is attached to an ordinary school and in which such children receive special education;

(xxviii) "State-aided school" means a school in respect of which grants-in-aid or subsidies are made in terms of section 11 or in respect of which a loan was granted in terms of that section;

(xxix) "State school" means a school referred to in section 5;

(xxx) "teacher" includes any principal and any member of the teaching staff of a school;

(xxxi) "Teachers' Council" means the Teachers' Council for Blacks referred to in section 34;

(xxxii) "this Act" includes any regulation.

Control and administration of education

2. It shall be the function of the Department, under the direction and control of the Minister, to perform all the work necessary for or incidental to the general administration of education for Blacks.

Determination of education policy

3. The Minister, after consultation with or consideration of proposals made by the Advisory Council, may from time to time determine the general policy to be pursued in regard to education in schools within the framework of the following principles, namely:

(a) That education in schools maintained, managed and controlled or subsidised by the Department shall have a Christian character, but that the religious persuasion of the parents and the pupils shall be respected in regard to religious instruction and religious ceremonies;

(d) onderwys vir volwassenes verskaf in 'n deeltydse klas; en

(e) onderwys verskaf in 'n kleuterskool; maar dit omvat nie—

(i) onderwys wat verskaf word deur 'n universiteit of universiteitskollege wat by of kragtens 'n wet ingestel is nie; en

(ii) "opleiding" soos omskryf in die Wet op Indiensopleiding van Swart Werknemers, 1976 (Wet 86 van 1976), nie;

(xviii) "onderwyser" ook 'n prinsipaal en enige lid van die onderwyspersoneel van 'n skool;

(xix) "Onderwysersraad" die Onderwysersraad vir Swartes bedoel in artikel 34;

(xx) "ouer" die vader of die moeder van 'n leerling gebore uit of gewettig deur 'n huwelik (met inbegrip van 'n geregistreerde huwelik volgens die gewoontereg van Swartes), of die wettige voog;

(xxi) "private skool" 'n skool wat nie 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool is nie;

(xxii) "regulasie" 'n regulasie kragtens hierdie Wet uitgevaardig;

(xxiii) "Sekretaris" die Sekretaris van Onderwys en Opleiding;

(xxiv) "skool" enige skool, spesiale skool, klas, deeltydse klas, kollege, sentrum of enige ander inrigting vir die onderwys van Swart persone;

(xxv) "skoolkomitee" 'n skoolkomitee bedoel in artikel 8;

(xxvi) "skoolraad" 'n skoolraad bedoel in artikel 8;

(xxvii) "spesiale skool" 'n skool waarin gestremde of geestesvertraagde kinders buitengewone onderwys ontvang, hetsy op 'n voltydse of op 'n deeltydse grondslag, en ook 'n klas wat verbonde is aan 'n gewone skool en waarin sodanige kinders buitengewone onderwys ontvang;

(xxviii) "Staatsondersteunde skool" 'n skool ten opsigte waarvan hulptoelaes of subsidies ingevolge artikel 11 toegeken word of ten opsigte waarvan 'n lening ingevolge gemelde artikel toegestaan is;

(xxix) "Staatskool" 'n skool bedoel in artikel 5;

(xxx) "Swarte" of "Swart persoon" 'n Swarte soos omskryf in artikel 1 van die Bevolkingsregistrasiewet, 1950, (Wet 30 van 1950);

(xxxi) "Swart staat" 'n gebied waarvoor 'n wetgewende vergadering kragtens artikel 1 van die Grondwet van die Swart state, 1971 (Wet 21 van 1971), ingestel is;

(xxxii) "voorgeskrewe" of "voorgeskryf" by regulasie in die *Staatskoerant* voorgeskryf.

Beheer oor en administrasie van onderwys

2. Die Departement, onder leiding en beheer van die Minister, is belas met die verrigting van al die werksaamhede wat nodig is vir, of in verband staan met, die algemene administrasie van onderwys vir Swartes.

Bepaling van onderwysbeleid

3. Die Minister kan, na oorlegpleging met, of met inagneming van voorstelle van, die Adviesraad van tyd tot tyd die algemene beleid wat ten opsigte van onderwys in skole gevolg moet word, bepaal, en wel binne die raamwerk van die volgende beginsels, naamlik:

(a) Dat die onderwys in skole wat deur die Departement in stand gehou, bestuur en beheer of gesubsidieer word, 'n Christelike karakter moet hê, maar dat die geloofsoortuiging van die ouers en die leerlinge geëerbiedig moet word wat betref godsdiensoonderrig en godsdienstige plegtighede;

(b) that the universally accepted educational principle of the use of the mother tongue as the medium of instruction be observed: Provided that this principle shall be applied at least up to and including standard four: Provided further that the wishes of the parents shall be taken into consideration in the application of this principle after standard four and also in the choice of one of the official languages as medium of instruction where the mother tongue cannot be used as medium after standard four;

(c) that it shall be the aim and objective to introduce compulsory education in all areas with the co-operation of the parents;

(d) that in the provision of education the ability, aptitude and interest of the pupil as well as the needs of the country shall be taken into account and that appropriate guidance shall be given to pupils in this regard;

(e) that there shall be co-ordination with the other departments of education with regard to syllabuses, courses and examination standards and that the matriculation or senior certificate or an equivalent examination of either the Department of National Education or of the Joint Matriculation Board shall be conducted;

(f) that recognition be given to the active involvement of the parents and the communities in the education system through parent-teachers' associations, school committees, school boards, governing councils or governing bodies or in any similar authoritative manner; and

(g) that school health services be introduced in conjunction with the Department of Health.

Advisory Council for Education

4. (1) There shall be an Advisory Council for Education consisting of at least 20 members appointed by the Minister, and of whom—

(a) one shall be designated by the Minister as chairman and another as vice-chairman of the Advisory Council and executive committee of the Advisory Council;

(b) at least three shall be lecturers from three different universities for Blacks and they shall preferably be lecturers in the faculties or departments of education;

(c) one shall be a representative of an inspectors' association; and

(d) one shall be a representative of a recognised teachers' association.

(2) When appointing members in terms of subsection (1), the Minister shall accord representation to each of the regions determined by him and the Minister may also accord representation to any other person who in his discretion may make a contribution in the interests of education.

(3) The members appointed in terms of subsection (1) (c) and (d) shall either be in the employ of the Department or employed at a State-aided school.

(4) The chairman, vice-chairman and another member designated by the Advisory Council shall constitute the executive committee of the Advisory Council.

(5) The Department shall place a full-time secretary at the disposal of the Advisory Council with such remuneration and allowances as may be determined by the Minister in consultation with the Minister of Finance and on the recommendation of the Public Service Commission.

(6) The duties, powers, privileges and functions of and the quorum for and procedures at meetings of the Advisory Council, the executive committee and other

(b) dat die universeel aanvaarde opvoedkundige beginsel van die gebruik van die moedertaal as die medium van onderrig nageleef word: Met dien verstande dat hierdie beginsel ten minste tot en met standaard vier toegepas word: Met dien verstande voorts dat die wense van die ouers in ag geneem moet word by die toepassing van dié beginsel ná standaard vier en ook by die keuse van een van die amptelike tale as medium van onderrig waar die moedertaal ná standaard vier nie as medium gebruik kan word nie;

(c) dat dit die doel en strewe is om verpligte onderwys met die samewerking van die ouers in alle gebiede in te voer;

(d) dat daar met die verskaffing van onderwys rekening gehou moet word met die bekwaamheid, aansleg en belangstelling van die leerling en die behoeftes van die land, en dat gepaste voorligting in dié verband aan leerlinge verstrekkend moet word;

(e) dat daar koördinasie met ander onderwysdepartemente moet wees ten opsigte van sillabusse, kursusse en eksamenstandaarde, en dat die matrikulasiof seniorsertifikaateksamen, of gelykwaardige eksamen, van of die Departement van Nasionale Opvoeding of die Gemeenskaplike Matrikulasieraad afgeneem moet word;

(f) dat erkenning verleen word aan die aktiewe betrokkenheid van die ouers en die gemeenskappe in die onderwysstelsel deur middel van ouer-onderserververenigings, skoolkomitees, skoolrade, beheerrade en beheerliggame of op 'n soortgelyke gesaghebbende wyse; en

(g) dat skoolgesondheidsdienste in samewerking met die Departement van Gesondheid ingevoer word.

Adviesraad vir Onderwys

4. (1) Daar is 'n Adviesraad vir Onderwys wat bestaan uit minstens 20 lede wat deur die Minister aangestel word en van wie—

(a) een as voorsitter en een as ondervoorsitter van die Adviesraad en uitvoerende komitee van die Adviesraad deur die Minister aangewys word;

(b) minstens drie dosente van drie verskillende universiteite vir Swartes moet wees en wat verkieslik dosente in die fakulteite of departemente van opvoedkunde moet wees;

(c) daar een verteenwoordiger van 'n inspekteursvereniging moet wees; en

(d) daar een verteenwoordiger van 'n erkende onderwysersvereniging moet wees.

(2) Wanneer die Minister lede ingevolge subartikel (1) aanstel, moet hy verteenwoordiging aan elk van die streke wat hy bepaal, verleen, en die Minister kan ook verteenwoordiging aan enige ander persoon verleen wat volgens sy oordeel 'n bydrae in belang van die onderwys kan lewer.

(3) Die lede wat ingevolge subartikel (1) (c) en (d) aangestel word, moet of in diens van die Departement of in diens by 'n Staatsondersteunde skool wees.

(4) Die voorsitter, ondervoorsitter en een ander lid wat deur die Adviesraad aangewys moet word, maak die uitvoerende komitee van die Adviesraad uit.

(5) Die Departement stel 'n voltydse sekretaris tot beskikking van die Adviesraad, met besoldiging en toeslaes, as daar is, wat deur die Minister in oorleg met die Minister van Finansies en op aanbeveling van die Staatsdienskommissie bepaal word.

(6) Die pligte, bevoegdhede, voorregte, werksaamhede en quorum vir en prosedures op vergaderings van die Adviesraad, die uitvoerende komitee en ander komi-

committees of the Advisory Council and the period of office of the chairman, vice-chairman and other members of the said council and the constitution of committees of the Advisory Council shall be as prescribed.

(7) The fees and allowances, if any, payable to a member of the Advisory Council who is not in the full-time service of the State, shall be determined by the Minister in consultation with the Minister of Finance.

(8) The Advisory Council for Black Education established in terms of the Black Education Act, 1953 (Act 47 of 1953), shall continue to function until the term of office of its members expires and shall, during such period, be deemed for the purposes of this Act to have been established under this section.

Establishment of State schools

5. (1) The Minister may, out of moneys appropriated by Parliament for this purpose—

(a) establish, erect, maintain and manage schools which shall be known as State schools; and

(b) establish, erect, maintain and manage any hostel, teachers' quarters, school clinic or any other appurtenance of a State school.

(2) Any State school established or deemed to have been established as such in terms of any law repealed by section 46 and in existence on the date of commencement of this Act shall be deemed to have been established under subsection (1).

(3) The Minister may at any time close or dis-establish a State school but, if a governing council has been established for such school, only after consultation with such council.

(4) The Minister may, if he deems it in the interests of education, and after consultation with or at the request of the governing council concerned, if such governing council has been established, convert a State school into a community school.

Governing Councils for State schools

6. (1) The Minister may establish a governing council for a State school to advise the Minister and the Secretary in regard to such matters as may be prescribed, and may accord representation on such governing council to any person.

(2) The constitution, functions, powers and duties of and the quorum for and procedures at meetings of a governing council and the term of office of the members shall be as prescribed.

(3) No remuneration shall be paid to a member of a governing council but he may in respect of the attendance of a meeting of the governing council and in respect of any journey to such meeting be paid such subsistence and travelling allowances as the Minister may determine in consultation with the Minister of Finance: Provided that a member who is in the full-time service of the State shall receive allowances in accordance with the law governing his conditions of employment.

Community schools

7. (1) The Minister may, out of moneys appropriated by Parliament for the purpose, establish and maintain schools which shall be known as community schools.

(2) Any community school registered or deemed to have been registered in terms of the Black Education Act, 1953 (Act 47 of 1953), and in existence immediately prior to or on the date of commencement of this Act shall be deemed to have been established under subsection (1).

tees daarvan en die ampstermyn van die voorsitter, vise-voorsitter en ander lede van die Adviesraad en die samestelling van komitees van die Adviesraad is soos voorgeskryf.

(7) Die gelde en toelaes, as daar is, betaalbaar aan 'n lid van die Adviesraad wat nie in die voltydse diens van die Staat is nie, word deur die Minister in oorleg met die Minister van Finansies bepaal.

(8) Die Adviesraad vir Swart Onderwys, wat ingevolge die Wet op Swart Onderwys, 1953 (Wet 47 van 1953), ingestel is, gaan voort om te funksioneer totdat die ampstermyn van die lede verstryk en word gedurende dié tydperk vir die doeleindes van hierdie Wet geag kragtens hierdie artikel tot stand te gekom het.

Instelling van Staatskole

5. (1) Die Minister kan, uit geld wat die Parlement vir dié doel bewillig het—

(a) skole wat Staatskole heet, instel, oprig, in stand hou en bestuur; en

(b) enige koshuis, kwartiere vir onderwysers, skoolkliniek of enige toebehoorsel van 'n Staatskool instel, oprig, in stand hou en bestuur.

(2) 'n Staatskool ingestel of wat geag word as sodanig ingestel te wees ingevolge 'n wet herroep by artikel 46 en wat op die datum van inwerkingtreding van hierdie Wet bestaan, word geag ingestel te wees kragtens subartikel (1).

(3) Die Minister kan te eniger tyd 'n Staatskool sluit of die instelling daarvan intrek, maar, indien 'n beheerraad vir dié skool ingestel is, slegs ná oorlegpleging met dié raad.

(4) Die Minister kan, indien hy dit in belang van die onderwys ag, en na oorlegpleging met of op versoek van die betrokke beheerraad, indien so 'n beheerraad ingestel is, 'n Staatskool in 'n gemeenskapskool omskep.

Beheerrade vir Staatskole

6. (1) Die Minister kan vir 'n Staatskool 'n beheerraad instel om die Minister en die Sekretaris aangaande aangeleenthede wat voorgeskryf word, van advies te dien, en kan verteenwoordiging in so 'n beheerraad aan iemand verleen.

(2) Die samestelling, werksaamhede, bevoegdheid en pligte van, die kworum vir en prosedures op vergaderings van 'n beheerraad en ampstermyn van die lede is soos voorgeskryf.

(3) Geen besoldiging word aan 'n lid van 'n beheerraad betaal nie, maar hy kan ten opsigte van die bywoning van 'n vergadering van die beheerraad en ten opsigte van 'n reis na so 'n vergadering dié reis- en verblyftoelaes betaal word wat die Minister in oorleg met die Minister van Finansies bepaal: Met dien verstande dat 'n lid wat op 'n voltydse grondslag in diens van die Staat is, toelaes ontvang ooreenkomstig die wetsbepalings wat sy diensvoorwaardes reël.

Gemeenskapskole

7. (1) Die Minister kan, uit geld wat die Parlement vir dié doel bewillig het, skole wat gemeenskapskole heet, instel en in stand hou.

(2) 'n Gemeenskapskool wat ingevolge die Wet op Swart Onderwys, 1953 (Wet 47 van 1953), geregistreer is of wat ingevolge gemelde Wet geag word geregistreer te wees en wat onmiddellik voor of op die datum van inwerkingtreding van hierdie Wet bestaan, word geag ingestel te wees kragtens subartikel (1).

(3) The Minister may at any time close or disestablish any community school: Provided that, before exercising his discretion under this subsection, the Minister shall afford an opportunity for representations relating to the proposed closing or disestablishment to be made to him by the school board concerned in such manner as he may determine.

(4) The Minister may at any time, if he deems it in the interests of education, and after consultation with or at the request of the school board concerned, convert a community school into a State school.

School boards and school committees for community schools

8. (1) The Minister may, with due regard to the principle of providing for active participation by the parents and the community in the control and management of community schools, establish school boards and school committees to advise the Minister and the Secretary in regard to such matters as may be prescribed.

(2) The constitution, duties, powers, privileges and functions of a school board or school committee established under subsection (1) and the term of office of its members shall be as prescribed.

(3) The allowances, if any, payable to members of a school board or school committee established under subsection (1) shall be as determined by the Minister in consultation with the Minister of Finance.

(4) The Minister may at any time disestablish any school board or school committee established under subsection (1): Provided that, before exercising his discretion under this subsection, the Minister shall afford an opportunity for representations relating to the proposed disestablishment to be made to him by the school board or school committee in question in such manner as he may determine.

(5) If the Minister is satisfied that any school board or school committee established under subsection (1) cannot be properly constituted or that such school board or school committee fails to perform or exercise the duties, powers and functions referred to in subsection (2), the Minister may authorise any person to perform or exercise such duties, powers and functions on behalf of that school board or school committee for such period not exceeding 12 months as the Minister may determine.

(6) Any duty, power or function exercised or performed by any person authorised in terms of subsection (5) shall, for the purposes of this Act, be deemed to have been exercised or performed by the school board or school committee in question.

(7) Any school board or school committee established under any law repealed by section 46 shall, subject to the provisions of this Act, continue to function until a school board or school committee has been constituted in terms of the regulations contemplated in subsection (2) for the community school or community schools concerned.

Registration of State-aided and private schools

9. (1) No person shall provide education to any Black person unless it takes place—

(a) at a school registered or deemed to have been registered in terms of this section; or

(b) at any State school or community school established or deemed to have been established in terms of this Act; or

(c) at any school which has been exempted from registration by regulation; or

(3) Die Minister kan te eniger tyd 'n gemeenskapskool sluit of die instelling daarvan intrek: Met dien verstande dat die Minister, voordat hy sy diskresie kragtens hierdie subartikel uitoefen, die betrokke skoolraad die geleentheid moet bied om vertoë betreffende die voorgenome sluiting of intrekking van die instelling aan hom te rig op die wyse wat hy bepaal.

(4) Die Minister kan te eniger tyd, indien hy dit in belang van die onderwys ag en na oorlegpleging met of op versoek van die betrokke skoolraad, 'n gemeenskapskool in 'n Staatskool omskep.

Skoolrade en skoolkomitees vir gemeenskapskole

8. (1) Die Minister kan, met behoorlike inagneming van die beginsel dat daar vir die aktiewe deelname deur ouers en die gemeenskap aan die beheer en bestuur van gemeenskapskole voorsiening gemaak word, skoolrade en skoolkomitees instel om die Minister en die Sekretaris aangaande aangeleenthede wat voorgeskrif word, van advies te dien.

(2) Die samestelling, pligte, bevoegdhede, voorregte en werksaamhede van 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee en die ampstermyn van die lede is soos voorgeskrif.

(3) Die toelaes, as daar is, betaalbaar aan lede van 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee, is soos deur die Minister in oorleg met die Minister van Finansies bepaal.

(4) Die Minister kan te eniger tyd 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee afskaf: Met dien verstande dat die Minister, voordat hy sy diskresie kragtens hierdie subartikel uitoefen, die betrokke skoolraad of skoolkomitee die geleentheid moet bied om vertoë betreffende die voorgenome afskaffing aan hom te rig op die wyse wat hy bepaal.

(5) Indien die Minister oortuig is dat 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee nie behoorlik saamgestel kan word nie of dat sodanige skoolraad of skoolkomitee in gebreke bly om die in subartikel (2) bedoelde pligte, bevoegdhede en werksaamhede te verrig of uit te oefen, kan die Minister iemand magtig om vir 'n tydperk van hoogstens 12 maande, wat die Minister bepaal, namens daardie skoolraad of skoolkomitee die bedoelde pligte, bevoegdhede en werksaamhede te verrig of uit te oefen.

(6) 'n Plig, bevoegdheid of werksaamheid wat deur 'n kragtens subartikel (5) gemagtigde persoon uitgeoefen of verrig is, word by die toepassing van hierdie Wet geag deur die betrokke skoolraad of skoolkomitee, na gelang van die geval, uitgeoefen of verrig te wees.

(7) 'n Skoolraad of skoolkomitee wat ingestel is kragtens 'n wet herroep by artikel 46, gaan, behoudens die bepalinge van hierdie Wet, voort om te funksioneer totdat 'n skoolraad of skoolkomitee vir die betrokke gemeenskapskool of gemeenskapskole ingevolge die regulasies beoog in subartikel (2) saamgestel word.

Registrasie van Staatsondersteunde en private skole

9. (1) Niemand mag onderwys aan 'n Swart persoon verskaf nie, tensy dit geskied—

(a) by 'n skool wat kragtens hierdie artikel geregistreer is of geag word daarkragtens geregistreer te wees; of

(b) by 'n Staatskool of 'n gemeenskapskool wat ingevolge hierdie Wet ingestel is of geag word ingestel te wees; of

(c) by 'n skool wat by regulasie van registrasie vrygestel is; of

(d) through a correspondence course of a correspondence college registered in terms of section 11 of the Correspondence Colleges Act, 1965 (Act 59 of 1965).

(2) Any person who wishes to provide education for Black persons shall apply to the Department for the registration of a school, and the Minister may in his discretion register such school as a State-aided school or a private school.

(3) Any registration under subsection (2) may be made subject to such conditions as the Minister may deem fit, and the Minister may at any time—

(a) withdraw or amend any such condition or impose further conditions as he may deem fit;

(b) withdraw any registration under subsection (2) if he is of the opinion that any condition has not been complied with or that other good and sufficient reasons for such withdrawal exist:

Provided that the Minister shall not act under paragraph (a) or (b) of this subsection unless he has first afforded the governing body concerned a reasonable opportunity to submit representations to him in regard to the proposed action in such manner as the Minister may determine.

(4) Any person who contravenes the provisions of subsection (1), whether as a member of the governing body or owner of such school or as a teacher thereat, or any person who admits any Black person to a school which is not registered or exempted from registration in terms of this Act shall be guilty of an offence and liable on conviction to a fine not exceeding R500 or to imprisonment for a period not exceeding one year or to both such fine and such imprisonment.

(5) Any person who has been convicted of an offence under subsection (4) and who at any time after such conviction carries on the activities in respect of which he was so convicted may again be charged and punished in respect of such activities.

(6) Any State-aided or private school registered or approved or deemed to have been registered or approved as such in terms of any law repealed by section 46 and in existence on the date of commencement of this Act shall be deemed to have been registered under subsection (2), and any condition to which the registration or approval of such school is subject at such commencement shall be deemed to have been imposed under this Act.

Classification of schools

10. State schools referred to in section 5, community schools referred to in section 7 and State-aided and private schools referred to in section 9 shall be classified according to the prescribed categories or types of schools.

Making of grants-in-aid or subsidies and loans in respect of State-aided schools

11. (1) The Minister may, out of moneys appropriated by Parliament for the purpose, make grants-in-aid or subsidies and loans to the owner or governing body of any school registered or deemed to have been registered in terms of section 9, and such school shall be known as a State-aided school.

(2) The making of grants-in-aid or subsidies and loans in terms of subsection (1) shall be effected on such basis and subject to such conditions as the Minister

(d) deur middel van 'n korrespondensiekursus van 'n korrespondensiekollege wat ingevolge artikel 11 van die Wet op Korrespondensiekolleges, 1965 (Wet 59 van 1965), geregistreer is.

(2) Iemand wat onderwys aan Swart persone wil verskaf, moet by die Departement om die registrasie van 'n skool aansoek doen en die Minister kan na goeddunke so 'n skool as 'n Staatsondersteunde skool of 'n private skool registreer.

(3) Enige registrasie ingevolge subartikel (2) kan onderworpe gemaak word aan die voorwaardes wat die Minister goedvind, en die Minister kan te eniger tyd—

(a) enige sodanige voorwaarde intrek of wysig of verdere voorwaardes oplê soos hy goedvind;

(b) enige registrasie ingevolge subartikel (2) intrek indien hy van oordeel is dat enige voorwaarde nie nagekom is of word nie of dat daar ander goeie en genoegsame redes vir die intrekking bestaan:

Met dien verstande dat die Minister nie ingevolge paragraaf (a) of (b) van hierdie subartikel optree nie tensy hy vooraf aan die betrokke bestuursliggaam 'n redelike geleentheid gegee het om in verband met die voorgestelde optrede vertoë tot hom te rig op die wyse wat die Minister bepaal.

(4) Iemand wat die bepalings van subartikel (1) oortree, hetsy as lid van die bestuursliggaam of as eienaar van so 'n skool of as 'n onderwyser daarvan, of iemand wat 'n Swart persoon tot 'n skool toelaat wat nie kragtens hierdie Wet geregistreer of van registrasie vrygestel is nie, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R500 of gevangenisstraf vir 'n tydperk van hoogstens een jaar of met beide dié boete en dié gevangenisstraf.

(5) Iemand wat aan 'n misdryf bedoel in subartikel (4) skuldig bevind is en wat te eniger tyd na daardie skuldigbevinding voortgaan met die handelinge ten opsigte waarvan hy aldus skuldig bevind is, kan weer ten opsigte van daardie handelinge aangekla en gestraf word.

(6) 'n Staatsondersteunde of private skool wat op die datum van inwerkingtreding van hierdie Wet bestaan en as sodanig geregistreer of goedgekeur is of geag word geregistreer of goedgekeur te wees kragtens 'n Wet herroep by artikel 46, word geag ingevolge die bepalings van subartikel (2) geregistreer te wees en enige voorwaarde waaraan die registrasie of goedkeuring van sodanige skool by sodanige inwerkingtreding onderworpe is, word geag kragtens hierdie Wet opgelê te wees.

Indeling van skole

10. Staatskole bedoel in artikel 5, gemeenskapskole bedoel in artikel 7 en Staatsondersteunde en private skole bedoel in artikel 9, word ingedeel volgens die voorgeskrewe kategorieë of soorte skole.

Toekenning van hulptoelae of subsidies en lenings ten opsigte van Staatsondersteunde skole

11. (1) Die Minister kan uit geld wat die Parlement vir dié doel bewillig het, hulptoelae of subsidies en lenings toeken aan die eienaar of bestuursliggaam van 'n skool wat kragtens artikel 9 geregistreer is of geag word geregistreer te wees en so 'n skool staan as 'n Staatsondersteunde skool bekend.

(2) Die toekenning van hulptoelae of subsidies en lenings ingevolge subartikel (1) moet geskied op dié grondslag en onderworpe aan dié voorwaardes wat die

in consultation with the Minister of Finance may in every particular case determine and subject to such other conditions as may be prescribed.

(3) Any grant-in-aid, subsidy or loan made immediately prior to or on the date of commencement of this Act in respect of any State-aided school under any law repealed by section 46 shall be deemed to have been made to such school in terms of subsection (1) with effect from the said date, and any condition to which such grant-in-aid, subsidy or loan is subject at such date of commencement shall be deemed to have been imposed under subsection (2).

(4) The Minister may at any time in his discretion terminate, reduce or withdraw any grant-in-aid, subsidy or loan made in respect of a State-aided school in terms of this section if it appears to the Minister that the conditions subject to which such grant-in-aid, subsidy or loan is being made are not being complied with or if there are other good and sufficient reasons for such termination, reduction or withdrawal: Provided that before exercising his discretion under this subsection, the Minister shall afford an opportunity for representations relating to the proposed action to be made to him by the governing body or owner in question in such manner as he may determine.

Transfer of management and control of a State-aided or private school to the Department

12. (1) The Minister may, with the concurrence of the Minister of Finance and with effect from a date determined by the Minister, take over the management and control of a State-aided or a private school or any part thereof as a State school or a community school if—

(a) the owner or governing body of the school in question has agreed thereto; or

(b) the registration of such school is withdrawn in terms of section 9 (3) (b).

(2) The taking over of the management and control of any such school shall be on such conditions concerning the take-over of the property of such school as may be agreed upon between the Minister and the owner or governing body concerned.

(3) As from the date of any such taking over, the school concerned shall be deemed to be a State school established under section 5 or a community school established under section 7, as the Minister may determine, and the owner or governing body concerned shall cease to have any rights, powers or duties in regard to such school.

(4) If any property which by trust, donation or bequest was vested in or would have accrued to any owner or governing body becomes vested in the Department, the Secretary shall deal with such property in accordance with the conditions of such trust, donation or bequest.

(5) As from the date referred to in subsection (1) the rights and liabilities acquired or incurred by the owner or governing body in question for the purposes of or in connection with the school concerned shall pass to the Department.

Establishment of, and appointment, promotion and discharge of teachers in State schools

13. (1) The teaching establishment at any State school shall be determined by the Minister on a basis to be laid down from time to time in consultation with the

Minister in oorleg met die Minister van Finansies in iedere besondere geval bepaal, en onderworpe aan die ander voorwaardes wat voorgeskryf word.

(3) 'n Hulptoelae, subsidie of lening wat onmiddellik vóór of op die datum van inwerkingtreding van hierdie Wet ten opsigte van 'n Staatsondersteunde skool toegeken word kragtens 'n wet herroep by artikel 46, word geag toegeken te wees ten opsigte van sodanige Staatsondersteunde skool ingevolge subartikel (1) en wel met ingang van genoemde datum, en enige voorwaarde waaraan sodanige hulptoelae, subsidie of lening onderworpe is op sodanige datum van inwerkingtreding, word geag kragtens subartikel (2) opgelê te wees.

(4) Die Minister kan te eniger tyd na goeddunke 'n hulptoelae, subsidie of lening wat ten opsigte van enige Staatsondersteunde skool kragtens hierdie artikel verleen word, staak, verminder of intrek indien dit vir die Minister blyk dat die voorwaardes waarop sodanige hulptoelae, subsidie of lening verleen of toegeken word, nie nagekom word nie of indien daar ander goeie en genoegsame redes vir sodanige staking, vermindering of intrekking bestaan: Met dien verstande dat die Minister, voordat hy sy diskresie kragtens hierdie subartikel uitoefen, die betrokke bestuursliggaam of eienaar die geleentheid moet bied om vertoë betreffende die voorgename handeling aan hom te rig op die wyse wat hy bepaal.

Oordrag van bestuur van en beheer oor private skole en Staatsondersteunde skole aan die Departement

12. (1) Die Minister kan, met die instemming van die Minister van Finansies, en met ingang van 'n datum wat die Minister bepaal, die bestuur van en beheer oor 'n Staatsondersteunde skool of 'n private skool of 'n gedeelte daarvan as 'n Staatskool of 'n gemeenskapskool oorneem indien—

(a) die eienaar of bestuursliggaam van bedoelde skool daartoe ingestem het; of

(b) die registrasie van sodanige skool ingevolge artikel 9 (3) (b) ingetrek word.

(2) Die oorname van die bestuur van en beheer oor so 'n skool geskied op die voorwaardes aangaande die oorname van die eiendom van die skool waarop deur die Minister en die betrokke eienaar of bestuursliggaam onderling ooreengekom word.

(3) Vanaf die datum van so 'n oorname word die betrokke skool geag 'n Staatskool ingestel kragtens artikel 5 of 'n gemeenskapskool ingestel kragtens artikel 7, na gelang die Minister bepaal, te wees en het die betrokke eienaar of bestuursliggaam geen verdere regte, bevoegdhede of pligte ten opsigte van daardie skool nie.

(4) Indien eiendom wat uit hoofde van 'n trust, skenking of bemaking by 'n eienaar of bestuursliggaam berus het of aan hom sou toegeval het, op die Departement oorgaan, moet die Sekretaris met sodanige eiendom handel ooreenkomstig die voorwaardes van bedoelde trust, skenking of bemaking.

(5) Met ingang van die datum in subartikel (1) vermeld, gaan die regte en verpligtings wat die betrokke eienaar of bestuursliggaam vir die doeleindes van of in verband met die betrokke skool verkry of opgeloop het, op die Departement oor.

Diensstaat van en aanstelling, bevordering en ontslag van onderwysers in Staatskole

13. (1) Die onderwysdiensstaat by enige Staatskool word deur die Minister bepaal op 'n basis wat van tyd tot tyd in oorleg met die Minister van Finansies en

No.

Education
General P
914Printed by
Bos.

Minister of Finance and on the recommendation of the Public Service Commission.

(2) The power of appointment, promotion or discharge of teachers in State schools shall, subject to the provisions of this Act, vest in the Minister.

(3) Any teacher who immediately prior to as well as on the date of commencement of this Act occupies a post on the teaching establishment of any State school referred to in section 5 (2) shall be deemed to have been appointed as from the said date in terms of this section.

(4) Any disciplinary proceedings in respect of misconduct by any teacher referred to in subsection (3) before the date of commencement of this Act may be continued or instituted by the Department as if such misconduct had been committed after the said date.

Establishment of, and appointment, promotion and discharge of teachers in, community schools

14. (1) The teaching establishment at any community school shall be determined by the Minister on the basis referred to in section 13 (1).

(2) The power of appointment, promotion or discharge of teachers in community schools shall, subject to the provisions of this Act, vest in the Minister.

(3) Any teacher who immediately prior to as well as on the date of commencement of this Act was employed by a school board established in terms of any law repealed by section 46 as a teacher on the teaching establishment of a community school referred to in section 7 (2) shall, as from the said date, be deemed to have been appointed on probation by the Minister in terms of subsection (2).

(4) Any disciplinary proceedings in respect of misconduct by any teacher referred to in subsection (3) before the date of commencement of this Act may be continued or instituted by the Department as if such misconduct had been committed after the said date.

Establishment of, and appointment, promotion and discharge of persons employed at, State-aided schools

15. (1) Subject to the provisions of subsection (2)—

(a) the establishment at a State-aided school shall be determined by the Minister on the basis laid down from time to time in consultation with the Minister of Finance;

(b) the power to appoint any person for service at a State-aided school, to promote or discharge him shall be vested in the governing body in question, subject in each case to the approval of the Minister: Provided that, in the case of the discharge of such teacher, such approval shall take place beforehand.

(c) the salary, salary scale and allowances of any person appointed under paragraph (b) in a subsidised post shall be determined by the Minister on the recommendation of the Public Service Commission and with the concurrence of the Minister of Finance; and

(d) the conditions of service and leave privileges of teachers employed at a State-aided school in subsidised posts shall be as prescribed.

(2) If in the opinion of the Minister a governing body fails to have a vacant subsidised teaching post referred to in subsection (1) suitably filled within a period regarded by the Minister as reasonable, and if such failure, in the opinion of the Minister, is prejudicial to the State-aided school, the Minister may

op aanbeveling van die Staatsdienskommissie neergelê word.

(2) Die bevoegdheid om onderwysers in Staatskole aan te stel, te bevorder of te ontslaan, berus behoudens die bepalinge van hierdie Wet by die Minister.

(3) 'n Onderwyser wat onmiddellik vóór sowel as op die datum van inwerkingtreding van hierdie Wet 'n pos beklee op die onderwysdiensstaat van 'n Staatskool vermeld in artikel 5 (2), word vanaf bedoelde datum geag ingevolge hierdie artikel aangestel te wees.

(4) Enige dissiplinêre stappe ten opsigte van wangedrag wat deur 'n in subartikel (3) bedoelde onderwyser voor die datum van inwerkingtreding van hierdie Wet gepleeg is, kan deur die Departement voortgesit of ingestel word asof die wangedrag ná die genoemde datum gepleeg was.

Diensstaat van en aanstelling, bevordering en ontslag van onderwysers in gemeenskapkole

14. (1) Die onderwysdiensstaat by enige gemeenskapkool word deur die Minister bepaal op die basis bedoel in artikel 13 (1).

(2) Die bevoegdheid om onderwysers in gemeenskapkole aan te stel, te bevorder of te ontslaan, berus behoudens die bepalinge van hierdie Wet by die Minister.

(3) 'n Onderwyser wat onmiddellik vóór sowel as op die datum van inwerkingtreding van hierdie Wet in diens is van 'n skoolraad ingestel ingevolge 'n wet herroep by artikel 46, as 'n onderwyser op die onderwysdiensstaat van 'n gemeenskapkool vermeld in artikel 7 (2), word vanaf bedoelde datum geag ingevolge subartikel (2) deur die Minister op proef aangestel te wees.

(4) Enige dissiplinêre stappe ten opsigte van wangedrag wat deur 'n in subartikel (3) bedoelde onderwyser voor die datum van inwerkingtreding van hierdie Wet gepleeg is, kan deur die Departement voortgesit of ingestel word asof die wangedrag na die genoemde datum gepleeg was.

Diensstaat van en aanstelling, bevordering en ontslag van persone in diens by Staatsondersteunde skole

15. (1) Behoudens die bepalinge van subartikel (2)—

(a) word die diensstaat by 'n Staatsondersteunde skool deur die Minister bepaal op die basis wat van tyd tot tyd in oorleg met die Minister van Finansies neergelê word;

(b) berus die bevoegdheid om iemand vir diens by 'n Staatsondersteunde skool aan te stel, om hom te bevorder of om hom te ontslaan, by die betrokke bestuursliggaam, onderworpe in elke geval aan die goedkeuring van die Minister: Met dien verstande dat in die geval van die ontslag van so 'n onderwyser, sodanige goedkeuring vooraf moet geskied;

(c) word die salaris, salarisskaal en toelaes van iemand wat kragtens paragraaf (b) in 'n gesubsidieerde pos aangestel word, deur die Minister bepaal op aanbeveling van die Staatsdienskommissie en met die instemming van die Minister van Finansies; en

(d) is die diensvoorwaardes en verlofvoorregte van onderwysers in diens by 'n Staatsondersteunde skool in gesubsidieerde poste soos voorgeskryf.

(2) As, na die oordeel van die Minister, 'n bestuursliggaam in gebreke bly om 'n gesubsidieerde onderwyspos bedoel in subartikel (1) wat vakant is, paslik te vul binne 'n tydperk wat die Minister as redelik beskou, en sodanige versuim volgens die oordeel van die Minister tot nadeel van die Staatsondersteunde skool strek,

appoint a teacher to such post, and such appointment shall be deemed to have been made in terms of subsection (1) (b).

(3) Any teacher who immediately prior to as well as on the date of commencement of this Act is employed at a State-aided school referred to in section 9 (6) shall be deemed to have been appointed in terms of subsection (1) (b) of this section in such employment.

(4) Any disciplinary proceedings in respect of misconduct by any teacher referred to in subsection (3) before the date of commencement of this Act may be continued or instituted by the governing body as if such misconduct had been committed after the said date.

(5) Any teacher employed in terms of this section in a subsidized post at a State-aided school shall, for the purposes of the Workmen's Compensation Act, 1941 (Act 30 of 1941), be deemed to be a Government employee, unless the Minister determines otherwise in any particular case.

Appointment of teachers additional to determined teaching establishments at State schools

16. (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 State schools determined in terms of section 13 (1) to perform such services and work as the Minister may from time to time determine.

(2) The provisions of sections 13 (2) and 19 (1) shall *mutatis mutandis* apply to teachers appointed under this section.

Secondment of certain teachers to service of other bodies

17. The Minister may, with the consent of the teacher concerned, second any teacher attached to a State school or a community school or any teacher appointed in terms of section 16 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 period of time, and while he is so seconded such teacher shall remain subject to the provisions of this Act.

Transfer of certain teachers employed at State schools and community schools

18. (1) Any teacher employed at a State school or a community school may be transferred by the Minister from the post in which he is employed to any other post at the same school or at any other State or community school or at any other institution under the control of the Department, whether or not such transfer is to a post of a lower grade: Provided that no transfer involving a reduction in such teacher's pensionable emoluments shall be made without his consent, unless the transfer is in consequence of a reduction of rank imposed in connection with misconduct or inefficiency as a teacher.

(2) A teacher who has been transferred to a post of a grade higher than a grade to which his rank is appropriate shall not, by reason only of such transfer and service in such post, be entitled to the higher salary applicable to that post.

kan die Minister 'n onderwyser in sodanige pos aanstel, en sodanige aanstelling word geag ingevolge subartikel (1) (b) gedoen te wees.

(3) 'n Onderwyser wat onmiddellik vóór sowel as op die datum van inwerkingtreding van hierdie Wet in diens is by 'n Staatsondersteunde skool bedoel in artikel 9 (6), word geag ingevolge subartikel (1) (b) van hierdie artikel in sodanige diens aangestel te wees.

(4) Enige dissiplinêre stappe ten opsigte van wangedrag wat deur 'n in subartikel (3) bedoelde onderwyser voor die datum van inwerkingtreding van hierdie Wet gepleeg is, kan deur die bestuursliggaam voortgesit of ingestel word asof die wangedrag ná die genoemde datum gepleeg was.

(5) 'n Onderwyser wat in 'n gesubsidieerde pos by 'n Staatsondersteunde skool ingevolge hierdie artikel in diens is, word vir die doeleindes van die Ongevalwet, 1941 (Wet 30 van 1941), as 'n Regeringswerknemer beskou, tensy die Minister in 'n spesifieke geval anders bepaal.

Aanstelling van onderwysers addisioneel tot bepaalde onderwysdiensstate by Staatskole

16. (1) Die Minister kan, met die instemming van die Minister van Finansies en op aanbeveling van die Staatsdienskommissie, onderwysers aanstel addisioneel tot die ingevolge artikel 13 (1) bepaalde onderwysdiensstate by Staatskole om die dienste en werksaamhede te verrig wat die Minister van tyd tot tyd bepaal.

(2) Die bepalinge van artikels 13 (2) en 19 (1) is *mutatis mutandis* van toepassing op onderwysers kragtens hierdie artikel aangestel.

Afstaan van sekere onderwysers aan die diens van andere

17. Die Minister kan 'n onderwyser verbonde aan 'n Staatskool of 'n gemeenskapskool of 'n onderwyser aangestel kragtens artikel 16 met die betrokke onderwyser se toestemming en op die voorwaardes (benewens dié wat by of kragtens een of ander wet voorgeskryf word) wat die Minister met die instemming van die Minister van Finansies goedkeur, aan die diens van 'n ander regering of departement of van 'n raad, inrigting of liggaam wat by of kragtens een of ander wet ingestel is, of van enige ander liggaam of persoon, afstaan, hetsy vir 'n besondere diens of vir 'n tydperk, en sodanige onderwyser bly, terwyl hy aldus afgestaan is, onderworpe aan die bepalinge van hierdie Wet.

Verplasing van sekere onderwysers in diens by Staatskole en gemeenskapskole

18. (1) 'n Onderwyser wat by 'n Staatskool of 'n gemeenskapskool in diens is, kan deur die Minister verplaas word van die pos waarin hy diens doen na enige ander pos in dieselfde skool of in enige ander Staatskool of gemeenskapskool of in enige ander inrigting onder die beheer van die Departement, hetsy daardie verplasing na 'n pos met 'n laer graad is al dan nie: Met dien verstande dat 'n verplasing wat 'n vermindering in sodanige onderwyser se pensioengewende verdienste meebring, nie sonder sy toestemming geskied nie, tensy die verplasing geskied as gevolg van 'n verlaging van rang wat na aanleiding van wangedrag of onbekwaamheid as onderwyser opgelê word.

(2) 'n Onderwyser wat verplaas is na 'n pos met 'n hoër graad as 'n graad wat by sy eie rang pas, is nie uit hoofde alleen van dié verplasing en diens in sodanige pos geregtig op die hoër salaris wat op daardie pos van toepassing is nie.

Salaries, salary scales, allowances and conditions of service of teachers employed at State schools and community schools

19. (1) Notwithstanding anything to the contrary contained in any other law, but subject to the provisions of this Act, the Minister shall, in consultation with the Minister of Finance and on the recommendation of the Public Service Commission, determine the salaries, salary scales and allowances, if any, and prescribe the conditions of service, including leave privileges, of teachers employed in a permanent, temporary or part-time capacity at any State school or community school.

(2) Any teacher who, immediately prior to the date on which the management and control of any State-aided or private school is transferred to the Department in terms of section 12 (1), occupies a post on the establishment of such school shall, subject to the requirements for appointment referred to in section 21 and unless the Minister decides otherwise, as from that date—

(a) be transferred to the service of the Department; and

(b) be deemed to have been appointed to such post on probation in terms of and subject to the provisions of this Act.

(3) As from the date on which a teacher is transferred to the service of the Department in terms of subsection (2), his salary shall be adjusted to such notch on the salary scale applicable to his post as the Minister may in consultation with the Public Service Commission determine.

(4) Any continuous whole-time employment of any teacher referred to in subsection (2) at any State-aided school immediately prior to such transfer shall, for leave purposes, be deemed to have been employment in the service of the Department: Provided that any sick and accumulative vacation leave to which such teacher is entitled on the date of such transfer shall, subject to such conditions as the Minister on the recommendation of the Public Service Commission may determine, be deemed to be leave earned in terms of this Act.

(5) Any continuous whole-time employment of any teacher referred to in section 14 (3) who immediately prior to the date of commencement of this Act was employed by a school board established in terms of any law repealed by section 46 shall, for leave purposes, be deemed to have been employment in the service of the Department: Provided that any sick and accumulative vacation leave to which such teacher is entitled on the date of such transfer shall be deemed to be leave earned in terms of this Act.

Protection of pension rights and retirement benefits

20. Subject to the provisions of the Government Service Pension Act, 1973 (Act 57 of 1973), or the Government non-White Employee Pension Act, 1966 (Act 42 of 1966), as the case may be, any teacher who at the date of commencement of this Act is employed in a permanent or temporary capacity at any State school, community school or State-aided school shall retain all the rights and privileges and remain subject to all the obligations acquired or incurred by him for pension purposes under any law which applied to him immediately before the said date.

Requirements for appointment

21. (1) Subject to the provisions of sections 13 (3), 14 (3) and 15 (3), no persons shall be appointed in a permanent capacity to a post included in the teaching

Salarisse, salarisskale, toelaes en diensvoorwaardes van onderwysers in diens by Staatskole en gemeenskapskole

19. (1) Ondanks andersluidende bepalings van enige ander wet, maar behoudens die bepalings van hierdie Wet, moet die Minister, in oorleg met die Minister van Finansies en op aanbeveling van die Staatsdienskommissie, die salarisse, salarisskale en toelaes, as daar is, van onderwysers wat permanent, tydelik of deeltyd by 'n Staatskool of 'n gemeenskapskool in diens is, bepaal en die diensvoorwaardes, met inbegrip van verlofvoorregte, van sulke onderwysers voorskryf.

(2) 'n Onderwyser wat, onmiddellik voor die datum waarop die bestuur van en beheer oor 'n Staatsondersteunde of private skool ingevolge artikel 12 (1) aan die Departement oorgedra word, 'n pos op die diensstaat van so 'n skool beklee, word, behoudens die aanstellingsvereistes vermeld in artikel 21 en tensy die Minister anders besluit, met ingang van bedoelde datum—

(a) na die diens van die Departement oorgeplaas; en

(b) geag in sodanige pos op proef aangestel te wees kragtens en onderworpe aan die bepalings van hierdie Wet.

(3) Met ingang van die datum waarop 'n onderwyser ingevolge subartikel (2) na die diens van die Departement oorgeplaas word, word sy salaris aangepas by die salarisskaal wat op sy pos van toepassing is, en wel op die kerf van daardie skaal wat die Minister in oorleg met die Staatsdienskommissie bepaal.

(4) Die ononderbroke voltydse diens van 'n onderwyser vermeld in subartikel (2) by 'n Staatsondersteunde skool onmiddellik vóór sodanige oorplasing, word vir verlofdoeleindes geag diens by die Departement te wees: Met dien verstande dat siekte- en ooplopende vakansieverlof waarop sodanige onderwyser op die datum van sodanige oorplasing geregtig is, geag word, onderworpe aan die voorwaardes wat die Minister op aanbeveling van die Staatsdienskommissie bepaal, verlof te wees wat ingevolge hierdie Wet verdien is.

(5) Die ononderbroke voltydse diens van 'n onderwyser bedoel in artikel 14 (3) wat onmiddellik vóór die datum van inwerkingtreding van hierdie Wet in diens was van 'n skoolraad ingestel kragtens 'n wet herroep by artikel 46, word vir verlofdoeleindes geag diens by die Departement te wees: Met dien verstande dat siekte- en ooplopende vakansieverlof waarop sodanige onderwyser geregtig is, geag word verlof te wees wat ingevolge hierdie Wet verdien is.

Beskerming van pensioenregte en uitdienstredingsvoordele

20. Behoudens die bepalings van die Regeringsdienspensionwet, 1973 (Wet 57 van 1973), of die Wet op Pensioene vir Nie-Blanke Regeringswerknemers, 1966 (Wet 42 van 1966), na gelang van die geval, behou 'n onderwyser wat op die datum van inwerkingtreding van hierdie Wet permanent of tydelik by 'n Staatskool, gemeenskapskool of 'n Staatsondersteunde skool in diens is, al die regte en voorregte en bly hy onderworpe aan al die verpligings wat hy vir pensioendoeleindes verkry of aangegaan het kragtens een of ander wetsbepaling wat onmiddellik voor die genoemde datum op hom van toepassing was.

Aanstellingsvereistes

21. (1) Behoudens die bepalings van artikels 13 (3), 14 (3) en 15 (3), word niemand in 'n pos wat inbegrepe is by die onderwysdiensstaat van 'n Staatskool,

establishment of a State school, community school or State-aided school, unless—

(a) he is in possession of qualifications determined by the Minister and is able to submit satisfactory evidence in this regard;

(b) he is of good character;

(c) he is free from any mental or physical defect, disease or infirmity likely to hamper the proper discharge of his duties or to necessitate his retirement before attaining his pensionable age; and

(d) he is a South African citizen or a citizen of an independent state.

(2) Notwithstanding the provisions of subsections (1) (a) and (d), the Minister may approve that any person—

(a) who does not possess the specified qualifications but possesses other qualifications which, in the opinion of the Minister, will enable such person to render satisfactory service; or

(b) who is not a South African citizen but whose permanent appointment will, in the opinion of the Minister, be in the interests of education,

be appointed at such school in a permanent capacity.

(3) Appointments and promotions of persons in teaching posts at State schools and community schools shall be made on probation and the period of probation shall be at least 12 calendar months, but the Secretary may extend the period to not more than 36 calendar months: Provided that, if a teacher who is serving on probation is promoted to another post, a shorter period of service on probation in the new post may be approved by the Secretary which, together with the period of service on probation in his previous post, shall be not less than 12 months: Provided further that the probationary period of a teacher shall be extended by the number of days leave (excluding leave during school holidays) taken by him during the period of probation or any extension thereof.

Temporary and part-time appointments

22. If a teaching post included in the establishment of a State school, a community school or a State-aided school cannot be filled by a permanent appointment in terms of section 21, such post may, subject to the provisions of sections 13, 14 and 15, be filled by the appointment on a full-time or part-time basis of a suitable person in a temporary capacity.

Discharge of teachers employed at State schools and community schools

23. (1) Any teacher employed at a State school or a community school may be discharged by the Minister from the service of the Department—

(a) on account of continued ill-health;

(b) owing to the abolition of his post or any reduction in or reorganisation or readjustment of the staff of a State school or a community school;

(c) if for reasons other than his own unfitness or incapacity, his discharge will promote efficiency or economy in the school in question;

(d) subject to the provisions of section 26, on account of unfitness for his duties, or incapacity to carry them out efficiently;

(e) subject to the provisions of section 25, on account of misconduct as defined in section 24; and

(f) if, in the case of a teacher appointed on probation, his appointment is not confirmed.

gemeenskapskool of 'n Staatsondersteunde skool in 'n vaste hoedanigheid aangestel nie, tensy—

(a) hy in besit is van kwalifikasies soos deur die Minister bepaal en bevredigende bewys in dié verband kan voorlê;

(b) hy van goeie karakter is;

(c) hy vry is van enige verstandelike of liggaamlike gebrek, siekte of swakheid wat waarskynlik die behoorlike uitvoering van sy pligte sal belemmer of sy uitdienstreding voordat hy sy pensioenleefyd bereik, sal noodsaak; en

(d) hy 'n Suid-Afrikaanse burger of 'n burger van 'n onafhanklike staat is.

(2) Ondanks die bepalinge van subartikel (1) (a) en (d) kan die Minister goedkeur dat iemand—

(a) wat nie die bepaalde kwalifikasies besit nie, maar ander kwalifikasies besit wat volgens die oordeel van die Minister sodanige persoon in staat sal stel om bevredigende diens te lewer; of

(b) wat nie 'n Suid-Afrikaanse burger is nie, maar wie se vaste aanstelling volgens die oordeel van die Minister in belang van die onderwys is,

in 'n vaste hoedanigheid by so 'n skool aangestel word.

(3) Aanstellings en bevorderings van persone in onderwysposte by Staatskole en gemeenskapskole geskied op proef en die proeftydperk is minstens 12 kalendermaande, maar die tydperk kan deur die Sekretaris tot hoogstens 36 kalendermaande verleng word: Met dien verstande dat indien 'n onderwyser wat op proef diens doen, bevorder word na 'n ander pos, 'n korter dienstyd op proef in die nuwe pos deur die Sekretaris goedgekeur kan word, wat, saam met die proeftyd in diens in die vorige pos, minstens 12 kalendermaande moet wees: Met dien verstande voorts dat die proeftyd van 'n onderwyser verleng word met die getal dae verlof (uitgesonderd verlof gedurende skoolvakansies) wat hy gedurende die proeftyd of enige verlenging daarvan geneem het.

Tydlike en deeltydse aanstellings

22. Indien 'n onderwyspos wat inbegrepe is by die diensstaat van 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool nie deur 'n vaste aanstelling ingevolge artikel 21 gevul kan word nie, kan sodanige pos, behoudens die bepalinge van artikels 13, 14 en 15, deur die aanstelling op 'n voltydse of deeltydse grondslag van 'n geskikte persoon in tydelike hoedanigheid gevul word.

Ontslag van onderwysers in diens by Staatskole en gemeenskapskole

23. (1) 'n Onderwyser in diens by 'n Staatskool of 'n gemeenskapskool kan deur die Minister uit die diens van die Departement ontslaan word—

(a) weens voortdurende swak gesondheid;

(b) weens die afskaffing van sy pos of vermindering of reorganisasie of herreëling van die personeel van 'n Staatskool of 'n gemeenskapskool;

(c) as om ander redes as sy eie ongeskiktheid of onvermoë, sy ontslag doeltreffendheid of besuiniging by die betrokke skool sal bevorder;

(d) behoudens die bepalinge van artikel 26, weens ongeskiktheid vir sy pligte of onvermoë om hulle op bekwame wyse uit te voer;

(e) behoudens die bepalinge van artikel 25, weens wangedrag soos omskryf in artikel 24; en

(f) as, in die geval van 'n onderwyser wat op proef aangestel is, sy aanstelling nie bekragtig word nie.

(2) Any teacher employed at a State school or a community school who, without the permission of the Secretary—

(a) is absent from duty for a period exceeding 14 days; or

(b) is absent from duty and has accepted other employment;

shall, subject to the provisions of subsection (3), be deemed to have been discharged on account of misconduct with effect from the day immediately succeeding the last day on which he was on duty.

(3) If any teacher referred to in subsection (2) (a) reports for duty at any time after the expiry of the period referred to in the said paragraph, the Minister may, on such conditions as he may determine, reinstate such teacher in employment, and in that event the period of his absence from duty shall be deemed to have been absence on vacation leave without pay or leave on such other conditions as the Minister may determine.

(4) For the purposes of subsection (1) (a), the Minister may at any time require any permanent teacher to undergo examination by a district surgeon on a specified date, and any teacher who fails or refuses to undergo such examination shall be deemed to be guilty of misconduct as defined in section 24 (c) and shall *mutatis mutandis* be subject to the provisions of section 25 (23) to (27), inclusive.

(5) A teacher appointed in a permanent capacity at a State school or a community school may terminate his services by giving written notice of one school quarter or such shorter notice as may be acceptable to the Secretary.

(6) The services of a temporary or part-time teacher employed at a State school or a community school may be terminated by the Minister or the teacher by 24 hours' notice in writing.

Definition of misconduct

24. A teacher employed at a State school or a community school shall be guilty of misconduct and may be dealt with in accordance with the provisions of section 25 if he—

(a) contravenes or fails to comply with any provision of this Act, with which it is his duty to comply;

(b) does, or causes, or permits to be done, or connives at, any act which is prejudicial to the administration, discipline or efficiency of a school, department, office or institution of the Government;

(c) disobeys, disregards or makes wilful default in carrying out a lawful order given to him, or by word or conduct displays insubordination;

(d) is negligent or indolent in the discharge of his duties;

(e) undertakes, without the permission of the Secretary, any private agency or private work in connection with any matter connected with the performance of his official functions or the discharge of his official duties;

(f) publicly comments adversely upon the administration of any department of State (including a provincial administration);

(g) attempts to secure intervention, through any person not in the employment of the Department, in relation to his position and conditions of service, unless it is done to obtain redress of any grievance through Parliament;

(2) 'n Onderwyser in diens by 'n Staatskool of 'n gemeenskapskool wat, sonder verlof van die Sekretaris—

(a) langer as 14 dae van sy diens afwesig is; of

(b) van sy diens afwesig is en ander werk aanvaar het,

word, behoudens die bepalings van subartikel (3), geag weens wangedrag ontslaan te wees met ingang van die dag wat onmiddellik volg op die laaste dag waarop hy diens verrig het.

(3) Indien 'n onderwyser vermeld in subartikel (2) (a) hom te eniger tyd na verstryking van die tydperk vermeld in genoemde paragraaf vir diens aanmeld, kan die Minister op die voorwaardes deur hom bepaal, sodanige onderwyser in diens herstel en in so 'n geval word die tydperk van afwesigheid van diens geag afwesigheid met vakansieverlof sonder betaling, of verlof op die ander voorwaardes wat die Minister bepaal, te wees.

(4) By die toepassing van subartikel (1) (a), kan die Minister 'n permanente onderwyser gelas om op 'n bepaalde datum deur 'n distriksgeneesheer ondersoek te word, en 'n onderwyser wat versuim of weier om aldus ondersoek te word, word geag skuldig te wees aan wangedrag soos omskryf in artikel 24 (c) en is *mutatis mutandis* onderworpe aan die bepalings van artikel 25 (23) tot en met (27).

(5) 'n Onderwyser wat in 'n vaste hoedanigheid aangestel is by 'n Staatskool of 'n gemeenskapskool, kan sy dienste beëindig deur een skoolkwartaal skriftelik kennis te gee of sodanige korter kennisgewing as wat vir die Sekretaris aanneemlik is.

(6) Die dienste van 'n tydelike of deeltydse onderwyser in diens by 'n Staatskool of 'n gemeenskapskool kan deur die Minister of die onderwyser met 24 uur skriftelike kennisgewing beëindig word.

Omskrywing van wangedrag

24. 'n Onderwyser in diens by 'n Staatskool of 'n gemeenskapskool is skuldig aan wangedrag en daar kan ooreenkomstig die bepalings van artikel 25 met hom gehandel word, as hy—

(a) 'n bepaling van hierdie Wet wat hy moet nakom, oortree of versuim om daaraan te voldoen;

(b) 'n daad wat nadelig is vir die administrasie, dissipline of doeltreffendheid van 'n skool, departement, kantoor of inrigting van die Regering doen of laat doen, of toelaat of oogluikend toelaat dat dit gedoen word;

(c) 'n wettige bevel wat aan hom gegee is, nie gehoorsaam nie of verontagsaam of opsetlik versuim om dit uit te voer, of hom deur woord of gedrag aan insubordinasie skuldig maak;

(d) nalatig of traag by die vervulling van sy pligte is;

(e) sonder die toestemming van die Sekretaris 'n private agentskap of private werk onderneem in verband met 'n aangeleentheid wat in verband staan met die verrigting van sy amptelike werksaamhede of die uitvoering van sy ampspligte;

(f) in die openbaar kritiek uitoefen op die administrasie van 'n Staatsdepartement (met inbegrip van 'n provinsiale administrasie);

(g) deur middel van iemand wat nie in die diens van die Departement is nie, probeer om ingryping in verband met sy posisie en diensvoorwaardes te verkry, tensy dit geskied om herstel van 'n grief deur bemiddeling van 'n Parlement te probeer verkry;

(h) conducts himself in a disgraceful, improper or unbecoming manner, or, whilst on duty, is grossly discourteous to any person;

(i) uses intoxicants or stupefying drugs excessively, or, whilst he is or should be on duty, is under the influence of intoxicants or stupefying drugs to an extent which is prejudicial to the school or the Department or to the efficient performance of his duties, unless it is proved that it is not due to any improper conduct or action on his part;

(j) becomes insolvent or compromises with his creditors or if a decree of civil imprisonment is made against him by any court of law, unless it is shown that his insolvency or such composition or the making of such decree against him has been occasioned by unavoidable misfortune;

(k) becomes pecuniarily embarrassed, unless it is shown that his pecuniary embarrassment has not been occasioned by imprudence or other reprehensible cause and is not prejudicial to the faithful performance of his duties;

(l) without first having obtained the permission of the Secretary, discloses, otherwise than in the discharge of his official duties, information gathered or obtained by him through his employment at a school or in the Department, or uses such information for any purpose other than for the discharge of his official duties, whether or not he discloses such information;

(m) accepts or demands in respect of the discharge of or the failure to discharge his duties any commission, fee or other reward, not being the emoluments payable to him in respect of his duties, or fails to report to the Secretary the offer of any such commission, fee or reward;

(n) misappropriates or improperly uses any property of the State or the school, and such misappropriation or use does not constitute an offence;

(o) commits a criminal offence;

(p) absents himself from his school or duty without leave, unless he can prove a valid cause for his absence;

(q) with a view to obtaining any privilege or advantage in relation to his official position or his duties, or to causing prejudice to the Government or a department of State or the educational service or a member of such service, makes a false or incorrect statement, knowing it to be false or incorrect; or

(r) contravenes any provision of the rules of the constitution of a medical aid fund or medical aid society of which he is required to be a member in terms of the regulations or fails to comply with any provision of the said rules with which it is his duty to comply by virtue of his membership of such medical aid fund or medical aid society.

Procedure in case of misconduct

25. (1) If a teacher employed at a State school or a community school is accused of misconduct as defined in section 24, the Secretary or any person authorised in writing by the Secretary may charge him in writing under his hand with that misconduct.

(2) The person who signed the charge shall serve it upon the person charged by causing it to be delivered

(h) hom op 'n skandelijke, onbehoorlike of onbetaamlike wyse gedra of, terwyl hy diens doen, hom aan growwe onbeleefdheid teenoor 'n ander persoon skuldig maak;

(i) buitensporig gebruik maak van sterk drank of bedwelmende middels, of, terwyl hy aan diens is of behoort te wees, onder die invloed van sterk drank of bedwelmende middels is in 'n mate wat tot nadeel strek van die skool of Departement of van die doeltreffende verrigting van sy pligte, tensy daar bewys word dat dit nie aan onbetaamlike gedrag of optrede van sy kant te wyte is nie;

(j) insolvent word, of 'n akkoord met sy skuldeisers aangaan, of as 'n bevel tot siviele gyseling deur 'n gereghof teen hom uitgereik word, tensy daar bewys word dat sy insolvensie of dié akkoord of die uitreiking van dié bevel teen hom deur onvermydelike teenspoed veroorsaak is;

(k) in geldelike moeilikheid raak, tensy daar bewys word dat sy geldelike moeilikheid nie die gevolg is van onversigtigheid of ander laakbare oorsaak nie, en nie nadelig is vir die getroue uitvoering van sy pligte nie;

(l) sonder dat hy eers die toestemming van die Sekretaris verkry het, inligting wat hy ingewin of bekom het as gevolg van sy werk by 'n skool of in die Departement, openbaar maak anders as by die vervulling van sy ampspligte, of sodanige inligting gebruik vir 'n ander doel as vir die vervulling van sy ampspligte, hetsy hy sodanige inligting openbaar maak of nie;

(m) enige kommissie, geld of ander beloning wat nie die emolumente is wat ten opsigte van sy pligte aan hom betaalbaar is nie, aanneem of eis, ten opsigte van die uitvoering van sy pligte of die versuim om sy pligte uit te voer, of as hy versuim om die Sekretaris van die aanbod van sodanige kommissie, geld of beloning te verwittig;

(n) hom eiendom van die Staat of die skool wederregtelik toeëien of op onbehoorlike wyse daarvan gebruik maak, en sodanige toeëiening of gebruikmaking nie 'n misdryf uitmaak nie;

(o) 'n kriminele misdryf pleeg;

(p) sonder verlof van sy skool of diens wegbly, tensy hy 'n geldige rede vir sy afwesigheid kan bewys;

(q) met die oog op die verkryging van enige voorreg of voordeel met betrekking tot sy amptelike posisie of sy pligte, of op die veroorsaking van enige nadeel of skade aan die Regering of 'n Staatsdepartement of die onderwysdiens of 'n lid van so 'n diens, 'n valse of onjuiste verklaring aflê terwyl hy weet dat dit vals of onjuis is; of

(r) 'n bepaling van die reëls van die konstitusie van 'n mediese hulpfonds of mediese hulpvereniging waarvan hy ingevolge die regulasies verplig is om lid te wees, oortree of versuim om te voldoen aan 'n bepaling van bedoelde reëls waaraan dit uit hoofde van sy lidmaatskap van sodanige mediese hulpfonds of mediese hulpvereniging sy plig is om te voldoen.

Prosedure in geval van wangedrag

25. (1) Indien 'n onderwyser wat by 'n Staatskool of 'n gemeenskapskool in diens is, beskuldig word van wangedrag soos in artikel 24 omskryf, kan die Sekretaris of iemand wat deur die Sekretaris daartoe gemagtig is, hom skriftelik onder sy handtekening van daardie wangedrag aankla.

(2) Die persoon wat die aanklag onderteken het, moet dit aan die aangeklaagde bestel deur dit aan hom te laat oorhandig of per aangetekende brief te stuur

or sent by registered letter to him or to be left at his place of residence or last known place of residence.

(3) The charge shall contain or shall be accompanied by a direction calling upon the person charged to transmit or deliver, within a period which is to be specified in such direction and is to be reasonable, to a person likewise specified, a written admission or denial of the charge and, if he so desires, a written explanation of the misconduct with which he is charged.

(4) The Minister or, if authorised thereto by the Minister either generally or in a particular case, the Secretary or any other officer in the Department may suspend from duty any person accused of misconduct as defined in section 24, whether or not such person has been charged with misconduct.

(5) The Minister or the other person who suspended any person in terms of subsection (4) may at any time cancel the suspension, but the cancellation of the suspension shall not affect any proceedings in connection with the charge of misconduct.

(6) A person who has been suspended from duty in terms of subsection (4) shall not be entitled to any emoluments in respect of the period of his suspension: Provided that the Minister may order payment to the said person of the whole or a portion of his emoluments.

(7) If no charge under this section is preferred against a person who has been so suspended from duty, he shall be allowed to resume duty as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already.

(8) (a) If the person charged admits the charge, he shall be deemed to have been found guilty in terms of this section of the misconduct with which he has been charged.

(b) If the person charged denies the charge or fails to comply with the direction mentioned in subsection (3), the Secretary shall appoint a person to inquire into the charge.

(9) (a) The person who is to hold the inquiry shall, in consultation with the person who signed the charge, fix the time and place of the inquiry, and the person who signed the charge shall give the person charged reasonable written notice of the time and place so fixed: Provided that the Secretary shall have the power to postpone the inquiry on good cause shown.

(b) The law relating to witnesses and evidence which applies in connection with criminal cases in a magistrate's court shall *mutatis mutandis* apply for the purposes of and at any such inquiry: Provided that subpoenas to procure the attendance of witnesses thereat shall be issued by the person who is to hold the inquiry.

(10) The person who signed the charge may authorise any person to be present at the inquiry and to adduce evidence and arguments in support of the charge, and to cross-examine any person called as a witness for the defence.

(11) (a) At the inquiry the person charged may be present, shall have the right to be heard, to cross-examine any person called as a witness in support of the charge, to inspect any documents produced in evidence and to call other persons as witnesses, either personally or by a representative, and may give evidence himself.

(b) The failure of the person charged to be present at the inquiry, either personally or by a representative, shall not invalidate the proceedings.

of dit te laat afgee by sy woonplek of die plek waar, sover bekend, hy laas gewoon het.

(3) Die aanklag moet 'n aansegging bevat of met 'n aansegging gepaard gaan waarby die aangeklaagde aangesê word om binne 'n tydperk wat in die aansegging vermeld moet word en redelik moet wees, 'n skriftelike erkenning of ontkenning van die aanklag en, indien hy dit verlang, 'n skriftelike verduideliking van die wangedrag waarvan hy aangekla word, aan iemand insgelyks vermeld, te stuur of te oorhandig.

(4) Die Minister of, indien daartoe deur die Minister in die algemeen of in 'n besondere geval gemagtig, die Sekretaris of 'n ander beampte in die Departement, kan iemand wat beskuldig word van wangedrag soos in artikel 24 omskryf, in sy diens skors, hetsy hy van wangedrag aangekla is of nie.

(5) Die Minister of die ander persoon wat iemand ingevolge subartikel (4) geskors het, kan die skorsing te eniger tyd intrek, maar die intrekking van die skorsing raak geen verrigtings in verband met die beskuldiging van wangedrag nie.

(6) Iemand wat ingevolge subartikel (4) in sy diens geskors is, is op geen besoldiging ten opsigte van die tydperk van sy skorsing geregtig nie: Met dien verstande dat die Minister kan gelas dat aan so iemand sy volle besoldiging of 'n gedeelte daarvan betaal word.

(7) As geen aanklag kragtens hierdie artikel ingebring word nie teen iemand wat aldus in sy diens geskors is, moet hy toegelaat word om so spoedig doenlik sy diens te hervat, en moet sy besoldiging ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedoen is nie.

(8) (a) Indien die aangeklaagde die aanklag erken, word hy geag ingevolge hierdie artikel skuldig bevind te wees aan die wangedrag waarvan hy aangekla is.

(b) Indien die aangeklaagde die aanklag ontken of versuim om te voldoen aan die aansegging vermeld in subartikel (3), moet die Sekretaris iemand aanstel om ondersoek na die aanklag in te stel.

(9) (a) Die persoon wat die ondersoek moet instel, moet in oorleg met die persoon wat die aanklag onderteken het, die tyd en plek van die ondersoek vasstel, en die persoon wat die aanklag onderteken het, moet die aangeklaagde redelike skriftelike kennis gee van die tyd en plek aldus vasgestel: Met dien verstande dat die Sekretaris die bevoegdheid het om die ondersoek uit te stel indien goeie redes daarvoor aangevoer word.

(b) Die reg met betrekking tot getuies en getuienis wat geld in verband met strafsake in 'n landdroshof, geld *mutatis mutandis* vir die doeleindes van en by so 'n ondersoek: Met dien verstande dat dagvaardings om die aanwesigheid van getuies daarby te verkry, uitgereik moet word deur die persoon wat die ondersoek moet instel.

(10) Die persoon wat die aanklag onderteken het, kan iemand magtig om by die ondersoek teenwoordig te wees en om getuienis en argumente ter staving van die aanklag aan te voer, en om iemand wat as getuie vir die verweer opgeroep is, onder kruisverhoor te neem.

(11) (a) By die ondersoek kan die aangeklaagde teenwoordig wees, het hy die reg om persoonlik of deur 'n verteenwoordiger aangehoor te word, om iemand wat as getuie ter staving van die aanklag opgeroep is, onder kruisverhoor te neem, om stukke wat as getuienis voorgelê is, in te sien, en om ander persone as getuies op te roep, en kan hy self getuienis aflê.

(b) Die versuim van die aangeklaagde om persoonlik of deur 'n verteenwoordiger by die ondersoek teenwoordig te wees, maak nie die verrigtings ongeldig nie.

(c) The person holding the inquiry shall keep a record of the proceedings at the inquiry and of the evidence given thereat.

(12) If the misconduct with which any person is charged, is the commission of an offence and it is proved that he has been convicted thereof by a court of law, a certified copy of the record of his trial and conviction by that court shall be *prima facie* evidence of the commission by him of that offence.

(13) The person holding the inquiry shall after the conclusion thereof decide whether the person charged is guilty or not guilty of the misconduct with which he has been charged and inform him and the Secretary of his decision.

(14) If the person holding the inquiry finds that the person charged is not guilty of the misconduct with which he has been charged and the person charged was suspended from duty in terms of subsection (4), he shall be allowed to resume duty as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already.

(15) If the person holding the inquiry finds that the person charged is guilty of the misconduct with which he has been charged, the person charged may within 14 days after the date on which he was informed of the finding appeal therefrom to the Minister by delivering or posting to the person who held the inquiry a written notice of appeal setting forth fully the grounds on which the appeal is based.

(16) If the person holding the inquiry finds that the person charged is guilty of the misconduct with which he has been charged, he shall—

(a) after expiry of the period referred to in subsection (15), forward to the Secretary—

- (i) the record of the proceedings at the inquiry;
- (ii) the documentary evidence admitted thereat;
- (iii) a statement of his finding and his reasons therefor;
- (iv) any observations which he may wish to make on the case; and

(v) if there is an appeal from his finding in terms of subsection (15), the notice of appeal; and

(b) if there is such an appeal from his finding, furnish the appellant with a copy of his reasons for the finding.

(17) If the appellant applies to the Secretary for a copy of the record of the proceedings at the inquiry and of the documentary evidence admitted thereat, within seven days after the date upon which he was furnished with a copy of the reasons for the finding, the Secretary shall furnish him with it.

(18) The appellant may, if he has made an application in terms of subsection (17), within 14 days after the date upon which he was furnished with the copy in question, or if he did not make such an application, within 21 days after the date upon which he was furnished with the copy of the reasons for the finding, submit to the Secretary written representations in support of his appeal, and the Secretary shall after receipt thereof or, if he did not receive such representations within the prescribed period, after the expiry of such period, submit to the Minister the record of the proceedings at the inquiry, the other documents in his possession which relate to the inquiry or appeal, and his recommendation concerning the appeal.

(c) Die persoon wat die ondersoek instel, moet notule hou van die verrigtings by die ondersoek en van die getuienis wat daarby afgelê word.

(12) Indien die wangedrag waarvan iemand aangekla word, die pleeg van 'n misdryf is en daar bewys word dat hy deur 'n geregshof daaraan skuldig bevind is, is 'n gesertifiseerde afskrif van die notule van sy verhoor en skuldigbevinding deur daardie hof *prima facie*-bewys dat hy daardie misdryf gepleeg het.

(13) Die persoon wat die ondersoek instel, moet na afloop daarvan beslis of die aangeklaagde skuldig of onskuldig is aan die wangedrag waarvan hy aangekla is, en hom en die Sekretaris van sy beslissing verwittig.

(14) Indien die persoon wat die ondersoek instel, bevind dat die aangeklaagde onskuldig is aan die wangedrag waarvan hy aangekla is en die aangeklaagde ingevolge subartikel (4) in sy diens geskors is, moet hy toegelaat word om so spoedig doenlik sy diens te hervat en moet sy besoldiging ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedoen is nie.

(15) Indien die persoon wat die ondersoek instel, bevind dat die aangeklaagde skuldig is aan die wangedrag waarvan hy aangekla is, kan die aangeklaagde binne 14 dae ná die datum waarop hy van die bevinding verwittig is, na die Minister daarteen appelleer deur aan die persoon wat die ondersoek ingestel het, 'n skriftelike kennisgewing van appèl te oorhandig of te pos waarin die gronde waarop die appèl gebaseer is, volledig uiteengesit word.

(16) Indien die persoon wat die ondersoek instel, bevind dat die aangeklaagde skuldig is aan die wangedrag waarvan hy aangekla is, moet hy—

(a) ná verstryking van die tydperk vermeld in subartikel (15), aan die Sekretaris stuur—

- (i) die notule van die verrigtings by die ondersoek;
- (ii) die dokumentêre bewysstukke wat daarby toegelaat is;
- (iii) 'n uiteensetting van sy bevinding en sy redes daarvoor;
- (iv) enige opmerkings wat hy oor die saak wil maak; en

(v) indien teen sy bevinding ingevolge subartikel (15) geappelleer is, die kennisgewing van appèl; en

(b) indien daar aldus teen sy bevinding geappelleer is, aan die appellant 'n afskrif van sy redes vir die bevinding verstrek.

(17) Indien die appellant binne sewe dae na die datum waarop 'n afskrif van die redes vir die bevinding aan hom verstrek is, by die Sekretaris aansoek doen om 'n afskrif van die notule van die verrigtings by die ondersoek en die dokumentêre bewysstukke wat daarby toegelaat is, moet die Sekretaris dit aan hom verstrek.

(18) Die appellant kan, indien hy 'n aansoek ingevolge subartikel (17) gedoen het, binne 14 dae ná die datum waarop die betrokke afskrif aan hom verstrek is, of, indien hy nie aldus aansoek gedoen het nie, binne 21 dae ná die datum waarop die afskrif van die redes vir die bevinding aan hom verstrek is, skriftelike verzoek ter staving van sy appèl aan die Sekretaris voorlê, en die Sekretaris moet na ontvangs daarvan of, indien hy geen sodanige verzoek binne die voorgeskrewe tydperk ontvang het nie, ná verstryking van dié tydperk, die notule van die verrigtings by die ondersoek, die ander stukke in sy besit wat op die ondersoek of appèl betrekking het, en sy aanbeveling omtrent die appèl, aan die Minister voorlê.

(19) After consideration of the record and other documents in question the Minister may allow the appeal in whole or in part and set aside or vary the finding, dismiss the appeal and confirm the finding, or, before arriving at a final decision on the appeal, remit any matter in connection with the inquiry to the person who held the inquiry and direct him to report thereon or to hold a further inquiry and to arrive at a finding thereon.

(20) If the Minister has directed that a further inquiry be held, the provisions of subsections (9), (10) and (11) shall apply thereto.

(21) If the Minister has arrived at a final decision on the appeal, he shall convey that decision in writing to the appellant and the Secretary.

(22) If the Minister allows the appeal and the appellant has been suspended from duty in terms of subsection (4), he shall be allowed to resume duty as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already.

(23) If the person charged has admitted the charge of misconduct as contemplated in subsection (3), or if he has been found guilty of misconduct in terms of subsection (13) and has not appealed therefrom within the period prescribed, or has appealed therefrom and the appeal has been dismissed wholly or in part in terms of this section, the Secretary shall, subject to the provisions of subsection (24), recommend to the Minister that—

- (a) the person charged be cautioned or reprimanded;
- (b) a fine, not exceeding R200, be imposed upon the person charged;
- (c) the person charged be transferred to another post;
- (d) the emoluments or rank or both the emoluments and rank of the person charged be reduced;
- (e) the person charged be discharged from the service of his employer or be called upon to resign therefrom; or
- (f) the person charged shall not be appointed as a teacher for a period determined by the Minister.

(24) (a) Except where the Secretary makes a recommendation under subsection (23) (e), he may make a recommendation under more than one of the other paragraphs of that subsection.

(b) The Secretary may postpone for a period not exceeding 12 months the making of a recommendation under subsection (23).

(25) (a) The Minister may act in accordance with the recommendation of the Secretary in terms of subsection (23) or take any other action which he could have taken if the Secretary had recommended it in terms of that subsection.

(b) If a fine is imposed upon any person in terms of this subsection, such fine may be recovered by deducting it from his emoluments in such instalments as the Minister may determine.

(c) If the Minister discharges any person in terms of this subsection, the discharge shall take effect on a date fixed by the Minister.

(d) If the Minister calls upon any person in terms of this subsection to resign from the service of his employer and such person fails so to resign with effect from a date fixed by the Minister, he shall be deemed to have been discharged in terms of this subsection from such service with effect from that date.

(19) Ná oorweging van die betrokke notule en ander stukke kan die Minister die appèl geheel en al of ten dele toestaan en die bevinding ter syde stel of wysig, die appèl van die hand wys en die bevinding bekragtig, of, voordat hy tot 'n finale beslissing oor die appèl kom, 'n aangeleentheid in verband met die ondersoek terugverwys na die persoon wat die ondersoek ingestel het, en hom gelas om verslag daarvoor te doen of nadere ondersoek in te stel en 'n bevinding daaroor te doen.

(20) Indien die Minister gelas dat nadere ondersoek ingestel word, is die bepalings van subartikels (9), (10) en (11) ten opsigte daarvan van toepassing.

(21) Indien die Minister tot 'n finale beslissing oor die appèl gekom het, moet hy dié beslissing skriftelik meedeel aan die appellant en die Sekretaris.

(22) Indien die Minister die appèl toestaan en die appellant ingevolge subartikel (4) in sy diens geskors is, moet hy toegelaat word om so spoedig doenlik sy diens te hervat en moet sy besoldiging ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedoen is nie.

(23) Indien die aangeklaagde die aanklag van wangedrag erken het soos in subartikel (3) beoog, of indien hy aan wangedrag skuldig bevind is ingevolge subartikel (13) en nie binne die voorgeskrewe tydperk daarteen geappelleer het nie, of daarteen geappelleer het en die appèl geheel en al of ten dele van die hand gewys is ingevolge hierdie artikel, moet die Sekretaris behoudens die bepalings van subartikel (24) by die Minister aanbeveel dat—

- (a) die aangeklaagde gewaarsku of berispe word;
- (b) die aangeklaagde 'n boete van hoogstens R200 opgelê word;
- (c) die aangeklaagde na 'n ander pos oorgeplaas word;
- (d) die aangeklaagde se besoldiging of rang of sy besoldiging sowel as sy rang verlaag word;
- (e) die aangeklaagde uit die diens van sy werkgewer ontslaan word of gelas word om daaruit te bedank; of
- (f) die aangeklaagde vir 'n tydperk wat die Minister bepaal, nie as 'n onderwyser aangestel mag word nie.

(24) (a) Behalwe wanneer die Sekretaris 'n aanbeveling kragtens subartikel (23) (e) doen, kan hy 'n aanbeveling kragtens meer as een van die ander paragrawe van daardie subartikel doen.

(b) Die Sekretaris kan die doen van 'n aanbeveling kragtens subartikel (23) vir 'n tydperk van hoogstens 12 maande uitstel.

(25) (a) Die Minister kan volgens die aanbeveling van die Sekretaris ingevolge subartikel (23) handel of enigiets anders doen wat hy sou kon gedoen het indien die Sekretaris dit ingevolge daardie subartikel aanbeveel het.

(b) Indien iemand ingevolge hierdie subartikel 'n boete opgelê word, kan dié boete verhaal word deur dit van sy besoldiging af te trek in die paaieimente wat die Minister bepaal.

(c) Indien die Minister iemand ingevolge hierdie subartikel ontslaan, tree die ontslag in werking op 'n datum wat die Minister bepaal.

(d) Indien die Minister ingevolge hierdie subartikel iemand gelas om uit die diens van sy werkgewer te bedank en so iemand versuim om aldus te bedank met ingang van 'n datum wat die Minister bepaal, word hy geag ingevolge hierdie subartikel uit die diens ontslaan te wees met ingang van daardie datum.

(26) If any person has been suspended from duty in terms of subsection (4) and the Minister deals with him in a manner contemplated in subsection (23) (a), (b), (c) or (d), or the secretary deals with him in accordance with subsection (24) (b), such person shall be allowed to resume duty in an appropriate post as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already: Provided that if the emoluments or rank of such person is reduced as contemplated in subsection (23) (d), his emoluments in respect of the period of his suspension shall be calculated on the basis of the reduced emoluments or rank, as the case may be: Provided further that if in respect of the period of his suspension emoluments in excess of the emoluments so calculated have already been paid to him in terms of subsection (6), he shall not be obliged to refund the excess.

(27) If any person who has been suspended or charged with misconduct in terms of this section resigns from the service of his employer or assumes other employment before the appropriate charge of misconduct has been disposed of under this section, he shall be deemed to have been discharged on account of misconduct from such service with effect from a date fixed by the Minister, unless prior to the receipt of his notification of resignation or his assumption of other employment, he was notified that he would not be charged with misconduct or, as the case may be, that the charge of misconduct against him had been withdrawn.

(28) The fact that a person has been convicted or acquitted by a court of law of the commission of an offence shall not preclude the taking of any steps in terms of this section against such person.

Action in the case of inefficient teachers employed at State schools or community schools

26. (1) If it is alleged that any teacher employed at a State school or community school is unfit for, or is incapable of performing efficiently, the duties attached to his post for causes not within his control and not attributable to the performance of his duties in the employment of the Department or the school in question, the Secretary may appoint a person to enquire into the allegation.

(2) The provisions of section 25 (9), (10), (11), (13), (15) to (21), inclusive, and (23) and (25) (a) and (c) shall *mutatis mutandis* apply in respect of any enquiry referred to in subsection (1) and the teacher in respect of whom the allegation was made: Provided that in the application of the said subsection (23) the secretary shall be empowered only to recommend that the teacher in question be discharged from the service of the Department or that his rank be reduced and, if his emoluments are more than the maximum for the reduced rank, such emoluments be reduced to that maximum.

Manner in which notice is to be given

27. Whenever by section 25 or 26 it is provided that—

(a) any notice, statement or other document is to be given or furnished to or served upon any person or that any matter is to be or may be conveyed to any person in writing, such notice, statement, document or writing may be sent by post in a registered letter or be delivered personally to him or left at his last known place of residence; or

(26) Indien iemand ingevolge subartikel (4) in sy diens geskors is en die Minister met hom handel soos in subartikel (23) (a), (b), (c) of (d) beoog, of die Sekretaris met hom handel ooreenkomstig subartikel (24) (b), moet so iemand so spoedig doenlik toegelaat word om diens in 'n gepaste pos te hervat en moet sy besoldiging ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedoen is nie: Met dien verstande dat indien so iemand se besoldiging of rang verlaag word soos beoog in subartikel (23) (d), sy besoldiging ten opsigte van die tydperk van sy skorsing bereken word op die grondslag van die verlaagde besoldiging of rang, na gelang van die geval: Met dien verstande voorts dat indien ten opsigte van die tydperk van sy skorsing reeds 'n hoër besoldiging aan hom ingevolge subartikel (6) betaal is as die besoldiging aldus bereken, hy nie verplig is om die verskil terug te betaal nie.

(27) Indien iemand wat ingevolge hierdie artikel geskors of van wangedrag aangekla is, uit die diens van sy werkgewer bedank of ander werk aanvaar voordat die toepaslike aanklag van wangedrag kragtens hierdie artikel afgehandel is, word hy geag weens wangedrag uit dié diens ontslaan te wees met ingang van 'n datum wat die Minister bepaal, tensy, voordat sy kennisgewing van bedanking ontvang is of hy die ander werk aanvaar het, hy in kennis gestel is dat hy nie van wangedrag aangekla sal word nie, of, na gelang van die geval, dat die aanklag van wangedrag teen hom teruggetrek is.

(28) Die feit dat iemand deur 'n geregshof skuldig of onskuldig aan die pleeg van 'n misdryf bevind is, belet nie dat stappe teen so iemand ingevolge hierdie artikel gedoen word nie.

Optrede in die geval van onbekwame onderwysers in diens by Staatskole of gemeenskapskole

26. (1) Indien beweer word dat 'n onderwyser in diens by 'n Staatskool of 'n gemeenskapskool ongeskik is vir die pligte wat aan sy betrekking verbonde is of nie in staat is om daardie pligte op bekwame wyse uit te voer nie weens oorsake wat buite sy beheer is en nie aan die uitvoering van sy pligte in die diens van die Departement of die betrokke skool toe te skryf is nie, kan die Sekretaris iemand aanstel om ondersoek na die bewering in te stel.

(2) Die bepalinge van artikel 25 (9), (10), (11), (13), (15) tot en met (21) en (23) en (25) (a) en (c) is *mutatis mutandis* van toepassing ten opsigte van 'n ondersoek vermeld in subartikel (1) en die onderwyser ten opsigte van wie die bewering gedoen is: Met dien verstande dat by die toepassing van genoemde subartikel (23) die Sekretaris slegs kan aanbeveel dat die betrokke onderwyser uit die diens van die Departement ontslaan word of dat sy rang verlaag word en, indien sy besoldiging meer is as die maksimum vir die verlaagde rang, dié besoldiging tot dié maksimum verminder word.

Wyse waarop kennis gegee of verstrekk moet word

27. Waar daar by artikel 25 of artikel 26 bepaal word dat—

(a) enige kennisgewing, verklaring of ander stuk aan iemand gegee of verstrekk of bestel moet word of dat enige aangeleentheid skriftelik aan iemand meegedeel moet of kan word, kan dié kennisgewing, verklaring, dokument of stuk per pos in 'n aangetekende brief aan hom gestuur word of aan homself afgelewer word of gelaat word by die plek waar, sover bekend, hy laas gewoon het;

(b) any person is to be informed of any decision or finding he may be informed thereof orally or by a document sent by post in a registered letter or delivered personally to him or left at his last known place of residence: Provided that when a person is informed orally of a decision or finding, such decision or finding shall be confirmed in writing as provided in paragraph (a).

Misconduct and inefficiency of teachers employed at State-aided schools

28. (1) The provisions of section 24 shall *mutatis mutandis* apply to all teachers employed in subsidised posts at State-aided schools: Provided that any reference in section 24 to any act which is or may be prejudicial to the Government, a department of State or the educational service shall, in such application, be deemed to include a reference to such an act in respect of the State-aided school or governing body in question.

(2) The procedure to be adopted in the case of a teacher referred to in subsection (1) who is alleged to be inefficient or whose conduct is alleged to be unsatisfactory shall be prescribed in the conditions of service referred to in section 15 (1) (d).

Effect of striking off of names of certain teachers in register of Teachers' Council

29. (1) Any Black teacher who is employed in a full-time permanent teaching capacity at a State school, a community school or a State-aided school where full-time education is provided up to a standard not higher than standard 10 and—

(a) who is registered or provisionally registered by the Teachers' Council in terms of section 34 (3), and whose name is, after the date referred to in section 34 (6), struck off the register of the Teachers' Council; or

(b) in respect of whom registration was refused by the Teachers' Council before the date referred to in paragraph (a).

shall be deemed to have resigned from his employment with effect from the date immediately succeeding the day on which his name was so struck off, or, in the case of a teacher in respect of whom registration was refused, on the date referred to in section 34 (6), as the case may be: Provided that if, on the date on which his name is struck off the register, or, in the case of a teacher in respect of whom registration was refused, on the date referred to in the said section 34 (6), any charge of misconduct in terms of section 25 is pending against the teacher concerned, such teacher shall not be so deemed to have resigned from his employment until the inquiry into such charge has been concluded and he has not been discharged from his employment for misconduct in terms of the provisions of this Act, or is not deemed to have been so discharged.

(2) The provisions of subsection (1) shall *mutatis mutandis* apply to any White teacher whose name is struck off the register of the South African Teachers' Council for Whites in terms of the South African Teachers' Council for Whites Act, 1976 (Act 116 of 1976), or in respect of whom registration as a teacher was refused by such Council in terms of the said Act.

(b) 'n persoon van 'n beslissing of bevinding verwittig moet word, kan hy mondeling daarvan verwittig word, of deur middel van 'n geskrif wat per pos in 'n aangetekende brief aan hom gestuur word of aan homself afgelewer word of by die plek waar, sover bekend, hy laas gewoon het, gelaat word: Met dien verstande dat wanneer iemand mondeling van 'n beslissing of bevinding verwittig word, sodanige beslissing of bevinding skriftelik bevestig moet word ooreenkomstig die bepalings van paragraaf (a).

Wangedrag en onbekwaamheid van onderwysers in diens by Staatsondersteunde skole

28. (1) Die bepalings van artikel 24 is *mutatis mutandis* van toepassing op alle onderwysers wat in gesubsidieerde poste in diens by Staatsondersteunde skole is: Met dien verstande dat 'n verwysing in artikel 24 na enige handeling wat tot nadeel van die Regering, 'n Staatsdepartement of die onderwysdiens strek of kan strek, by sodanige toepassing geag word ook 'n verwysing na sodanige handeling ten opsigte van die betrokke Staatsondersteunde skool of bestuursliggaam te wees.

(2) Die prosedure wat gevolg moet word in die geval van 'n onderwyser bedoel in subartikel (1) wat na bewering onbekwaam is of wie se gedrag na bewering onbevredigend is, word voorgeskryf in die diensvoorwaardes in artikel 15 (1) (d) bedoel.

Uitwerking van skrapping van name van sekere onderwysers in die register van die Onderwysersraad

29. (1) 'n Swart onderwyser wat in 'n heeltidse permanente hoedanigheid by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool waar heeltidse onderwys verskaf word tot 'n standerd wat nie hoër as standerd 10 is nie, in diens is om onderwys te gee, en—

(a) wat ingevolge artikel 34 (3) deur die Onderwysersraad geregistreer of voorwaardelik geregistreer is en wie se naam ná die datum in artikel 34 (6) bedoel, in die register van die Onderwysersraad geskrap word; of

(b) ten opsigte van wie voor die datum in paragraaf (a) bedoel, registrasie deur die Onderwysersraad geweier is,

word geag uit sy diens te bedank het met ingang van die datum wat onmiddellik volg op die dag wat sy naam aldus geskrap is, of, in die geval van die persoon ten opsigte van wie registrasie geweier is, op die datum in artikel 34 (6) bedoel, na gelang van die geval: Met dien verstande dat indien op die datum waarop sy naam in die register geskrap word, of, in die geval van die persoon ten opsigte van wie registrasie geweier is, op die datum in die genoemde artikel 34 (6) bedoel, 'n aanklag van wangedrag ooreenkomstig die bepalings van artikel 25 teen die betrokke onderwyser hangende is, sodanige onderwyser nie aldus geag word uit sy diens te bedank het nie alvorens die ondersoek na sodanige aanklag afgehandel is en hy nie ingevolge die bepalings van hierdie Wet weens wangedrag uit sy diens ontslaan is of geag word weens wangedrag aldus ontslaan te wees nie.

(2) Die bepalings van subartikel (1) is *mutatis mutandis* van toepassing op 'n Blanke onderwyser wie se naam van die register van die Suid-Afrikaanse Onderwysersraad vir Blankes ingevolge die Wet op die Suid-Afrikaanse Onderwysersraad vir Blankes, 1976 (Wet 116 van 1976), geskrap word of ten opsigte van wie registrasie as onderwyser deur die Raad ingevolge gemelde Wet geweier is.

Holding of office by teachers employed at State schools, community schools and State-aided schools

30. (1) Any teacher employed at a State school, a community school or a State-aided school shall not be or become a member of any statutory committee, council, authority or body without the consent of the Minister: Provided that the Minister may at any time withdraw such consent.

(2) Any teacher referred to in subsection (1) shall not hold any office which in the opinion of the Minister will interfere with the performance of his duties in the service of the school concerned.

(3) If a dispute arises between the State and a statutory committee, council, authority or body referred to in subsection (1), a teacher who is a member of such committee, council, authority or body in terms of subsection (1) shall not take part in the discussion or voting regarding that dispute.

(4) If any teacher employed at a State school, a community school or a State-aided school—

(a) accepts a nomination or a requisition as candidate for election as a member of Parliament, a provincial council or a legislative body of a Black state or an independent state; or

(b) is nominated, designated or appointed as a member of a body referred to in paragraph (a),

he shall be deemed to have voluntarily retired from the service at such school with effect from the date on which he accepted such nomination or requisition or on which he is so nominated, designated or appointed.

Performance of other work by teachers employed at State schools, community schools and State-aided schools

31. (1) Unless it is otherwise provided in his conditions of service—

(a) every teacher employed at a State school, a community school or a State-aided school shall at all times be at the disposal of the Department or school at which he is employed;

(b) no teacher employed at a State school, a community school or a State-aided school shall perform or engage himself to perform remunerative work outside his employment at such school without the permission of the Secretary; and

(c) no teacher employed at a school referred to in paragraph (a) may claim as of right additional remuneration in respect of any official duty or work which he is required by competent authority to perform.

(2) The Secretary may require any teacher employed at a State school or a community school temporarily to perform duties other than those ordinarily assigned to such teacher or appropriate to the grade, designation or classification of his post.

Classification of certain posts on establishments of State schools, community schools, State-aided schools and school board offices as posts in the Public Service

32. The Minister may on the recommendation of the Public Service Commission designate any non-teaching post included in the establishment of a State school, a community school, a State-aided school or a school board office as a post which is to be classified in terms of the provisions of the Public Service Act, 1957 (Act 54 of 1957), under the fixed establishment as defined in section 1 of the said Act, and in respect of which the provisions of the said Act shall apply.

Bekleding van ampte deur onderwysers in diens by Staatskole, gemeenskapskole en Staatsondersteunde skole

30. (1) 'n Onderwyser in diens by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool mag nie sonder die Minister se toestemming lid van 'n statutêre komitee, raad, bestuur of liggaam wees of word nie: Met dien verstande dat die Minister te eniger tyd sodanige toestemming kan intrek.

(2) 'n Onderwyser bedoel in subartikel (1) mag nie 'n amp beklee wat volgens die oordeel van die Minister die uitvoering van sy pligte in die diens van die betrokke skool sal belemmer nie.

(3) As 'n geskil ontstaan tussen die Regering en 'n in subartikel (1) bedoelde statutêre komitee, raad, bestuur of liggaam, mag 'n onderwyser wat ingevolge subartikel (1) 'n lid van sodanige komitee, raad, bestuur of liggaam is, nie aan die bespreking of stemming oor daardie geskilpunt deelneem nie.

(4) As 'n onderwyser in diens by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool—

(a) 'n nominasie of rekwisisie aanvaar as kandidaat vir verkiesing tot lid van die Parlement, 'n provinsiale raad of 'n wetgewende liggaam van 'n Swart staat of 'n onafhanklike staat; of

(b) benoem, aangewys of aangestel word as lid van 'n liggaam bedoel in paragraaf (a),

word hy geag vrywillig uit die diens by so 'n skool te getree het met ingang van die datum waarop hy sodanige nominasie of rekwisisie aanvaar het of waarop hy aldus benoem, aangewys of aangestel is.

Verrigting van ander werk deur onderwysers in diens by Staatskole, gemeenskapskole en Staatsondersteunde skole

31. (1) Tensy in sy diensvoorwaardes anders bepaal word—

(a) moet 'n onderwyser in diens by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool te alle tye tot beskikking wees van die Departement of skool waar hy in diens is;

(b) mag 'n onderwyser in diens by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool nie sonder die toestemming van die Sekretaris besoldigde werk buite sy werk in diens van sodanige skool verrig of hom verbind om sodanige werk te verrig nie; en

(c) kan geen onderwyser in diens by 'n skool bedoel in paragraaf (a) regtens aanspraak maak op bykomende betaling ten opsigte van enige amptelike diens of werk wat hy deur 'n bevoegde owerheid aangesê is om te verrig nie.

(2) Die Sekretaris kan 'n onderwyser verbonde aan 'n Staatskool of 'n gemeenskapskool aansê om tydelik ander pligte te verrig as dié wat gewoonlik aan so 'n onderwyser opgedra word, of wat by die graad, benaming of indeling van sy pos pas.

Indeling van sekere poste op die diensstate van Staatskole, gemeenskapskole, Staatsondersteunde skole en skoolraadskantore as poste in die Staatsdiens

32. Die Minister kan op aanbeveling van die Staatsdienskommissie 'n pos wat inbegrepe is by die diensstaat van 'n Staatskool, 'n gemeenskapskool, 'n Staatsondersteunde skool of 'n skoolraadskantoor en nie 'n onderwyspos is nie, aanwys as 'n pos wat ingevolge die bepalinge van die Staatsdienswet, 1957 (Wet 54 van 1957), ingedeel moet word by die vaste diensstaat soos in artikel 1 van daardie Wet omskryf, en ten opsigte waarvan die bepalinge van genoemde Wet van toepassing is.

Appointments deemed to be transfers

33. If any person employed on a full-time basis—

(a) by a department of State or any other institution of the Government of the Republic;

(b) by an education department of a Black state or an independent state; or

(c) by or at a university or university college or a school or other educational institution in the Republic established by or under any law or in receipt of grants-in-aid under any law,

is appointed in terms of the provisions of this Act without a break in service and on a full-time basis at a State school, community school or State-aided school (in a subsidised post), his appointment shall for the purposes of leave, subsistence allowance, transfer costs and transport facilities be deemed to be a transfer, unless the Minister determines otherwise.

Teachers' Council for Black teachers

34. (1) The Minister may establish a juristic person to be known as the Teachers' Council for Blacks.

(2) The object of the Teachers' Council shall be to uphold and promote esteem for education and the teaching profession and the prestige of those engaged in the teaching profession.

(3) Subject to the provisions of this Act—

(a) the Teachers' Council shall keep a register and shall upon application and payment of the prescribed fees enter therein, along with the prescribed particulars, the name of—

(i) every Black teacher holding a professional teachers' qualification as determined by the Minister; and

(ii) every other Black person who is employed in terms of this Act in a full-time permanent teaching capacity at a school;

(b) the Teachers' Council shall draw up a professional code of conduct for registered and provisionally registered persons in order to uphold and promote esteem for education and the teaching profession and the prestige of those engaged in the teaching profession;

(c) the Teachers' Council may, if a registered or provisionally registered person is, in terms of the regulations contemplated in subsection (4), found guilty of contravening any provision of the code of conduct—

(i) reprimand or caution or reprimand and caution such person;

(ii) impose on him a penalty not exceeding R50; or

(iii) strike his name off the register, after consultation with the Secretary, if he is employed at a school; and

(d) the Teachers' Council may appoint a registrar and other staff to perform such functions as may be assigned to them by the Council.

(4) The constitution, duties, powers and functions of the Teachers' Council and the term of office of its members, the quorum for and procedures at its meetings shall be as prescribed.

(5) After the Teachers' Council has been constituted as contemplated in subsection (4), and after consultation with the Teachers' Council, the Minister may make regulations regarding the following matters:

(a) Membership, registration and provisional registration of teachers, refusal of registration and payment of registration and annual fees;

Aanstellings wat oorplasing geag word te wees

33. Indien iemand wat op 'n voltydse grondslag in diens is—

(a) van 'n Staatsdepartement of een of ander Staatsinstelling van die Regering van die Republiek;

(b) van 'n onderwysdepartement van 'n Swart staat of 'n onafhanklike staat; of

(c) van of by 'n universiteit of universiteitskollege of 'n skool of ander onderwysinrigting in die Republiek wat by of kragtens 'n wet ingestel is of wat kragtens 'n wet hulptoelae van die Staat ontvang,

sonder onderbreking van diens ingevolge die bepalings van hierdie Wet op 'n voltydse grondslag by 'n Staat-skool, 'n gemeenskapskool of 'n Staatsondersteunde skool (in 'n gesubsidieerde pos) aangestel word, word sy aanstelling vir die doeleindes van verlof, verblyf-toelae, oorplasingkoste en vervoervoorregte geag 'n oorplasing te wees, tensy die Minister anders bepaal.

Onderwysersraad vir Swart onderwysers

34. (1) Die Minister kan 'n regspersoon met die naam die Onderwysersraad vir Swartes instel.

(2) Die doelstelling van die Onderwysersraad is om agting vir die onderwys en die onderwysberoep en die aansien van diegene wat in die onderwysberoep staan, te handhaaf en te bevorder.

(3) Behoudens die bepalings van hierdie Wet—

(a) hou die Onderwysersraad 'n register en skryf daarin, op aansoek, met vermelding van die voorgeskrewe besonderhede en teen betaling van die voorgeskrewe gelde, die naam van—

(i) elke Swart onderwyser wat 'n professionele onderwyserskwalifikasie wat die Minister bepaal, besit; en

(ii) elke ander Swart persoon wat in 'n heeltydse permanente hoedanigheid ingevolge die bepalings van hierdie Wet in diens by 'n skool is om onderwys te gee;

(b) stel die Onderwysersraad 'n professionele gedragkode op vir geregistreerde en voorwaardelik geregistreerde persone om agting vir die onderwys en die onderwysberoep en die aansien van diegene wat in die onderwysberoep staan, te handhaaf en te bevorder;

(c) kan die Onderwysersraad 'n geregistreerde of voorwaardelik geregistreerde persoon wat ingevolge die regulasies beoog in subartikel (4) skuldig bevind word aan 'n oortreding van die gedragkode—

(i) berispe of waarsku of berispe en waarsku; of

(ii) 'n boete van hoogstens R50 opleë; of

(iii) se naam in die register skrap in oorleg met die Sekretaris indien hy by 'n skool in diens is; en

(d) kan die Onderwysersraad 'n registrateur en ander personeel aanstel om dié werksaamhede te verrig wat die raad aan hulle opdra.

(4) Die samestelling, pligte, bevoegdhede en werksaamhede van die Onderwysersraad, die ampstermyn van sy lede, die kworum vir en prosedures op sy vergaderings, is soos voorgeskryf.

(5) Nadat die Onderwysersraad soos beoog in subartikel (4) saamgestel is, en na oorlegpleging met die Onderwysersraad, kan die Minister regulasies oor die volgende aangeleenthede uitvaardig:

(a) Lidmaatskap, registrasie en voorwaardelike registrasie van onderwysers, weiering van registrasie en betaling van registrasie- en jaargelde;

(b) appeals against refusal of registration or striking off register;

(c) offences relating to registration, registers, degrees, diplomas or certificates;

(d) committees of the Teachers' Council;

(e) the fees payable in respect of—

(i) entries in the register;

(ii) certificates of registration, extracts from the register or certified copies thereof;

(f) the exercise of the right to vote by a person who is a member of more than one recognised teachers' association;

(g) the manner in which complaints, charges or allegations against any person registered or provisionally registered in terms of this Act shall be lodged;

(h) the manner in which a person shall be summoned to appear at an inquiry into an alleged contravention of the code of conduct, and the steps that may be taken against any person if he fails to obey that summons or if he obstructs or interrupts the proceedings at any such inquiry;

(i) the form of subpoenas for the attendance of witnesses at an inquiry into an alleged contravention of the code of conduct, or for the production of a book, register, document or other thing thereat;

(j) the manner in which inquiries into alleged contravention of the code of conduct shall be instituted or the procedure to be followed thereat or any other matter connected with the institution thereof;

(k) providing generally for any other matter which the Minister may deem necessary for the proper functioning of the Teachers' Council and any other matter connected therewith.

(6) From a date determined by the Minister by notice in the *Gazette*, no Black person who is not registered or provisionally registered by the Teachers' Council shall be appointed in a full-time permanent teaching capacity at a State school, a community school or a State-aided school or teach at such school in such capacity, except in a post determined by the Secretary.

(7) Any person contravening a provision of subsection (6) shall be guilty of an offence and on conviction liable to a fine not exceeding R100 or to imprisonment for a period not exceeding three months or to both such fine and imprisonment.

Recognition of teachers' associations

35. The Minister may for purposes of consultation recognise associations of teachers.

Inspection of schools

36. (1) The Secretary or any officer authorised thereto by the Secretary may hold an inspection or an inquiry in regard to—

(a) the admission of pupils to and their dismissal from any State school, community school, State-aided school or private school, the provision of education for and the care of pupils at any such school.

(b) the buildings, equipment, stores and finances of any State school, community school or State-aided school; and

(c) any other matter in connection with any State school, community school, State-aided school or private school which in his opinion ought to be investigated.

(b) appèl teen weiering van registrasie of skrapping in register;

(c) misdrywe met betrekking tot registrasie of registers, grade, diplomas en sertifikate;

(d) komitees van die Onderwysersraad;

(e) die gelde betaalbaar ten opsigte van—

(i) inskrywings in register;

(ii) registrasiesertifikate, uittreksels uit die register of gesertifiseerde afskrifte daarvan;

(f) die uitoefening van stemreg deur iemand wat lid van meer as een erkende onderwysersvereniging is;

(g) die wyse waarop klagtes, beskuldigings of bewerings teen iemand wat ingevolge hierdie Wet geregistreer of voorwaardelik geregistreer is, ingedien moet word;

(h) die wyse waarop iemand gedagvaar moet word om by 'n ondersoek na beweerde oortredings van die gedragskode te verskyn, en die stappe wat teen iemand gedoen kan word indien hy versuim om aan bedoelde dagvaarding gehoor te gee of indien hy die verrigting by so 'n ondersoek belemmer of steur;

(i) die vorm van dagvaardings vir die verskyning van getuies by 'n ondersoek na beweerde oortredings van die gedragskode of vir die oorlegging van 'n boek, register, stuk of ander voorwerp daarby;

(j) die wyse waarop 'n ondersoek na beweerde oortredings van die gedragskode ingestel moet word of die prosedure wat daarby gevolg moet word, of 'n ander aangeleentheid wat met die instel daarvan in verband staan;

(k) in die algemeen vir enige ander aangeleentheid wat volgens die oordeel van die Minister nodig is vir die behoorlike funksionering van die Onderwysersraad en enige aangeleentheid wat daarmee in verband staan.

(6) Vanaf 'n datum wat die Minister by kennisgewing in die *Staatskoerant* bepaal, mag geen Swart persoon wat nie deur die Onderwysersraad geregistreer of voorwaardelik geregistreer is as 'n onderwyser-nie, in 'n heeltydse permanente hoedanigheid by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool aangestel word om onderwys te gee of in so 'n hoedanigheid by sodanige skool onderwys gee nie, behalwe in 'n pos wat die Sekretaris bepaal.

(7) Iemand wat 'n bepaling van subartikel (6) oortree, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R100 of met gevangenisstraf vir 'n tydperk van hoogstens drie maande of met sowel dié boete as dié gevangenisstraf.

Erkenning van onderwysersverenigings

35. Die Minister kan, vir die doeleindes van raadpleging, verenigings van onderwysers erken.

Inspeksie van skole

36. (1) Die Sekretaris of 'n beampte deur die Sekretaris daartoe gemagtig, kan 'n inspeksie hou of 'n ondersoek doen met betrekking tot—

(a) die toelating van leerlinge en hul ontslag uit enige Staatskool, gemeenskapskool, Staatsondersteunde skool of private skool, die verskaffing van onderwys aan en die versorging van die leerlinge by so 'n skool;

(b) die geboue, uitrusting, voorrade en finansies van 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool; en

(c) enige ander aangeleentheid in verband met 'n Staatskool, 'n gemeenskapskool, 'n Staatsondersteunde skool of 'n private skool wat na sy oordeel ondersoek behoort te word.

(2) Any person who interferes with or hinders or disturbs the Secretary or an officer authorised by him while he is engaged in the performance of his duties under this section shall be guilty of an offence and liable on conviction to a fine not exceeding R50 or, in default of payment, imprisonment for a period not exceeding three months.

Admission of persons to and their discharge from State schools, community schools and State-aided schools

37. The admission of persons to State schools, community schools and State-aided schools shall take place in the prescribed circumstances and subject to the prescribed conditions, and any person so admitted to any such school may be discharged therefrom in the prescribed circumstances.

Courses for the education, instruction or training of persons in schools, the establishment of an examination board and the conduct of examinations

38. (1) The Minister may institute courses for the education, instruction or training of persons in schools and may abolish any course so instituted.

(2) The Minister shall determine the nature and duration of, and the conditions for admission to, any course instituted under subsection (1).

(3) (a) The Minister shall establish an examination board for the Department and may also establish committees for such board.

(b) The constitution, duties, powers and functions of such examination board and committees for such board shall be as prescribed.

(4) The syllabus or syllabuses of a course instituted under subsection (1) shall be determined by the Secretary.

(5) The Minister may cause examinations to be conducted in respect of a course instituted under subsection (1) and may cause diplomas or certificates to be issued to persons who have passed such examinations.

(6) The Minister may, with the concurrence of the Minister of Finance, determine the fees, if any, payable in respect of the attendance of courses instituted under subsection (1) and in respect of examinations, diplomas and certificates referred to in subsection (5), and may, with such concurrence, grant exemption from the payment of such fees.

Compulsory school attendance

39. (1) The Minister may, by notice in the *Gazette*, declare that regular attendance at such kind of school, and to such extent and under such circumstances as may be specified in such notice, shall be compulsory for every Black person belonging to an age group and resident in an area so specified.

(2) If a parent or the person having the custody or charge of any person who by virtue of the provisions of subsection (1) is required to attend a school regularly, after a period of six months from the date of the notice referred to in that subsection fails, without reasonable cause and after a written warning by the Department, to cause such person to attend an appropriate school regularly he shall be guilty of an offence and liable on conviction to a fine not exceeding R10 or to imprisonment for a period not exceeding one month on conviction of a first offence or to a fine not exceeding R40 or to imprisonment for a period not exceeding two months on conviction of a second or subsequent offence.

(2) Iemand wat die Sekretaris of 'n deur hom gemagtigde beampte dwarsboom of hinder of steur terwyl hy besig is om sy pligte ingevolge hierdie artikel uit te voer, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R50 of by wanbetaling met gevangenisstraf vir 'n tydperk van hoogstens drie maande.

Toelating van persone tot en ontslag uit Staatskole, gemeenskapskole en Staatsondersteunde skole

37. Die toelating van persone tot Staatskole, gemeenskapskole en Staatsondersteunde skole geskied onder die voorgeskrewe omstandighede en onderworpe aan die voorgeskrewe voorwaardes, en iemand wat aldus tot so 'n skool toegelaat is, kan onder die voorgeskrewe omstandighede daaruit ontslaan word.

Kursusse vir die onderwys, onderrig of opleiding van persone in skole, die instelling van 'n eksamenraad en die afneem van eksamens

38. (1) Die Minister kan kursusse vir die onderwys, onderrig of opleiding van persone in skole instel, en 'n kursus aldus ingestel, afskaf.

(2) Die Minister bepaal die aard en duur van en die voorwaardes vir toelating tot 'n kursus wat kragtens subartikel (1) ingestel is.

(3) (a) Die Minister stel 'n eksamenraad vir die Departement in, en kan ook komitees vir sodanige raad instel.

(b) Die samestelling, pligte bevoegdhede en werksaamhede van die eksamenraad en komitees vir sodanige raad is soos voorgeskryf.

(4) Die sillabus of sillabusse van 'n kursus wat kragtens subartikel (1) ingestel is, word deur die Sekretaris bepaal.

(5) Die Minister kan eksamens laat afneem ten opsigte van 'n kursus wat kragtens subartikel (1) ingestel is, en kan diplomas of sertifikate laat uitreik aan persone wat in sodanige eksamens geslaag het.

(6) Die Minister kan, met die instemming van die Minister van Finansies, die gelde, as daar is, bepaal wat betaalbaar is ten opsigte van die bywoning van kursusse ingestel kragtens subartikel (1) en ten opsigte van eksamens, diplomas en sertifikate vermeld in subartikel (5) en kan, met sodanige instemming, vrystelling van betaling van sodanige gelde verleen.

Verpligte skoolbesoek

39. (1) Die Minister kan by kennisgewing in die *Staatskoerant* verklaar dat gereelde besoek aan 'n soort skool vermeld in die kennisgewing, en in die mate en onder die omstandighede in die kennisgewing vermeld, verpligtend is vir elke Swart persoon wat behoort tot 'n ouderdomsgroep en woonagtig is in 'n bepaalde gebied in die kennisgewing vermeld.

(2) Indien 'n ouer van iemand wat uit hoofde van die bepaling van subartikel (1) verplig is om 'n skool gereeld te besoek, of die persoon in wie se bewaring of onder wie se toesig so iemand is, na 'n tydperk van ses maande vanaf die datum van die in daardie subartikel bedoelde kennisgewing sonder redelike oorsaak en na 'n skriftelike waarskuwing deur die Departement versuim om so iemand gereeld 'n gepaste skool te laat besoek, is hy aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R10 of met gevangenisstraf vir 'n tydperk van hoogstens een maand by skuldigbevinding by 'n eerste oortreding of met 'n boete van hoogstens R40 of met gevangenisstraf vir 'n tydperk van hoogstens twee maande by skuldigbevinding by 'n tweede of daaropvolgende oortreding.

Financial and other assistance for education and training

40. The Minister may out of moneys appropriated by Parliament for the purpose and on such basis and such conditions as he may after consultation with the Minister of Finance determine, grant financial or other material assistance or both financial and other material assistance to—

(a) a pupil, resident in the Republic and admitted to a State school, a community school, a State-aided school or a school situated in a Black state designated by the Minister for the purposes of this section;

(b) a Black student of a university or university college established by or under any law;

(c) a Black person, other than such pupil or student,

for training approved by the Minister.

Payment of tuition and boarding fees

41. (1) Any person admitted to a State school, a community school or a State-aided special school, or the person liable for the maintenance of any such person, shall pay such tuition fees (if any) and, if such person is being provided with board by the Department, such boarding fees as the Minister after consultation with the Minister of Finance may determine: Provided that if a child's parents are not resident in the Republic, such parents shall also pay such tuition fees, boarding fees and fees for books and other educational aids as may be so determined.

(2) Different fees may be determined in respect of different categories of persons in terms of subsection (1), and after consultation with the Minister of Finance the Minister may exempt, in such manner as he may deem fit, any person or any category of persons wholly or partly from the payment of fees so determined.

Unauthorised persons may not visit certain schools or enter the school grounds or premises

42. (1) No person, except—

(a) a pupil or teacher of the school in question;

(b) the Minister, the Secretary or any officer authorised in terms of section 36;

(c) any person authorised in writing thereto by the Secretary;

(d) a member of the governing council, school board or school committee of the school in question, with the approval of the chairman of such governing council, school board or school committee;

(e) a parent in connection with the education of his child; or

(f) a visitor from some other school for the purposes of participating in school sports or other school activities;

may visit a State school or a community school or enter the school grounds or premises of such schools without the permission of the authority concerned, or cause the school buildings or grounds or other property of such schools to be damaged.

(2) Any person who contravenes subsection (1) shall be guilty of an offence and liable on conviction to a fine not exceeding R100 or to imprisonment for a period not exceeding three months or to both such fine and such imprisonment.

Finansiële en ander hulp vir onderwys en opleiding

40. Die Minister kan uit geld wat die Parlement vir dié doel bewillig, en op dié grondslag en voorwaardes wat hy na oorlegpleging met die Minister van Finansies bepaal, finansiële of ander materiële hulp of finansiële sowel as ander materiële hulp verleen aan—

(a) 'n leerling, woonagtig in die Republiek en wat toegelaat is tot 'n Staatskool, 'n gemeenskapskool, 'n Staatsondersteunde skool of 'n skool geleë in 'n Swart staat en wat vir die doeleindes van hierdie artikel deur die Minister aangewys is;

(b) 'n Swart student van 'n universiteit of universiteitskollege wat by of kragtens 'n wet ingestel is; of

(c) 'n Swart persoon wat nie so 'n leerling of student is nie,

vir opleiding deur die Minister goedgekeur.

Betaling van onderwys- en losiesgelde

41. (1) Iemand wat tot 'n Staatskool of 'n gemeenskapskool of 'n Staatsondersteunde spesiale skool toegelaat is, of die persoon wat vir die onderhoud van so iemand verantwoordelik is, moet die onderwysgelde (indien daar is) en, indien losies deur die Departement aan so iemand verskaf word, die losiesgelde betaal wat die Minister met die instemming van die Minister van Finansies bepaal: Met dien verstande dat indien 'n leerling se ouers nie in die Republiek woon nie, sodanige ouers ook die onderwysgelde, losiesgelde en gelde vir boeke en ander onderwysmiddels moet betaal wat aldus bepaal word.

(2) Verskillende gelde kan ingevolge subartikel (1) ten opsigte van verskillende kategorieë persone bepaal word, en die Minister kan na oorlegpleging met die Minister van Finansies enige persoon of enige kategorie persone geheel en al of ten dele, op die wyse wat hy goedgevind, vrystel van die betaling van gelde aldus bepaal.

Ongemagtigde persone mag nie 'n skool besoek of die skoolgronde of -perseel betree nie

42. (1) Niemand, behalwe—

(a) 'n leerling of onderwyser van die betrokke skool;

(b) die Minister, die Sekretaris of 'n beampete wat ingevolge artikel 36 gemagtig is;

(c) iemand wat skriftelik deur die Sekretaris daartoe gemagtig is;

(d) 'n lid van die beheerraad, skoolraad of skoolkomitee van die betrokke skool, met die goedkeuring van die voorsitter van sodanige beheerraad, skoolraad of skoolkomitee;

(e) 'n ouer in verband met die onderwys van sy kind; of

(f) 'n besoeker van 'n ander skool met die doel om aan skoolsport- of ander skoolaktiwiteite deel te neem;

mag sonder die toestemming van die betrokke owerheid 'n Staatskool of 'n gemeenskapskool besoek of die skoolgronde of -perseel van sodanige skool betree of veroorsaak dat die skoolgebou of skoolgronde of ander eiendom van sodanige skool beskadig word nie.

(2) Iemand wat subartikel (1) oortree, is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R100 of gevangenisstraf vir 'n tydperk van hoogstens drie maande of met sowel dié boete as dié gevangenisstraf.

Delegation of powers, duties and functions by the Minister and the Secretary

43. (1) The Minister may delegate, either generally or in any particular case, any power, duty or function conferred upon or assigned to him by this Act, other than the powers, duties, or functions conferred upon or assigned to him by sections 3, 4, 8 (5), 9 (3) (b), 15 (1) (c) (in so far as it relates to the determination of salary scales and allowances), 19 (1) (in so far as it relates to the determination of salary scales and allowances), 25 (in so far as it relates to the discharge of a teacher and appeals), 34, 35, 38, 39 and 45, to the Secretary or any other officer in the Department on such conditions as the Minister may determine.

(2) The Secretary may delegate either generally or in any particular case, any power, duty or function conferred upon or assigned to him by this Act, other than the powers, duties and functions delegated to him in terms of subsection (1), to any other officer in the Department on such conditions as he may determine.

(3) Any delegation in terms of this section may be varied or withdrawn at any time.

Exclusion of provisions of Workmen's Compensation Act, 1941

44. No pupil at a State school, a community school or a State-aided school shall for the purposes of the Workmen's Compensation Act, 1941 (Act 30 of 1941), and in connection with his attendance at such school be regarded as a workman under the said Act or as some other person entitled to payment thereunder.

Regulations

45. (1) The Minister may make regulations—

(a) as to any matters which by this Act are required or permitted to be prescribed by regulation;

(b) prescribing the power and duties of the Secretary or any other officer of the Department in connection with the control, administration or supervision of education;

(c) as to the establishment, maintenance, management, control and disestablishment of State schools and community schools;

(d) as to the registration of State-aided and private schools, and providing for the exemption from registration of schools and the conditions of exemption;

(e) as to the making of grants-in-aid or subsidies and loans to owners or governing bodies of State-aided schools and the circumstances in which grants-in-aid, subsidies or loans may be terminated, reduced or withdrawn;

(f) relating to the control and treatment of pupils at State schools, community schools and State-aided schools and the suspension of, or the imposition or infliction of other punishment upon, pupils at such schools;

(g) as to the medium of instruction in schools;

(h) as to the appointment of teachers for duty at State schools, community schools and State-aided schools and as to the grading, promotion, transfer, termination of services, discipline, behaviour, powers, duties and hours of attendance of teachers, and the occupation of teachers' quarters by, and the payment of transport, subsistence and other allowances and remuneration, if any, for services outside the prescribed hours of attendance to, such teachers;

Oordrag van bevoegdheid, pligte en werksaamhede deur die Minister en die Sekretaris

43. (1) Die Minister kan 'n bevoegdheid, plig of werksaamheid wat by hierdie Wet aan hom verleen of opgedra is, uitgesonderd die pligte, bevoegdheid en werksaamhede aan hom verleen of opgedra by artikels 3, 4, 8 (5), 9 (3) (b), 15 (1) (c) (vir sover dit betrekking het op die bepaling van salarisskale en toelaes), 19 (1) (vir sover dit betrekking het op die bepaling van salarisskale en toelaes), 25 (vir sover dit betrekking het op die ontslag van 'n onderwyser en appèl), 34, 35, 38, 39 en 45, aan die Sekretaris of 'n ander beampte in die Departement in die algemeen of in 'n besondere geval deleger op die voorwaardes wat hy bepaal.

(2) Die Sekretaris kan 'n bevoegdheid, plig of werksaamheid wat by hierdie Wet aan hom verleen of opgedra is, uitgesonderd 'n bevoegdheid, plig of werksaamheid aan hom ingevolge subartikel (1) gedeleger, aan 'n ander beampte in die Departement in die algemeen of in 'n besondere geval deleger op die voorwaardes wat hy bepaal.

(3) 'n Delegasie kragtens hierdie artikel kan te eniger tyd gewysig of ingetrek word.

Uitsluiting van bepalings van Ongevallewet, 1941

44. By die toepassing van die Ongevallewet, 1941 (Wet 30 van 1941), word geen leerling van 'n Staatskool, gemeenskapskool of 'n Staatsondersteunde skool in verband met sy bywoning van die skool beskou as 'n werkmán kragtens genoemde Wet of iemand anders wat daarkragtens op betaling geregtig is nie.

Regulasies

45. (1) Die Minister kan regulasies uitvaardig—

(a) betreffende aangeleenthede wat ingevolge hierdie Wet by regulasie voorgeskryf moet of kan word;

(b) wat die bevoegdheid en pligte van die Sekretaris of enige ander beampte in die Departement in verband met die beheer en toesig oor en die administrasie van onderwys voorskryf;

(c) betreffende die instelling, instandhouding, bestuur, beheer en sluiting van Staatskole en gemeenskapskole;

(d) betreffende die registrasie van Staatsondersteunde skole en private skole en wat vir die vrystelling van registrasie van skole en die voorwaardes van vrystelling voorsiening maak;

(e) betreffende die toekenning van hulptoelaes of subsidies en lenings aan eienaars of bestuursliggame van Staatsondersteunde skole en die omstandighede waaronder hulptoelaes, subsidies of lenings gestaak, verminder of ingetrek kan word;

(f) betreffende die beheer oor of behandeling van leerlinge van Staatskole, gemeenskapskole en Staatsondersteunde skole en die skorsing van, of die oplegging of toediening van ander strawwe aan, leerlinge van sodanige skole;

(g) betreffende die medium van onderrig in skole;

(h) betreffende die aanstelling van onderwysers vir diens by Staatskole, gemeenskapskole en Staatsondersteunde skole en betreffende die gradering, bevordering, verplasing, diensbeëindiging, tug, gedrag, bevoegdheid, pligte, diensure, en die bewoning van onderwyserskwartiere deur, en die betaling van vervoer-, verblyf- en ander toelaes en vergoeding, as daar is, vir diens buite die voorgeskrewe diensure aan sodanige onderwysers;

(i) providing for the registration by the Department of persons qualified as teachers;

(j) as to the medical examination of teachers employed at and of pupils at State schools, community schools and State-aided schools, and the issue of certificates in connection with such examinations and the circumstances in which medical examinations are required for the purposes of any provision of this Act;

(k) as to religious instruction and religious ceremonies at schools;

(l) as to the mental, bodily or other examination of any person who is suspected of being a handicapped or mentally retarded child;

(m) as to the conditions under which a person may be exempted from the obligation to attend a school;

(n) as to the inspection of schools;

(o) as to the conducting of examinations, including the appointment, discipline, conduct, powers and duties of examiners, moderators, invigilators and other persons whose services are required in connection therewith, the enrolment of candidates for examinations, the conduct and discipline of candidates before, during and after examinations, and the issue of diplomas and certificates;

(p) as to teachers' associations for the purpose of recognition in terms of section 35;

(q) as to the management, control and maintenance of any State-aided school;

(r) as to the control of moneys collected for or in relation to any State school, community school or State-aided school;

(s) as to the conditions and circumstances under which teachers employed at State schools, community schools and State-aided schools may be required to become and remain members of a medical aid fund or medical aid society;

(t) as to the constitution, powers, duties and functions of a governing body of a State-aided special school;

(u) as to the establishment, control and maintenance of any hostel attached to a school and the treatment of pupils at such hostel;

(v) generally, as to any other matter in respect of which the Minister may deem it necessary or expedient to make regulations to achieve the objects of this Act.

(2) The generality of the powers conferred by subsection (1) (v) shall not be limited by the provisions of the other paragraphs of the said subsection.

(3) The Minister shall not make any regulations as to any fee or allowance payable by or to any person or as to the control of any moneys except in consultation with the Minister of Finance.

(4) Different regulations may be made in respect of different persons or classes of persons, different schools or kinds of schools or different areas.

(5) The regulations may provide for penalties for any contravention thereof or failure to comply therewith, of a fine not exceeding R500 or, in default of payment, imprisonment for a period not exceeding 12 months.

(6) Regulations under subsection (1) (g) shall not deprive any parent of the right of final decision regarding the medium of instruction of a child of such parent where any doubt exists as to the language in which such child is more proficient.

(i) wat voorsiening maak vir die registrasie deur die Departement van persone wat hulle as onderwysers bekwaam het;

(j) betreffende die mediese ondersoek van onderwysers in diens by en van leerlinge aan Staatskole, gemeenskapskole en Staatsondersteunde skole en die uitreiking van sertifikate in verband met sodanige ondersoeke en die omstandighede waaronder mediese ondersoeke by die toepassing van hierdie Wet verlang word;

(k) betreffende godsdiensoonderrig en godsdienstige plegtighede by skole;

(l) betreffende die geestelike, liggaamlike of ander ondersoek van iemand wat, na vermoed word, 'n gestremde of geestesvertraagde kind is;

(m) betreffende die voorwaardes waaronder iemand vrygestel kan word van die verpligting om 'n skool te besoek;

(n) betreffende die inspeksie van skole;

(o) betreffende die afneem van eksamens, met inbegrip van die aanstelling, tug, gedrag, bevoegd-hede en pligte van eksaminatore, moderatore, opsieners en ander persone wie se dienste in verband daarmee nodig is, die inskrywing van kandidate vir eksamens, die gedrag en tug van kandidate voor, gedurende en na eksamens en die uitreiking van diplomas en sertifikate;

(p) betreffende onderwysersverenigings vir die doeleindes van erkenning ingevolge artikel 35;

(q) betreffende die beheer oor en die bestuur en instandhouding van 'n Staatsondersteunde skool;

(r) betreffende beheer oor geld wat vir of met betrekking tot 'n Staatskool, gemeenskapskool of 'n Staatsondersteunde skool ingesamel word;

(s) betreffende die voorwaardes en omstandighede waaronder onderwysers in diens by Staatskole, gemeenskapskole en Staatsondersteunde skole verplig kan word om lede te word en te bly van 'n mediese hulpfonds of mediese hulpvereniging;

(t) betreffende die samestelling, pligte, bevoegd-hede en werksaamhede van 'n bestuursliggaam van 'n Staatsondersteunde spesiale skool;

(u) betreffende die instelling en instandhouding van en beheer oor enige koshuis verbonde aan 'n skool, en die behandeling van leerlinge in sodanige koshuis;

(v) in die algemeen, betreffende enige ander aangeleentheid ten opsigte waarvan die Minister dit nodig of dienstig ag om regulasies uit te vaardig ten einde die oogmerke van hierdie Wet te bereik.

(2) Die algemeenheid van die bevoegdheid by subartikel (1) (v) verleen, word nie deur die bepalings van die ander paragrawe van bedoelde subartikel beperk nie.

(3) Die Minister mag geen regulasie betreffende enige geld of toelae betaalbaar aan of deur iemand, of betreffende die beheer oor geld, uitvaardig nie behalwe in oorleg met die Minister van Finansies.

(4) Verskillende regulasies kan ten opsigte van verskillende persone of soorte persone, verskillende skole of soorte skole of verskillende gebiede uitgevaardig word.

(5) Die regulasies kan op enige oortreding daarvan of versuim om daaraan te voldoen, strawwe stel van 'n boete van hoogstens R500 of, by wanbetaling, gevangenisstraf vir 'n tydperk van hoogstens 12 maande.

(6) Regulasies kragtens subartikel (1) (g) ontnem 'n ouer nie die reg om finaal te besluit oor die medium van onderrig van 'n kind van sodanige ouer waar daar twyfel bestaan oor die taal waarin sodanige kind die bedrewendste is nie.

Repeal of laws, and savings

46. (1) Subject to the provisions of this Act, the laws specified in the Schedule are hereby repealed to the extent set out in the third column thereof.

(2) Anything done prior to the commencement of this Act in pursuance of powers conferred on the competent authority by or by virtue of any provision of any law repealed by subsection (1), and any rights or obligations acquired or incurred prior to such commencement under or by virtue of any such provision, shall be deemed to have been done, acquired or incurred by the appropriate authority in pursuance of powers conferred by or by virtue of or in accordance with the corresponding provision of this Act.

(3) Until the Minister makes regulations in terms of section 45, the regulations in force under any law repealed by subsection (1) of this section (hereinafter referred to as the existing regulations) shall, notwithstanding such repeal and in so far as the existing regulations can be applied and are not inconsistent with the provisions of this Act, continue to apply: Provided that whenever the Minister makes regulations with regard to any of the matters referred to in section 45, that part of the existing regulations relating to any matter dealt with in the regulations so made by the Minister shall be deemed to have been withdrawn.

Short title and date of commencement

47. (1) This Act shall be called the Education and Training Act, and shall come into operation on a date fixed by the State President by Proclamation in the *Gazette*.

(2) Different dates may be fixed under subsection (1) in respect of different provisions of this Act.

SCHEDULE
LAWS REPEALED

No. and Year	Short Title	Extent of Repeal
47 of 1953...	Black Education Act, 1953.....	The whole
44 of 1954...	Black Education Amendment Act, 1954	The whole
36 of 1956...	Black Education Amendment Act, 1956	The whole
33 of 1959...	Black Education Amendment Act, 1959	The whole
55 of 1961...	Black Education Amendment Act, 1961	The whole
24 of 1964...	Black Special Education Act, 1964..	The whole
44 of 1970...	Black Education Amendment Act, 1970	The whole
57 of 1975...	General Law Amendment Act, 1975	Section 22
56 of 1977...	Black Education Amendment Act, 1977	The whole
67 of 1978...	Black Education Amendment Act, 1978	The whole

Herroeping van wette en voorbehoude

46. (1) Behoudens die bepalinge van hierdie Wet, word die wette in die Bylae genoem, hierby herroep in die mate in die derde kolom daarvan aangedui.

(2) Enigiets wat voor die inwerkingtreding van hierdie Wet gedoen is ingevolge bevoegdheids verleen aan die bevoegde gesag deur of kragtens 'n bepaling van 'n wet by subartikel (1) herroep, en enige regte of verpligtings verkry of aangegaan voor sodanige inwerkingtreding, ingevolge of uit hoofde van so 'n bepaling, word geag deur die gepaste gesag ingevolge bevoegdheids verleen deur of uit hoofde van of ooreenkomstig die ooreenstemmende bepaling van hierdie Wet, gedoen, verkry of aangegaan te wees.

(3) Totdat die Minister kragtens artikel 45 regulasies uitvaardig, bly die regulasies wat ingevolge 'n wet herroep by subartikel (1) van hierdie artikel van krag is (hieronder die bestaande regulasies genoem), ondanks sodanige herroeping, van krag vir sover die bestaande regulasies toegepas kan word en nie met die bepalinge van hierdie Wet onbestaanbaar is nie: Met dien verstande dat, wanneer die Minister regulasies in verband met enige aangeleentheid vermeld in artikel 45 uitvaardig, daardie gedeelte van die bestaande regulasies wat betrekking het op enige aangeleentheid behandel in die regulasies aldus deur die Minister uitgevaardig, geag word ingetrek te wees.

Kort titel en inwerkingtreding

47. (1) Hierdie Wet heet die Wet op Onderwys en Opleiding, en tree in werking op 'n datum wat die Staatspresident by proklamasie in die *Staatskoerant* bepaal.

(2) Verskillende datums kan kragtens subartikel (1) ten opsigte van verskillende bepalinge van hierdie Wet bepaal word.

BYLAE
WETTE HERROEP

No. en Jaar	Kort Titel	Omvang van herroeping
47 van 1953..	Wet op Swart Onderwys, 1953.....	Die geheel
44 van 1954..	Wysigingswet op Swart Onderwys, 1954	Die geheel
36 van 1956..	Wysigingswet op Swart Onderwys, 1956	Die geheel
33 van 1959..	Wysigingswet op Swart Onderwys, 1959	Die geheel
55 van 1961..	Wysigingswet op Swart Onderwys, 1961	Die geheel
24 van 1964..	Wet op Buitengewone Onderwys vir die Swartes, 1964	Die geheel
44 van 1970..	Wysigingswet op Swart Onderwys, 1970	Die geheel
57 van 1975..	Algemene Regswysigingswet, 1975..	Artikel 22
56 van 1977..	Wysigingswet op Swart Onderwys, 1977	Die geheel
67 van 1978..	Wysigingswet op Swart Onderwys, 1978	Die geheel

black children

welcomed — if sie sprechen Deutsch

Sun. Times
12/11/78

50

SUNDAY TIMES, November 12, 1978

HUNDREDS of black and coloured pupils have applied to attend Cape Town's German School, which has decided to go multi-racial.

But the school says they have "no chance" of being admitted for at least four years.

For one thing, the school insists that they are fluent in German.

They have to comply with such stringent requirements that even the chairman of the school board, Mrs A. G. W. Fischer-Buder, said this week: "It is impossible for any black to qualify within four years."

The controversial decision to open the school to all races has angered many parents. Tempers flared last week when demonstrators disrupted the opening of the school's bazaar. The police had to be called in.

The decision was also slammed at a meeting this week attended by nearly 100 members of the Cape Town

By **BENNIE VAN DELFT**

German-speaking community.

All the speakers condemned the decision and blamed the Bonn Government for putting pressure on the school.

Several parents said they had originally approved the step as they were given to understand that the subsidy from the West German Government was at stake if they refused to allow black pupils.

Mrs Fischer-Buder denied, however, that the Bonn Government had threatened to withdraw the subsidy.

Since the controversial decision was taken earlier this year, the school has come under strong pressure from parents to shelve the idea. Parents are sharply divided on the matter and some have threatened to take their children out of the school.

Mrs Fischer-Buder told me this week that nearly 300 applications had been received from black and coloured pupils who were interested in

taking German lessons. Pupils who completed the four-year course could then apply for enrolment as full-time pupils.

There were, however, many factors which would restrict the intake of "German-speaking" blacks, she said.

"The school has only a limited capacity and we will never accept a child who is not fluent enough in German. Under the circumstances, I do not see any possibility that a black pupil will meet our requirements for at least the next four years."

The special German course for blacks would start next year, — but not at the German School.

"Our school is too far away from black residential areas. Therefore, we will have to select a more convenient venue for black pupils," said Mrs Fischer-Buder.

Asked how the black pupils were expected to attend the German School once they qualified, she said: "Well, that is their problem."

Education inequalities remain a basic defect

Stew 4/10/78
50

Professor D J du Plessis, Vice-Chancellor and Principal of the University of the Witwatersrand, urged newly trained teachers at the weekend to help remove the inequality of educational opportunity in South Africa. These extracts are from his address at a Johannesburg College of Education graduation ceremony.

There is no doubt that the inequality of educational opportunity in this country constitutes our major problem . . .

The teachers of your generation are going to be expected to solve this basic defect of our society — the fact that a large part of our population has not had the advantage you have enjoyed to obtain an education compatible with the demands of modern living and progress.

This is the fundamental question of our time — how we, the privileged, can assist those who have not shared that privilege.

This should not be regarded as a gracious act, but as a natural and normal expectation that those who have received the privilege should be prepared to share it with others. This is after all, the basic ethos of the teaching profession and for us, today, it carries a very special significance

and a great responsibility.

All too frequently one hears the view expressed that more should be done for the education of the underprivileged, but on the assumption that it must be done by the Government. The Government naturally must do its full share, but it cannot possibly accomplish this massive task alone.

The educated people of this country must also make their contributions . . . not in a paternalistic and condescending manner, but as a form of commitment to humanity and to the progress of our country — an act just as important as the maintenance of law and order.

All our efforts to protect the security of our country will fail unless the inequality of educational opportunity is removed.

I have often wondered why the public is constantly urged to support the Defence Force and not also the equally im-

portant educational effort. Why are there Defence Bonds and not also Education Bonds? I do not suggest that the support for defence should be abandoned, but I question why the same is not done for education.

Could the appropriate Minister not launch education bonds? Is there no one of importance and stature in our society who could mount a Southern Cross-type of appeal for educational institutions?

There are those with high educational achievements who declare that they are leaving South Africa because the Government is not doing enough for the underprivileged, but all too often this comes from those who have made no effort to contribute to the development of the underprivileged.

Those who have received a good education in this country and leave to use this education abroad are in fact renounc-

ing this fundamental responsibility to their country and to the underprivileged people whose labour contributed to the wealth which made our excellent educational facilities possible.

However, when we consider what should be done it is very important to keep in mind that the provision of schools, teachers and other facilities will not automatically accomplish this purpose. Teaching alone is not enough to ensure a successful education system. It is too much to expect young people to make sacrifices without some anticipated benefit.

The educated person knows how much the quality of living is improved by education and I believe not enough emphasis is placed on this aspect: but apart from this intangible benefit it is essential that there should also be an incentive of a more material nature.



Professor du Plessis . . . no sharing of privilege.

This feeling of being able to change his future is a strong factor in a person's motivation to succeed in school and university. Discrimination in appointment, job reservation, discriminatory salaries and other subtle restrictions discourage young people and will have to be removed before education will catch

the imagination of the young.

The removal of such unjust barriers must, therefore, be carried out before there can be true equalisation of educational opportunities.

This will, however, require a commitment by our whole community. Our entire society should be aware that they can all play an important role in this difficult process.

Teachers, guidance officers and parents have a role to play . . . but the mass media, too, should bring (opportunities) to the notice of the young people . . . Can a young pupil in Soweto really imagine that he can become a doctor, a dentist, a lawyer or a company director if he has never seen a black man in that position — not even his photograph in a newspaper or appearing on television — not even in a television serial.

Can we then doubt his enthusiasm for education if he believes that those

positions are reserved for whites

What will history one day have to say about us? That we took all the educational privileges available but then left to reap the benefits elsewhere — clearly demonstrating our lack of concern for others?

Or that we smugly clung to our privileges and said the Government should "do something"? — content to walk in the comfortable valleys without daring to scale the challenging peaks around us?

Or will it be able to say that the great traditions of education that were brought to this country by educationists from many parts of the world, produced a splendid educational system, though largely for people of European descent, but that the succeeding generation carried on this great tradition by expanding the precious opportunities to all the people of this country?

Great

year

Star 4/12/7

(50)

for Star

Schools

By Karen Ireton

Schooling for 1978 hasn't officially ended yet and already 2 000 pupils have put themselves on the mailing list for Star Schools' 1979 Educational Programme.

Mr William Smith, co-ordinator of Star Schools, said 17 000 courses were taken nationwide through Star Schools last year, phenomenal growth from the Schools' 250 pupils eight years ago.

Success, says Mr Smith, comes from developing the technique of "super-marketing education."

"For 95 percent of your grocery needs," he said, "you would go to a supermarket. So the Star Schools programmes can assist pupils with 95 percent of their needs. And for the rest they can obtain personalised help through the Tape Tutoring Service we offer."

ADVANTAGE

Star Schools offers pupils the best of both worlds, Mr Smith said. They are able to take advantage of good, low-cost, government school education, and at the same time receive round-off, and assistance from some of the best teachers around.

Students who receive tuition from more than one teacher do not become confused, Mr Smith said. "In fact if the pupil

... and an even greater one ahead



Mr William Smith, co-ordinator of Star Schools is expecting to handle up to 20 000 student courses next year. "The Island System, which is copyrighted to Star Schools is one of the most exciting educational developments I have seen," he says.

Continued



does become confused there is something wrong with the way he is being taught". The student who is taught too long by only one teacher is educationally disadvantaged. The students could exhaust the teacher's knowledge and experience.

He said Star Schools was well received by universities in South Africa. Although the University of the Witwatersrand had now taken over the Pre-University School, initiated by The Star and Star Schools, Mr Smith said he would still be teaching the study skills course at the school and extremely good ties were retained.

Last year was a boom year in The Star Schools science classes. Mr Smith ascribed that to the crippling shortage of science teachers. The Island System, which is copyrighted to Star Schools was one of the most exciting educational developments he had seen.

POPULAR

He said during the past year mathematics and English had been the most popular subjects after Science. The lack of good science teachers was encouraging many pupils to opt for biology instead of science, which could be costing the country potential scientists.

The number of student courses is expected to rise to as many as 20 000 next year. This will not detract from the quality of the education received by the pupils attending the Star Schools, Mr Smith said. For a year's course of lessons, with some of the best teachers, for only R35 pupils could not expect personalised tuition. If they wanted personalised tuition they should opt for the tape tutorials, where teachers would assist students in working through the entire syllabus on a series of tape cassettes.

Star Schools 1979 evening classes at Bedfordview, Sandton, Wits University as well as the Saturday morning classes, will kick off during the

BLACK PUPILS

During the past six months 1 000 black pupils have enrolled in The Star Schools programme.

Many of the pupils are sponsored by commercial concerns, Mr Smith said. Many companies were making allotments in their annual budgets for assisting black education.

A programme has been arranged, Mr Smith said, where companies could sponsor one or more students through the courses. Authorities have approached him about starting a similar school in the Transkei.

week beginning February 12, he said.

The full range of programmes, which will be available during 1979, will include the year-long evening courses, Saturday morning classes, vacation schools, the Tape Tutorial system, and the mini-books which highlight certain sections of the syllabus.

At this stage Star Schools will only take the names and addresses of pupils who would like to receive the Educational Programme early next year.

TAPES

Those who would like to receive a returnable cassette tape which explains the tape tutorial system should also give their names to the Star Schools office. Telephone 39-6666. The office will be manned throughout the holidays, Mr Smith said.

Inquiries about the pre-university school should be addressed directly to the University of the Witwatersrand.

In discussing these occupations, the Commission point of SAR & H. It noted that agricultural labour condi peaceful in the world". It considers that any dissa workers about luxury conditions at works, mines and f from safety or industrial health hazards or their kno but is due to outside influences. The Commission at peace to the absence of two factors. "The first is unions in the Republic and the second is a striking a organisation in certain factories".

There is no single body in the state responsible for as a whole. Out of the 8 million economically activ 5.78 million (71.9%) are not covered by legislation disease. The Commission finds the following histor 1) Industrial health regarded as sub-section of heal 2) Overlapping of law by various departments in rega has led to omissions.

- 3) Because of the rapid development of secondary industries, it had been difficult for health planning and preventative services to keep up.
- 4) Not all 8 million were not exposed to obvious occupational disease. The Commission concluded that it would "be entirely wrong to compare the industria development in the Republic with industrial revolution overseas and with the conditions which were created there. The Republic's industrial development i unique because of the history of its mining industry, its racial differences, migrant labour, its small white population, its climate, and the background of its agricultural industry, which is still by far the biggest employer of labour

Chapter IV General Impressions from Inspection

The Commission attributes the favourable response to the appointment of the Commission to an awareness by the employers that the workers themselves are responsible for the utilisation of the earths resources, and that the worker himself is aware of this. Thus employers and businessmen realise the diseas and dangers a worker is exposed to in a particular industry, that the knowled that he in his struggle to earn a living is tied to his place of employment m consciously or subconsciously affect his health, he may contract a chronic occupational disease and thus be compelled to give up his job at an early age. This results in financial loss, a disruption of life and prospects of the

Star 7/12/78
Video plan to aid black education

An ambitious scheme, likely to revolutionise black education through the use of video tapes in teaching, is to be introduced into black schools early next year.

The first phase of the project, to be launched by IBM South Africa, is to be set up in Soweto. It involves the use of video programmes to support the teaching of physical science, mathematics and biology in secondary schools.

"Directed and recorded

in local video studios and using the services of the best available teachers, each video programme is planned to run for approximately 20 minutes and present a key section of the three subjects," an IBM spokesman said today.

The programmes are intended to supplement classroom work and not supplant the teacher in the classroom. The "video teacher" project will cost at least R2.6-million over the next three years as it is progressively put into force in black townships, according to IBM.

This educational project, which has received the enthusiastic support of the Department of Education and Training, should play a major role in upgrading the quality of education at black secondary schools.

Through the use of television sets in classrooms, the best teachers will be able to put across their subjects to thousands of pupils.

With the participation of the Department of Education and Training IBM hopes to provide at least 40 schools with the video cassette machines for the tapes and the television monitors on which they will be screened.

is a growing realisation that a healthy and safe working environ- al to improve quality of life. Despite this awareness of the on (except for mining industry) industrialists have put little l organisation into prevention of occupational disease. There is ss that these are sound long term investments. Though this not include gold, iron asbestos and coal mining, it does include xcessing of these. The majority of management not ill-minded. se covered by the Dept. of Mines, industrialists did not attach much he visits of Departmental inspectors. Because no one specifically anagement to be responsible for occupational disease and on workers rdination. Thus workers were ignorant of dangers in non obvious

dise and necessity for wearmig muffs, lack of specifically trained by management. Except for Iscor, AECI and a few others, only ndustrial medical officers. Sisters, where employed, have little lth knowledge. The same with G.P.'s. Industrial hygienists in ere less than 5 and none in S.W. Where hygiene measures were e often motivated purely by economic reasons rather than for iene. (e.g. workers at precious stone mines had to leave their s at end of shift on site). Workers were often ignorant of nature with which they worked. Control over toxic substances and vanours poor. In addition use of and instruction in danger signs was in all industries and agriculture. There was a general absence A. standards. Only SABS and mines had worked out standards for t.

ms of rehabilitation services or mental health. A person unfit for work might be rehabilitated for a different job. Because little t medical examination or at time of leaving - few industrial health hich would be useful. Working conditions as regards industrial etter in larger works and mines than in smaller and similarly in

rial Health measures applied, it was because of law and not because Generally South Africa does not maintain the standard of

health overseas countries (except the Commission considers that asbestosis, lead manganese and tin compare favourably with the best in the world.) There is no inspectorate with specific industrial health training as in most Continental countries.

1979

Educ

General

Posh schools go mixed

By G R NAIDOO

TWO exclusive private white schools in Natal, Michaelhouse for boys and St Anne's Diocesan College for girls, will open their doors for the first time to Indian pupils when the 1979 term opens within the next few days.

One parent, Dr K Vandayar from Tongaat, has had his twin 12-year-old daughters, Jayashree and Vanespiri, admitted to St Anne's and his 13-year-old son, Pravin, to Michaelhouse.

Other parents who have had their daughters admitted to St Anne's are Dr P Mestry of Howick, whose two daughters will be day students, and Dr S Rajmohamed of Verulam.

The boys admitted to Michaelhouse are the sons of Dr P Govender, Mr M J Chellan, Dr D N Randeria, all of Durban, and Mr A R Naidoo, a company director of La Mercy.

Children from some of the best-known white families in Natal have been through St Anne's and Michaelhouse. The annual fees for resident students at St Anne's is R2 100 a year, and at Michaelhouse, R2 400 a year. In addition, it will cost parents several hundred rands to equip their children with uniforms, sporting equipment and books.

Six girls have been granted admission to St Anne's, four of them in residence and two as day pupils, and five boys to Michaelhouse. All the boys will be in residence.

Mrs J P Bates, vice-principal of St Anne's, said the new admissions would be treated like any other girls at the college.

INDIANS FOR MICHAELHOUSE AND ST ANNE'S

admit students on merit and not on race," said Mrs Bates.

Mr Neil Jardine, rector of Michaelhouse, told the Sunday Times that permission had been obtained from the Natal Provincial Administration through the Department of Education to admit the five students.

"The only criteria that apply to admissions are that the students must be resident in Natal and must have achieved certain academic standards at primary level.

Proud

"Michaelhouse is very proud of its academic record, and I am sure our new admissions will do Michaelhouse proud, as the others have done over the years. We had one coloured student at Michaelhouse last year," said M

50

BLACK and coloured pupils will become part-time students at the German School in Cape Town this month — amid threats that many white pupils will quit if blacks are admitted on a full-time basis.

The pupils were selected from about 300 applicants for a special three-year German course.

Those completing the course successfully will be able to apply as fulltime pupils.

Mrs A Fisher-Buder, chairman of the German School in Cape Town, said the course could lead to integration.

The controversial decision to move towards a multiracial school has an-

Whites threaten to quit over blacks

gered many parents and has led to several unpleasant incidents.

Parents blame the West German government for the row, because they allege the German Ambassador told parents the subsidy would be withdrawn if the School did not integrate.

At least one parent has already sent his children to another school, and several others are expected to follow suit. They fear black pupils will "overrun the school".

By BENNIE VAN DELFT

Mrs Gesila Harmes said she would immediately send her daughter to another school if blacks were admitted. "I am not against blacks, but I think it is unfair to place black pupils in a white community where they would be unhappy. The standard will also drop if the school allows blacks."

Mrs Fisher-Buder said, however, that under no circumstances would the

standard be lowered to admit black pupils.

"We are very strict in our selection, and black pupils will have to pass a German examination and a general proficiency test before they are allowed. In the past, several white pupils were refused because they did not meet our standards."

She denied the allegation that the German Government had threatened to withhold its subsidy if the school did not become multiracial.

But several parents told me the German Ambassador had told a meeting of parents the subsidy would "suffer" if blacks were refused.

A spokesman for the German Embassy said it was his government's policy to give all races equal opportunities.

At one stage about 67 parents threatened to withdraw their children from the school. Most of them have now adopted a wait-and-see attitude, as the first black pupils will qualify only in three years' time.

Black and coloured pupils will begin their German language-classes on January 29.

Continued

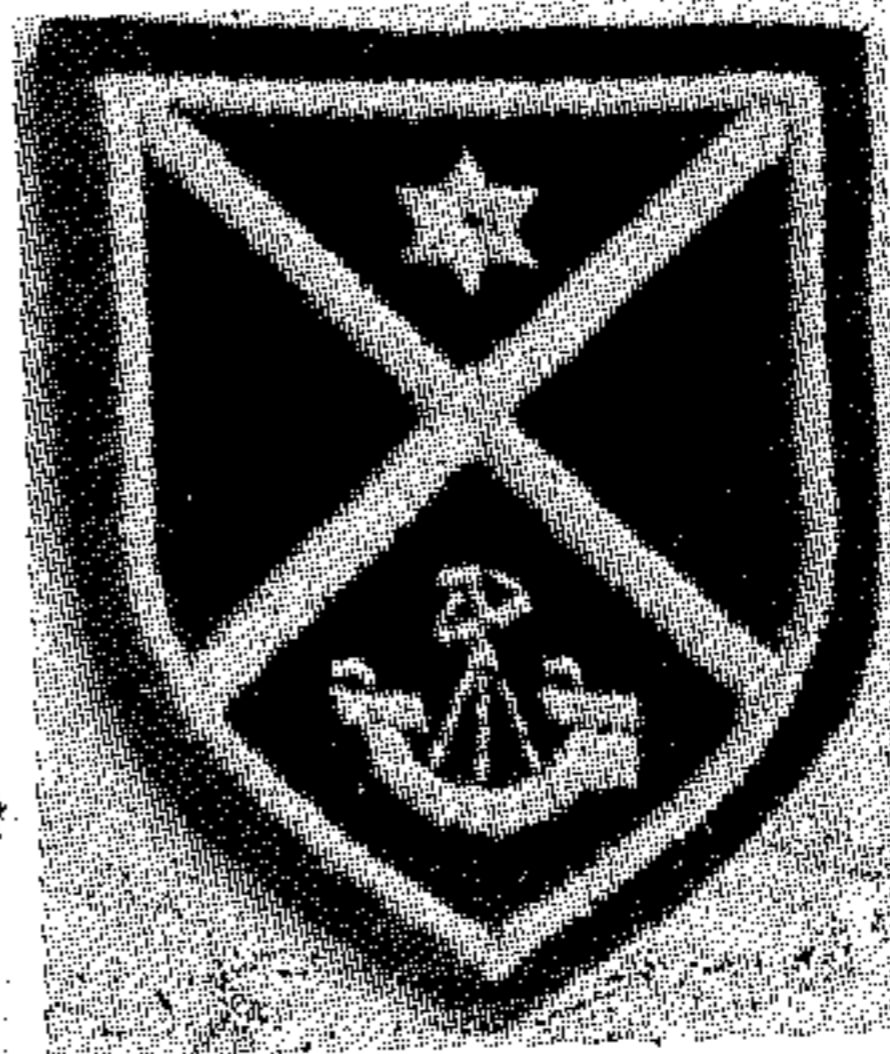
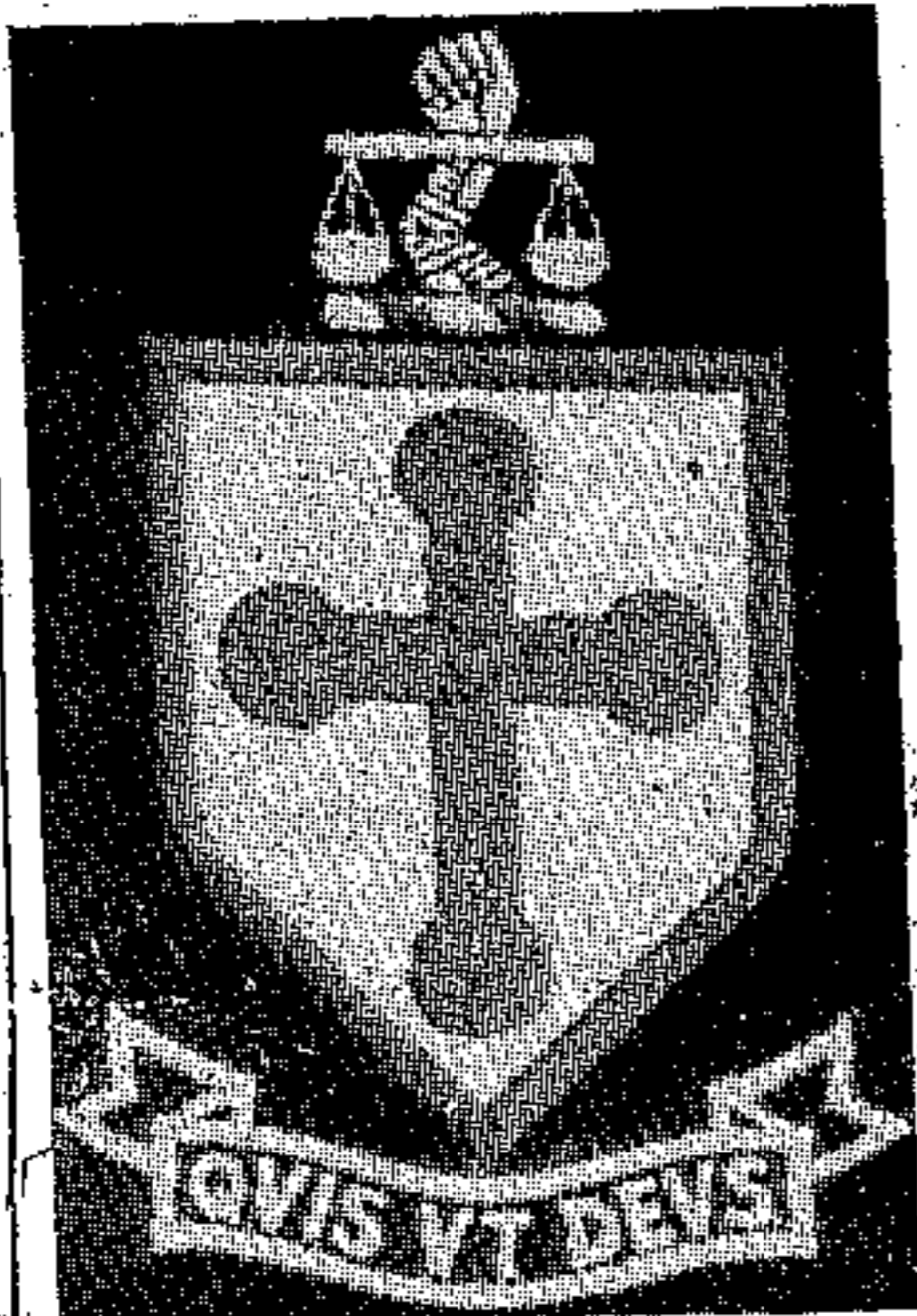
Pleased

"The department lays down certain regulations concerning the admission of girls to St Anne's, and any child who conforms to the requirements will be admitted.

"We consider this progress and are very pleased that we were allowed to

Several Roman Catholic schools in Natal have been admitting black children for the past few years, but have kept a very low profile. One of the better known, which will open its doors this year, is the Convent of Our Lady of Fatima in the exclusive suburb of Durban North.

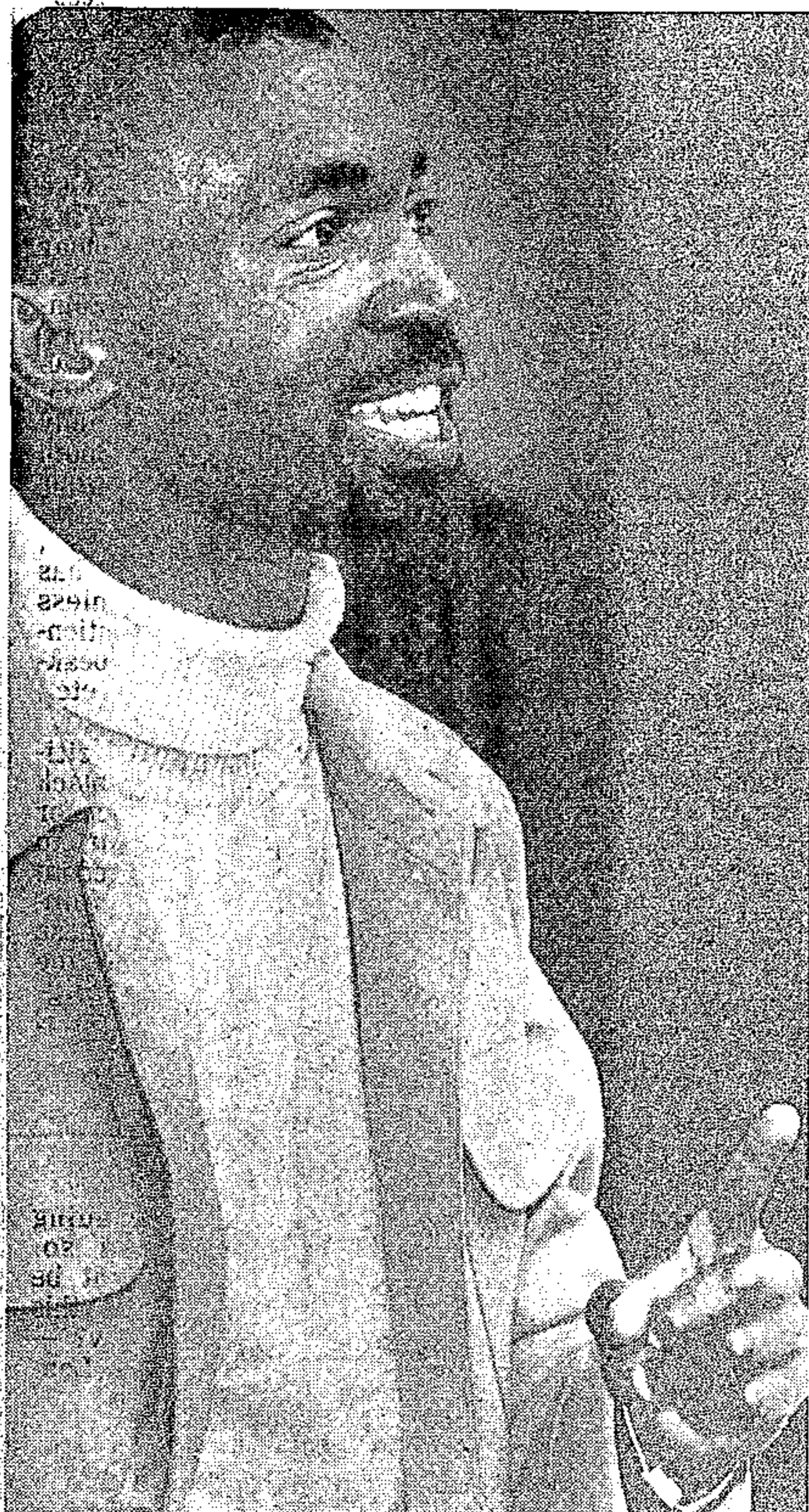
A mother superior at one



The Michaelhouse crest, left, and the St Anne's crest, above

50
50
25

One goal, two races, two arguments



Mr. Mazibuko . . . one department for both.

BACK-AT-SCHOOL white pupils are wondering whom to ask to the matric dance and will they make the hockey team and was it such a good idea to give up maths after all?

Black pupils are asking: Should they return to school at all?

The question seems incomprehensible to most whites. But for black pupils it flows naturally from their deep dissatisfaction with their education system, particularly the Government's insistence on maintaining a separate education department for blacks. Black students say: Separate can never be equal.

Some pupils want to continue the boycott started in June 1976, thus forcing the authorities to take far-reaching steps to prevent an entire black generation from growing up without education. Others, supported by many parents, favour a return to school while seeking other channels of protest. The debate overshadows everything else. To the students June 16 means far more than a calendar date: it describes the point of no return at which black aspirations and white resistance clash. They dread nothing more than a recurrence of that tragic day.

Mr Punt Janson, Minister of Education and Training, and Mr Fanyana Mazibuko, secretary of the Soweto Teachers' Action committee, share their dread. The two men also agree that the black education system is far inferior to that of whites, and are working towards the same goal: to eradicate the difference.

This is Mr Janson's main argument in favour of maintaining a separate education department for blacks. It is also Mr Mazibuko's main argument against it.

Mr Janson puts it this way: "A separate department can concentrate all its energies on the problems facing black schooling and work towards solving them."

Mr Mazibuko says: "The existence of two departments is the root of all the other inequalities."

"Because blacks play no part in policy decisions they have no way of ensuring that the Government will carry out its undertaking to remedy the huge discrepancy between the money spent on the education of a white child and that spent on a black child. From this financial discrimination all other inequalities flow."

Their opposing views reflect a basic difference in attitude towards the position of the black man in South Africa's so-called common area. While Mr Mazibuko's view rests on the premise that blacks in South Africa are entitled to participation in control and decision-making, Mr Janson's view is based on the belief that blacks outside the

Will black students return to class when their schools reopen on January 22? Black and white education leaders have 10 days in which to solve the crisis. HELEN ZILLE, Political Correspondent, reports.

homelands cannot be incorporated in the system for whites, something which would hit at the foundation of the Government's ideology.

Is there any hope of reaching some sort of compromise between their views?

"Yes," says Mr Mazibuko. He, and others involved in black education, are seeking expert advice in drawing up a blueprint for one national education system in which blacks would have a direct say. A provisional outline of the plan has already been completed, and Mr Mazibuko believes it could be implemented within the present Government framework — and satisfy the demands of black students.

The Plan: Under the present Government it would be inevitable that the department would fall under a white Minister, but the Minister would be advised on policy matters by a nonracial educational council representing all relevant educational bodies. Whites would be represented by various provincial authorities while blacks would send delegates from their representative institutions.

This body would formulate policy on all educational matters for blacks and whites alike, and focus on eradicating the discrepancy in the allocation of funds, the standard of teaching and the provision of facilities.

Below this nonracial policy-making body would be a director of education, in charge of a group of regional directors responsible for administrative matters and staff appointments.

"Appointments to all positions would be on merit only, and we accept that at the moment many of the key positions would be filled by whites — they have the necessary expertise," he says.

Mr Janson listened to the outline of the plan with obvious interest. He commented: "I cannot even consider it at this juncture, but I cannot say what will happen in the future. I can discuss it with people, but I cannot see it being done."

"My view is that there are many things of mutual interest and concern that we can discuss — things like teaching standards, buildings and facilities. But I am not going to give control to a multiracial body over things that regard as my own inheritance."

What, then, does he foresee as the longterm Government plan for the education of blacks outside the homelands?

Mr Janson emphasises he cannot make longterm predictions. He does not want to bind future generations. There are several options, he says, but spells out one: "If the homeland leaders opt for independence and decide they want control over the education of their citizens throughout South Africa, the possibility would have to be considered."

Mr Mazibuko listened to the option with obvious interest. He commented: "I can only pray that I am not around if that happens. If the Government goes ahead with this option, I fear June 16 will look mild in comparison to the way students will react."

In the absence of any firm longterm plan, what does Mr Janson foresee for the present?

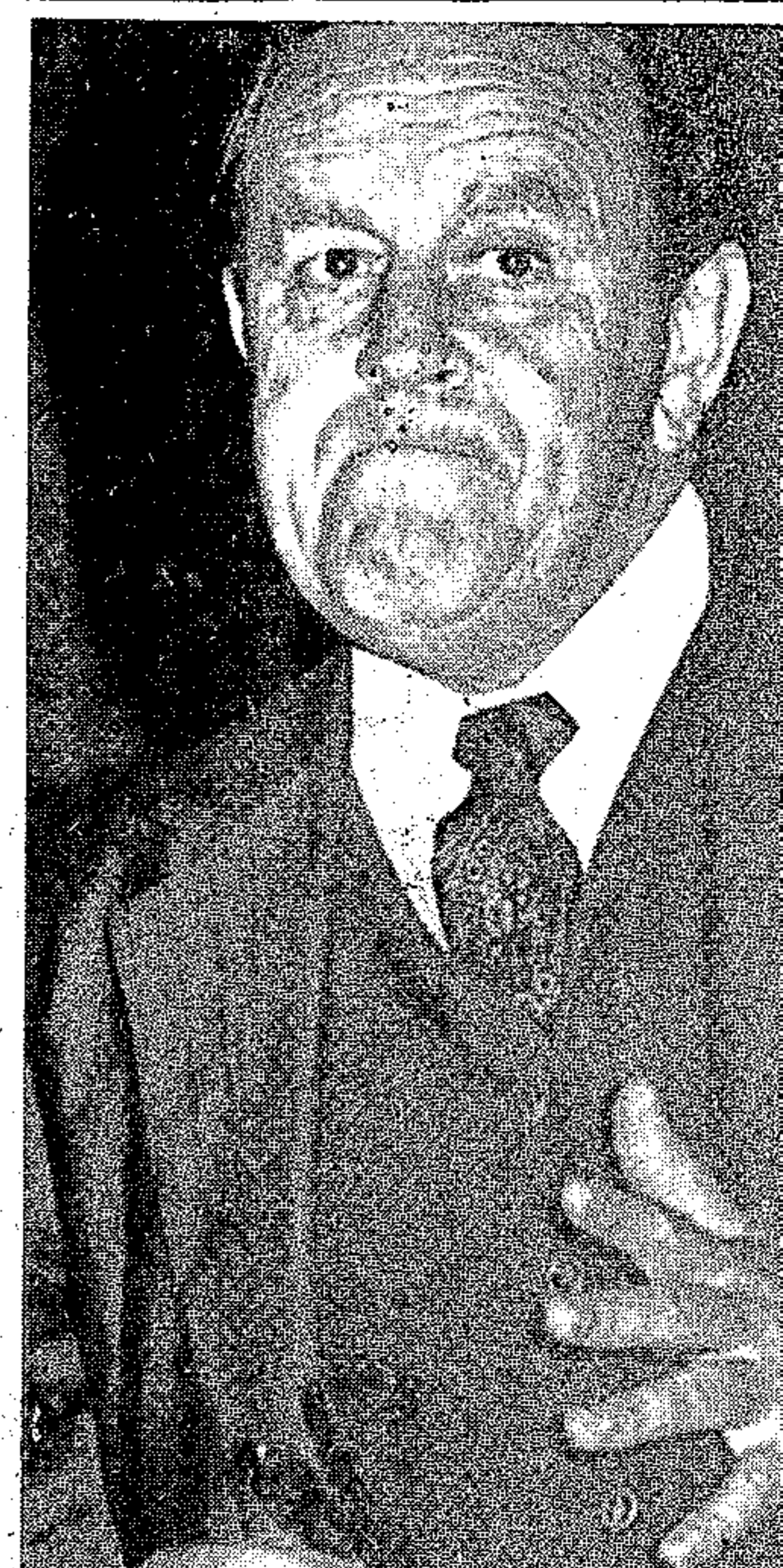
A separate education department for blacks where their needs can be given specialised attention, he says. A high priority will be the repair of riot damage at the schools, which he hopes will be completed by the end of February. Also upgrading the training of black teachers, and providing better facilities, libraries, sportsgrounds. The gradual phasing in of free compulsory education will also begin, and his department will be granted its own budget for the erection, maintenance and funding of black community schools in urban areas.

"Of course all this cannot be done overnight. I don't want to bind myself to any time limit, not even a five-year plan. It will all depend on the economic situation and the willingness of people to co-operate."

Mr Mazibuko agrees that these improvements are essential and long overdue. But they're putting the cart before the horse. The first step, he believes, is to get rid of the basic discrepancy that exists in having a separate education department for blacks, and the rest would follow automatically — with the indispensable advantage of the black community's full support.

Most blacks, he says, find it impossible to accept the Government's pledge to equalise black and white education in separate departments. Blacks remember Dr Verwoerd's explanation that black education had to be designed to prepare blacks for an inferior station in life. Many believe it is the aim of the Nat Party hierarchy, and particularly the Broederbond, to perpetuate this position.

Mr Janson is aware of the mistrust. "I cannot comment on what others have said in the past," he says. "I can only deal with the present. I know that I have a clear conscience and I hope that people will



Mr Janson . . . black and white se

not sow unnecessary suspicion. My aim is education on a level with white education. Achievement would be to see every black child exactly the same education as every white child.

That is also what Mr Mazibuko wishes to see. Both men have the same answer: "It's a tango."

48 Mining Sta
recent iss

49 No precise
figures fo
the order

50 Employment
figures fr
(See also
15,6% up o
sistent wit
mines may b
employment.

51 Bulletin of
the full ye
Mines prior

Copper
Iron Ore
Chrome
Manganese
Coal
Asbestos
Others
Gold
Diamonds
Platinum

Total

Note:

The relation
is as for Ta

52 As shown in
turned out t
mining was c
reach 700 00

53 Republic of
Minister: E
Summary and

Seaside school for all — teacher

7/1/79
SUNDAY EXPRESS
50

A South African educationist wants schools without classrooms, bells, or timetables where children are allowed to explore the seaside, rock pools and nature reserves.

He is Professor A N Boyce, Rector of the Johannesburg College of Education.

"The potential of hundreds of our schoolchildren is being crushed by a robot system of teaching.

"The school day should be allowed to flow timelessly. It should not be compartmentalised by play-times, in-times and out-times which fragment and destroy learning."

Professor Boyce envisages schools with open areas instead of the conventional rows of classrooms.

Pupils, he says, need areas for messy work — such as painting and pottery — areas to work quietly, areas to talk with teachers, areas to be noisy and areas to be silent.

He believed teachers also needed specialist rooms where groups could be read to, formally instructed, or shown films. In this way each child could advance along the path of his own interests and learning style.

The chief problem in our schools, says the professor, is that children are constantly being told what to do — and how to do it.

"Contrary to what some people think, I believe children want to learn, but must be encouraged to talk, not merely to digest text book information.

By CLARE STERN

"They must also have time of their own, time to daydream, to think, to imagine, or just to do nothing. In many of our schools they are so overburdened with activities they hardly have time to enjoy school."

History, he feels, should not be learned from text books alone but by visiting battlefields, old parts of a city, reading old newspapers and diaries.

"Biological sciences come to life when nature is explored in rock pools, at the seaside, in the forests or in our nature reserves."

Professor Boyce says the move from primary to high schools is often a move into boredom.

As an English pupil wrote:

"Infant and primary schools are not considered important and so school is allowed to be interesting. As we get older our school life becomes less and less interesting as our teachers attempt to cram us with as much factual knowledge as possible for exams."

Professor Boyce found a competition organised by a London newspaper 10 years ago challenging. Children were invited to write essays on "The School I'd Like".

"I fear many Transvaal Education Department authorities would disapprove of some of the suggestions, but it would be interesting to find out what children think of their schools."

printed in

d, though the
and 1976 of
number in 1975.

977. Output
tion: June 1977.
yment was 96 919 -
n-year is con-
l new large coal-
in coal-mining

figures for
Department of
s follows:

erage growth rate
70-77 (% p.a.)

+ 1,1
+ 6,2
+ 13,8
+ 2,2
+ 3,6
+ 1,3
- 3,4
0
- 2,9
+ 2,8

+ 0,8

statistics list

2) of the text
oyment in gold-
in mining did

o the Prime
of South Africa t
Continued

... and the kids agree

THE Sunday Express asked children what they thought of school — and came up with some interesting answers. Most replies showed a need to allow children time for indulging in daydreams.

Here is the ideal school, as seen through the eyes of 10-year-old Brendan McGrath of Johannesburg.

“My school would have no girls — teachers are always picking on boys because girls are their pets. And no teachers, only teaching machines which will tell us interesting things that are not hard work or boring.

“Each machine will have a speaker so we can ask it questions and each child will have an earphone. We will have pens which write what we tell them to write. Instead of geography and history we will go to the zoo or the seaside or the Kruger National Park.”

● Caren Picker is a bright 12-year-old who falls asleep in geography classes because she finds them boring.

“They go through one ear and out the other. When I am given a map and told to colour in Rhodesia, I never know where it is.

“I get tired of hearing the same thing over and over and I wish we could get more fresh air. I would like to have classes on the beach where we are free to eat, swim, study the fish and enjoy ourselves.”

● Sheena Mason, 17, would



● Caren Picker
... falls asleep



● Brendan McGrath
... no girls please

like to write her English essays to music. “If we are told to write about a storm, it would be stimulating to have music to demonstrate the meaning of a storm.”

● Brenda Kirchhoffer, 11, says: “Most of us fall asleep in class from sitting and listening. I would like to go on expeditions, pick my own leaves and stick them in books, and make up poems.”

Tswana
pupils (50)
hate ^{RDM} 28/2/79
poetry, (X)

says prof

By JS MOJAPPELO

MANY schoolchildren in BophuthaTswana detest poetry, says a well-known educationist, Professor Bob Leshoai.

Writing in the current edition of the homeland's magazine for teachers, Prof Leshoai suggested that those who taught poetry in the homeland should be more enterprising and introduce traditional African poems that are relevant today.

Prof Leshoai, who is presently attached to the Urban Foundation as an education manager, has been an English lecturer at a number of universities in Africa and has written books on African literature.

He said he discovered that BophuthaTswana pupils hated poetry when visiting schools in the region.

"In almost all instances I was told that the reason for this state of affairs was that the poems prescribed were not easily understood because they dealt with subjects outside the experience and culture of the pupils," Prof Leshoai said.

He cited as an example, President Julius Nyerere of Tanzania, who made drastic changes in the country's education system in the early sixties to create the climate for a cultural revival. These changes produced a "national culture" which was lacking in BophuthaTswana.

He said a great deal of African traditional poetry reflected a nation's cultural life. As a cultural art it asserted and confirmed the nation's values.

Prof Leshoai said when children heard the nation's poems they got to learn and to understand the culture of their people.

"Traditional African poetry is not only used to entertain, but it is used to educate both young and old about the geography, history, astronomy, science, plant life, animal life and cultural life and values of the nation or tribe", Prof Leshoai said.

"The older generations are the 'libraries' and 'references' for the generations that follow after".

Poetry in other parts of Africa was also used in traditional and contemporary life to educate, said Prof Leshoai.

transactio
pure econo
pressure.

2.3.4 Balance sh

Hendriksen

ions to LI

being unde

LIFO for I

assuming a

meaningles

inventory

The appare

reveals a

there is

capital p

Example 6

LIFO is applied for t

and the LIFO adjustme

FIFO valuation and LI

is R10. The tax rat

R20 and that tax is p

sure the tax benefit,
clouded by accounting

of the principle object-

ories are consistently

er the application of

ventory valuation,

prices, tends to become

is states the current

on working capital

re whereas in real terms

hening of the working

ng the current year

erence between the

nd of year inventory)

a bank balance of

Education fund extends ⁽⁵⁰⁾ area ^{DD} _{22/12/79}

EAST LONDON — The Ginsberg Educational Fund which was founded by the late black consciousness leader, Mr Steve Biko, in King William's Town, has extended its area and scope of operation to serve a much bigger part of the Eastern Cape.

Mr Biko, who had been helped through secondary education by Ginsberg public funds, established the Ginsberg Educational Fund to secure future Ginsberg generations financial assistance for education.

The growth of the fund

necessitated a change of name and structure and it became the Zingisa Educational Scheme.

The extended areas of operation have been broken down into six zones — Grahamstown, Peddie, Hamburg, Port Alfred, Bathurst and King William's Town.

Other areas in which the fund operates are: Fort Beaufort, Alice, Middeldrift, Balfour, Seymour, Cathcart, Thomas River, Stutterheim, Kei Road, Komga, Kei Mouth, Berlin and East London.

The Zingisa (meaning

persevere) council chairman is Dr L. M. Msauli and the vice-chairman is Mr Basil Somhlahlo, of Fort Hare.

Other members: are Mr R. L. Peteni, Mr H. Mjamba, Bishop E. A. Sobukwe, Mr Z. Gcilishe, Mr M. Mpondo, Mr Z. Hlanganisa, Mrs Ntsiki Biko, Mr Z. Zotwana, the Rev A. M. Stofile, Mr M. Mpumwana and Miss M. Ngwadla.

Dr Msauli said yesterday that the aim of the fund was to build a fully educated and skilled society to meet the demand of the late 20th century and

to develop the gifted and talented child.

The fund offers scholarships and bursaries to deserving and needy children.

Dr Msauli said the Zingisa organisation plans to launch a major campaign to raise money to support a total of 900 students in the area of operation in the coming academic year.

"As we finish the Year of the Child let us finish it imbued with hope for a brighter and better future for our children," he said.

— DDR.

Axe for black school boards

ADM
13/12/79
① 50
② 756

ALL SCHOOL boards under the Department of Education and Training will be abolished on January 1, the Secretary of the Department, Mr G J Rousseau, announced in a statement in Pretoria yesterday.

He said the move followed repeated requests from the organised teaching profession for the scrapping of the boards.

The requests were partly due to insecurity of tenure for teachers and breaks in service caused by the existing system. These breaks could have "enor-

mous financial implications" for teachers involving pension, gratuity and leave credits.

Mr Rousseau said other complaints about the boards were:

○ School committees claimed they were not allowed a say in the appropriation of school funds and the appointment of teachers in their respective schools — resulting in some schools receiving preferential treatment.

○ Complaints from the schools Inspectorate about boards or individual board members impeding professional guidance to schools.

Because of these complaints, the matter was referred to the Advisory Council for Education and Training.

"The Advisory Council recommended unanimously that school boards should be abolished, but that community involvement in the control of schools should be maintained through the continued existence of representative bodies from the parent communities concerned," Mr Rousseau said.

All teachers in community schools would in future be appointed by the department, while school committees would also play a greater role in their appointment.

Steps such as finding sites for educational institutions and the utilisation of the School Levy Fund will in future be determined in consultation with community councils.

School boards would be consulted about the disposal of funds and property at present under their control.

Arrangements were being made to place permanent school board secretaries in circuit offices or schools, without prejudice, the statement said.

"The services of part-time secretaries will naturally have to be terminated."

Mr Rousseau said most school boards had agreed to their abolition.

Of 415 boards approached by regional and circuit officers, only 22 wanted to keep going.
— Napa.

'Motivate your kids', parents are told at IYC Mock Graduation



People pack the hall at Entokozweni Early Learning Centre



Mrs Rebecca Mphahlele addresses the Mock Graduation.

By EDMUND JAYIYA

A "MOCK Graduation" to mark the International Year of the Child (IYC) at Entokozweni Early Learning Centre on Saturday attracted many people in Soweto.

The guest speaker was Mrs Rebecca Mphahlele, wife of Professor Ezekiel Mphahlele. She expressed delight to be at the celebration.

It is not meaningful to calculate Africans as this group is subject to a characteristically better expectation to men, is apparent for all three communities. The ratios of the expectations of At birth, the white:Asian:'coloured' and 1:0,88:0,77 for females; at the age males and 1:0,79:0,85 for females. antaged at e_{45} as compared to e_0 for both

She said parents are ignorant because they "do not come here to ask about the progress of the centre". She appealed to them to motivate their children.

"The family is the most basic of the human institutions; sociologically it may be considered the most intimate and influential of all primary groups in society.

From a psychological perspective it may be viewed as the basic unit for the development of the individual's personality.

FAMILY

"The South African family is therefore similar to that of other ethnic groups except for the fact that the colour with the African is the most pervasive and influential characteristic and that it influences his life behaviour and psychological reactions", she added.

In his remarks, the master of ceremony, Mr S Maketekete said the parents should try to guide their children to face a bright future. We are happy to have Mrs Mphahlele with us here today. I think many parents would like to discuss their problems with her," added Mr Maketekete.

The children rendered musical items and received standing ovations from the packed hall. Some performed traditional dances.

Clearly, the presentation of the cause specific mortality data as proportional mortalities conceals a certain amount of information. Table I provides a more detailed analysis of these data in the form of cause specific mortality rates for defined age groups by sex, in the white, Asian and 'coloured' communities.

If the mortality rates (Table I) are compared with the proportional mortalities for the seventeen major diseases

"Education system is to blame"

50
25/11/79
R

THERE WAS a fundamental need to overhaul the entire black and white educational system in South Africa, Mr Nicholas Oppenheimer, a director of Anglo-American Corporation, said in Johannesburg yesterday.

Speaking at the 1820 Settlers Foundation Conference on "Free Enterprise and the Individual," he said the schooling system in South Africa for both black and white had not been providing human material suitable for productive use by commerce and industry.

"To a great extent this can be directly attributed to the prevailing examina-

tion system and the emphasis on quantity which has pervaded the whole educational system."

He said the mediocrity of the system was more obvious and was revealed more starkly at a time when more blacks, at more skilled levels, were being sought by commerce and industry.

There was no clarity about educational reform in South Africa. The financial implications of equalising black and white education made a solution well-nigh impossible. Lowering this standard of white education was politically unpalatable and not a step that the present government seemed able to contemplate.

Mr Oppenheimer added that much of the criticism of black advancement programmes both in South Africa and the United States had revolved around the fact that no blacks were given titles and the appropriate status symbols.

Mr Oppenheimer said: "In South Africa a pattern shows signs of developing which means that blacks will never really feel part of the dominant white situation despite attempts to modify their behaviour through various processes. If this pattern materialises it will be impossible for private enterprise to insist upon blacks assuming company loyalty while at the same time they feel unintegrated."

"For these reasons companies undertaking black advancement schemes must undertake to insist on preserving the man's culture and on ensuring that black trainees are not the only part of the organisation that has to change in order for black advancement to take place," Mr Oppenheimer said. —Sapa.



Mr Nicholas Oppenheimer

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
M	0,21	0,09	0,28	0,17	0,42	0,31	0,75	0,77	2,58	2,48	19,83
F	0,21	0,09	0,17	0,06	0,08	0,03	0,08	0,03	0,21	0,23	19,83
M	1,73	1,73	1,04	1,73	1,73	1,02	1,73	1,02	3,80	3,64	14,84
F	1,73	1,73	1,04	1,73	1,73	1,02	1,73	1,02	3,80	3,64	14,84
M	8,32	6,56	8,55	5,71	14,69	14,84	1,80	1,96	3765	3145	
F	8,32	6,56	8,55	5,71	14,69	14,84	1,80	1,96	3765	3145	

NO.	19600	15374	2828	1967	16632	12847	18348	13062
5-24	1,05	0,46	1,31	0,74	2,26	1,25	1,64	1,12
25-44	3,02	1,47	4,33	2,48	8,80	4,96	4,78	3,70
45-64	17,46	9,49	26,27	18,72	24,27	17,87	18,06	15,57
65+	73,62	54,55	92,20	82,93	96,90	71,79	53,38	45,89
ALL	9,44	7,40	8,03	5,51	14,62	11,00	8,77	8,13

XVII ACCIDENTS, POISONINGS AND VIOLENCE (EXTERNAL CAUSE)

NO.	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	0,85	0,69	0,70	0,31	1,18	1,24	0,32	0,19
1-4	0,49	0,21	0,31	0,27	0,63	0,61	0,21	0,20
5-24	0,71	0,22	0,68	0,20	1,40	0,38	0,68	0,12
25-44	1,18	0,30	1,43	0,37	3,32	0,70	1,22	0,26
45-64	1,25	0,42	1,55	0,40	2,89	0,76	1,10	0,31
65+	1,26	0,71	1,34	0,91	2,19	0,90	1,02	0,53
ALL	0,95	0,33	0,95	0,29	1,91	0,56	0,89	0,20
NO.	1973	677	333	104	2175	652	1868	324

F.M. 7/12/79
AFRICAN EDUCATION
A timely Act

50

The Education and Training Act 1979 will officially come into operation on January 1 1980. It marks another step in the modernisation of education for SA's blacks — and a giant leap away from Verwoerd's maxim that the aim of such education was "to keep the Bantu child a Bantu child."

As the events of June 1976 demonstrated, "Bantu Education" was long a potential flashpoint in SA's race relations. The new Act, though it does not accede to Opposition calls for a unitary national

Financial Mail December 7 1979



"Bantu child" . . . better times, and opportunities, start on January 1

education system, lays the foundation for compulsory education and free tuition for Africans — thus answering heartfelt pleas from that community.

Further: it enshrines in law the need to negotiate changes with those most directly concerned with the pupils' wellbeing — their parents.

The key clause states "that it shall be the aim and objective with the co-operation of the parents to introduce compulsory school attendance and free tuition (including free school books) in all areas."

Significantly, there is no educational ceiling in this clause, and "the Minister may by notice in *The Gazette* declare that regular attendance at any type of school specified in such notice... shall be compulsory for every black person belonging to an age group and who is resident in an area so specified."

Naturally, this will not happen overnight. As a spokesman for the Department of Education and Training notes: "Implementation will be gradual, and on a regional basis." Availability of schools and trained personnel will be factors, but the firm intention is to overcome the neglect of decades.

Furthermore, teaching appointments (and sackings) will now fall directly within the ambit of the Department, rather than as formerly under the control of regional school boards, not all of whose members had educational expertise. So teachers and principals will be on the Department's payroll, as with white education.

Indeed, as part of a rationalisation process, it is almost certain that the school boards will fall away as the Act comes fully into operation, although individual school committees will continue to handle

school funds.

On the issue of vernacular mother tongue instruction, the Act rules that it must be the medium up to Std 2 (at present it is compulsory to Std 4), but there is no compulsion for higher standards. This represents a positive de-emphasis on ethnic instruction in primary schools, which makes the later adaptation to English or Afrikaans schooling a major obstacle.

The Department spokesman notes that free departmental textbooks (though not stationery, maps, and language setworks) have been provided to all schools as from this year.

Some might cavil that black education in the homelands is not covered by the Act, and so remains the responsibility of officials in those areas. But the Act should make it easier for African schoolchildren — particularly in urban areas — to get a decent education. And with that there can be no quarrel.

23/11/79

EMBARGO 23 NOVEMBER 1979 - 12H30

50

TOESPRAAK DEUR SY EDELE DR F HARTZENBERG, MINISTER VAN ONDERWYS EN OPLEIDING, BY GELEENTHEID VAN DIE AMPTELIKE OPENING VAN GENERAL MOTORS SE OPLEIDINGSENTRUM TE PORT ELIZABETH OP 23 NOVEMBER 1979 OM 11h30

As ek vandag hier vir u sê dat dit vir my werklik 'n eer en 'n voorreg is om hierdie pragtige opleidingsentrum te open, praat ek uit my hart uit, want ek glo dat die algemene publiek nie altyd besef wat my Departement, die Staat en die private sektor doen ter bevordering van onderwys en opleiding van die Swart bevolking in besonder nie.

Ek wil dan vandag probeer om in die tyd tot my beskikking
'n paar/.....2

-2-

'n paar hoogtepunte uit te lig ten opsigte van die Departement van Onderwys en Opleiding se taak, doelstellings en prestasies met betrekking tot die algemene onderwysprogram. Ook wil ek graag enkele aspekte in verband met die samewerking tussen die owerheid en die handel en nywerheid ter bevordering van opleiding, nader bespreek.

Allow me to emphasise right at the beginning that the overall aim of my department's education policy is to develop the child to his fullest potential and "that in provision of education the ability, aptitude and interest of the pupil as well as the training

needs of/.....3

needs of the country shall be taken into account, and that appropriate guidance shall be given to pupils in this regard". (Education and Training Act, 1979 (Act number 90 of 1979 - Section 3(d)).

In the light of the above, the following assumptions in the provision of education and training with a view to upward mobility seem realistic and appropriate:

- (a) The education programme cannot be career-orientated only, but must provide for the overall education and moulding of the pupil/student.
- (b) The needs of the individual must be considered.
- (c) The needs of the country and the Black community must be/.....4

must be kept in mind.

- (d) The provision of education and training with a view to both vertical mobility (upward mobility) and horizontal mobility (differentiation) is important.

Before I carry on I would like to give you a few interesting and revealing statistics:

In 1978 more than one and a half times as many Blacks were at school (Transkei and Bophuthatswana excluded) than White, Indian and Coloured pupils taken together. Of the 3,2 million Blacks at school 1,3 million were outside the Black states. (Transkei and Bophuthatswana excluded).

There are/.....5

There are more Blacks (+ 150 000) in Standard 8 this year than the total number of Whites at school in Natal in 1978. From 1967 to 1977 the number of Black pupils in secondary schools increased by 537% - an average increase of 53,7% per year.

More than 23 000 Black candidates (full-time) are writing the matriculation or Senior Certificate examination this year - an increase of 42% since 1978 (Transkei and Bophuthatswana included).

Whilst the percentage of Blacks at school increased from 8,04% in 1950 to more than 20% in 1978.

Education and Training Programmes for Blacks

For the/.....6

For the purpose of this discussion, a distinction can be made between formal and informal education and training programmes. In this context formal programmes are defined as programmes which are fully controlled and maintained by the various education departments involved in Black education.

Formal programmes

The 'traditional' programme

Primary, secondary, university education and teacher training can be considered as 'traditional' programmes.

Whilst these programmes are generally wellknown, the following aspects merit consideration in the context

of upward/.....7

of upward occupational mobility:

At the end of secondary education pupils sit for either the National Senior Certificate or Joint Matriculation Board Examination. The same requirements that apply to any other education department in the Republic of South Africa have to be met.

Degree and diploma courses, in almost every conceivable direction, are offered at the 3 Universities for Blacks whilst the new Medical University of South Africa with a potential output of 200 doctors per annum, was established in 1978.

Although Standard 8 is at present the minimum entrance

qualification/.....8

qualification for primary teachers' training, post-matric courses, also at university level, are offered in this direction. It is envisaged in the light of the rapidly-increasing number of matriculants that the minimum entrance qualification for teacher training will be Standard 10 within 2 - 3 years.

Upward mobility of underqualified teachers is enhanced by in-service training schemes, grants for successful completion of university courses and adult education classes. It should be mentioned that the opportunities for upward mobility in the various education departments for Blacks are probably unique. Whilst there are already

a few/.....9

a few Black secretaries for education in some of the Black States, the Department of Education and Training boasts with more than 160 Blacks having reached the rank of Inspector of Schools.

The Technical Education programme.

In anticipation of the report of the Wiehahn Commission and the subsequent White Paper submitted to Parliament, education and training with a view to upward mobility in the technical field received serious attention over the past few years. The following programmes can be mentioned:

(a) Departmental Technical Centres

This programme/.....10

This programme which was embarked upon in 1975 and probably unique in South Africa - if not in the world, provides for technical orientation to pupils in Standard 5 - 8 as an extension of the normal school programme. Pupils from neighbouring schools attend classes for 2 1/2 hours per week at such centres. The following subjects are offered: Electrical work, brickwork, metalwork, woodwork, welding and technical drawing. This scheme which leaves all options open to a pupil after Standard 8, offers a wonderful opportunity to the pupil to broaden in a practical way his knowledge of the occupational world.

It will/.....11

It will interest you to know that at present 14 technical centres are in operation in all the major industrial areas in the Republic. Such a centre was also established in New Brighton and is in operation ever since 1976. During this year \pm 17 000 pupils per week attended these centres. It is estimated that this figure will rise to \pm 35 000 per week during 1982 because by then 7 additional centres should be in operation.

(b) Technical Institutes

Theoretical and practical training in the different trades take place at Technical

Institutes/.....12

Institutes. National Technical Certificate syllabi for trade theory are followed whilst practical training is correlated with these syllabi. There are at present 2 Technical Institutes in the 'White' areas and 16 in the various Black States. The erection of 14 additional Institutes outside the Black States within the next 4 years is being planned at present.

It might be mentioned that although the primary function of Technical Institutes is to meet the need for pre-employment training, arrangements can also be made for theoretical training on a

block release/.....13

Block release system if the need for such training in a particular areas is identified.

In this regard, ladies and gentlemen, I think the General Motors Centre and the local technical institute - now under construction at New Brighton, should join forces to make maximum use of existing training facilities.

(c) Technical High Schools

Courses offered at Technical High Schools are basically the same as in ordinary high schools. However, apart from taking the three languages, Mathematics and Science for matriculation, pupils at these schools must also offer two technical

subjects/.....14

subjects including Technical Drawing. This technical matric certificate can lead to university training (e.g. an engineering degree) or a Technikon for training as engineering technician, surveying technician, etc..

(d) Technikons

Advanced technical education at tertiary level is offered at Technikons. A variety of technical, commercial and other post-matric courses are offered on full-time, part-time and sandwich bases. Such training ensures direct entry into commerce and industry. The same syllabi are followed and the

same certificates/.....15

same certificates are obtained as at similar institutions of other departments.

At present courses in advanced technical education are offered at 2 institutions in the Black States and at the Mmadikoti Technikon near Pietersburg.

A new R34 million Technikon for 5 000 students is at present under construction near Pretoria and will offer its first courses in 1980.

The Adult Education Programme

Although so-called night schools and continuation classes did exist in previous years, adult education was only

really placed/.....16

-16-

really placed on a firm footing with the establishment of an adult education section in the Department of Education and Training in 1975. At present 106 adult education centres (and 94 remote campuses) offer opportunities for upward mobility to more than 50 000 adults. The courses offered range from basic literacy courses to Standard 10.

Supporting Services

It should be mentioned that the Department of Education and Training and some Black States have Psychological and Guidance Services Sections which are responsible for psychological testing at various levels and for

guidance/.....17

guidance to pupils in the selection of courses and planning of future careers.

Informal Programmes

Apart from the 'formal' programmes controlled and maintained by the various Departments, several industrial training schemes are in operation in collaboration with organized commerce and industry. I would like to express my sincere appreciation for the substantial contribution organized commerce and industry is making. Proof of this co-operation is this magnificent General Motors Centre.

Ladies and Gentlemen, before I conclude my speech, I

would like/.....18

would like to discuss very briefly two more schemes where private enterprise and the Government have joined forces with considerable success.

Firstly: Public Industrial In-Service Training Centres.

Since 1975 eight industrial training centres in White industrial complexes were erected and equipped by the Department of Education and Training. These centres, controlled and managed by a governing body consisting of representatives from interested employers' associations, administration boards and departmental officials, were established to cater for the common training needs of all local commercial and industrial

concerns./.....19

concerns. Courses ranging from Typewriting to Forklift Driving are offered. An income tax concession in respect of allowable training costs amounting to an additional 100% of such costs may be claimed by employers who send employees to these centres. 6 619 Trainees attended courses at the eight centres in 1978.

It is my firm conviction that these in-service training centres could be utilised better if companies or firms use them for their general training needs. Training at in-company centres should be limited as far as possible to specific job-training which cannot be done at the public centres, therefore it is of the

utmost/.....20

utmost importance that the General Motors Centre and the local Emthonyeni In-Service Training Centre should work in close collaboration. In this way we could save on costs and manpower utilisation.

Secondly, only a few words about:

Private In-Service Training Schemes:

Industrialists who wish to initiate private in-service training schemes for their Black employees may apply for recognition of their training schemes in terms of the Black Employees In-service Training Act with a view to qualify for income tax allowance on allowable training costs.

The Department/.....21

The Department undertakes the inspection of these training schemes to determine whether they qualify for recognition. Professional advice is also given on ways to improve the scheme to enable the company to qualify for recognition. During 1978 72 000 workers were trained through 1 628 approved courses in 328 approved schemes.

Ter afsluiting dan net die volgende paar gedagtes:

1. In die Swart State en Swart gemeenskappe is daar 'n groot behoefte aan bestuurs- en vaklui wat eenvoudig net nie genoegsaam beskikbaar is in die Blanke gemeenskap nie. As die internasionaal

aanvaarde/.....22

aanvaarde normale intelligensieverspreidingskurwe toegepas word, sal daar van die 1,46 miljoen ekonomies aktiewe Blankes slegs 248 000 wees wat oor die nodige intelligensie hiervoor beskik en dan word persoonlikheid, aanleg, deursettingsvermoë en so meer nie eens in ag geneem nie.

2. Daar is by my min twyfel dat ons arbeidsituasie uniek is en dat ons die oplossings vir ons probleme intern sal moet vind.
3. Vir anderskleuriges word uitstekende loopbaan-geleenthede as vakspecialiste as 'n eerste fase voorsien juis omdat son ontwikkeling kan plaasvind buite die politieke arena. Terselfdertyd word

dit al/.....23

dit al hoe meer duidelik dat vergoeding baie nouer aan prestasie gekoppel moet word. As ons werklik produktiwiteit in die hand wil werk, kan ons net nie bekostig om die goeie en die swak werknemer dieselfde salaris te betaal nie.

4. Arbeidswetgewing na aanleiding van die Wiehahn- en Riekertverslae het die afgelope tyd die weg gebaan om heelwat van ons arbeidsprobleme oor die langer termyn op te los. Werkgewers sal grootskaalse pogings moet aanwend om die fasiliteite vir keuring, opleiding en ontwikkeling van mense sodanig uit te bou dat dit aan die eise van die hede en die toekoms sal voldoen.

Gesien in/.....24

Gesien in hierdie lig dan, dames en here, hoop ek dat hierdie sentrum wat ons vandag hier open 'n positiewe bydrae sal lewer tot die welsyn van die werknemers van General Motors.

Dames en here dit is nou vir my 'n voorreg om hierdie sentrum amptelik geopen te verklaar.

Ladies and gentlemen, it is now my privilege to declare this centre officially opened.

UITGEREIK DEUR DIE INLIGTINGSDIENS VAN SUID-AFRIKA OP
VERSOEK VAN DIE MINISTERIE VAN ONDERWYS EN OPLEIDING

RELEASED BY THE INFORMATION SERVICES OF SOUTH AFRICA AT
THE REQUEST OF THE MINISTRY OF EDUCATION AND TRAINING

Black teacher crisis as enrolments soar

The need for more and better qualified black teachers has reached crisis point, because of an unexpected black pupil "explosion."

The Department of Education and Training's national intake of first-year primary-school children has a fairly steady growth rate of about four percent. But the senior school intake grew by about 14 percent this year and the standard 9 intake by 114 percent.

"These statistics show what can only be called a pupil explosion," said a spokesman for the department in Pretoria.

This year the department has 32 000 matric candidates registered throughout the country, excluding the black states. Next year, if pass rate

figures remain standard there will be about 50 000 matric pupils.

In Soweto alone 350 additional teachers are needed for next year. Mr J Strydom, regional direc-

tor of the Department of Education and Training in Johannesburg, pointed out, however, that this figure reflected not a "shortage" of teachers but a need for better qualified teachers and to lower teacher/pupil ratios.

At present this ratio stands at a national average of one teacher to 46 pupils. But in some areas there are as many as 60 pupils to one teacher and in others as few as 25 pupils to a teacher.

The department is trying to lower the ratio by two pupils a year and since 1968 has reached its annual target.

Several factors explain the mushrooming of pupil

with a transitional year spent in primary school to prepare pupils for high school, was changed to a 12-year system.

The transitional year fell away and this year

lowered last year from seven years to six years and nine months and this year it was set at six years six months. Each year it will be lowered by three months until the age of six, which is the age at which white children enter Grade 1

This will contribute to even greater demands on any black education department because children reaching standard five will be too young to enter the job market and will go to high school. With current drop-out rates, many children leave primary school to go to work.

An increased awareness among black parents of the need for higher school qualifications, coupled with the abandoning of the unpopular Bantu Education system, has resulted in new interest in schooling.

The Bantu Education system was regarded with suspicion and since the establishment of the Department of Education and Training, prejudice against black education is gradually being removed, according to Mr R L Peteni, president of the African Teachers' Association of South Africa.

It is not entirely fair to blame the Department of Education and Training for the teacher crisis, said Mr Peteni.

"It was impossible to predict this kind of pupil growth rate. The 1976 riots contributed to the explosion with school pupils returning to school to complete their education after being away for a few years.

"Their return has put pressure on standard 9 and 10 teachers, but their presence is only one of the factors involved.

"There is also an unpredictable drop-out rate of pupils who start school and leave as early as standard 1, who can re-

Report by **SHERYL RAINE**, Education Staff,
Pictures by **MOROE MOSIMANE**

numbers in standard 9, junior and senior schools and the suddenness of the teacher crises.

"South Africa has suffered a general population explosion and this, coupled with certain changes in our black education policy and irregular school attendance after the 1976 riots has resulted in unpredictable schooling needs," said the departmental spokesman.

In 1975 the 13-year black education system,

the resulting pupil "bulge" reached standard 9, thus accounting for a 114 percent growth rate in that class.

Although this bulge is expected to even out next year, the number of pupils entering matric will reflect an unnaturally high growth rate and the department does not expect the number of pupils entering standard 9 to drop substantially in 1980.

The entrance age of black school children was



All smiles . . . and the entrance age for black school children will be the same as that for white children next year. This will contribute to even greater demands for education.



Eager to learn, and thousands more in the pipeline. "It was impossible to predict this kind of pupil growth rate," said a spokesman for the Department of Education. "We can only describe it as an explosion."

turn to school unexpectedly later."

In high schools with 20 teachers, four at the most were qualified to teach at matric level, Mr Peteni said.

Only 14 percent of all black teachers have qualifications comparable to those of white teachers, a problem which is being tackled with in-service training programmes for teachers and a national adult education policy which has as its first priority the upgrading of teachers' qualifications.

Within the next two years, the Education Department hopes, the minimum school qualification for trainee teachers will be raised to matric level. At present the minimum school qualification required to enter teacher-training courses is Standard 8.

But according to Mr Peteni, these measures are not enough.

As is the case in white teaching circles, the best black graduate teachers and top college graduates are lost to commerce and industry, where salaries and conditions of service are better than those in the teaching profession.

"The teaching profession needs to be upgraded. Changes are being made but salaries and service conditions need to be improved," said Mr Peteni.

"It is not always possible to train underqualified teachers who've been teaching for years to abandon outdated, inefficient techniques and to upgrade their teaching standards."

The use of soldier teachers has also been discussed. Black leaders

recently suggested that teachers in uniform be sent into Soweto to alleviate the shortage.

The Department of Education and Training has denied that it intended to send soldiers into Soweto classrooms but it is not averse to the idea in other areas as long as there are insufficient black teachers available, no objections from the local population and the Defence Force can spare the qualified servicemen.

"There is no political motive in employing servicemen in black schools," said the department's spokesman. "They are there unarmed, in uniform, to teach."

Mr Peteni, however, says there are still widespread rumours in black communities that the soldiers are there to "keep

an eye on black pupils" after the 1976 unrest.

"There are rumours that the soldiers are there in case of an emergency. It is quite frightening for the children and although the teachers are doing a good job I believe their presence upsets the children psychologically."

Although black education departments cannot be blamed entirely for the teacher shortage or poorly qualified teachers, the blame definitely lies with the government, according to leading educationist, Dr Franz Auerbach.

"Black education departments have done as much as they could with

limited resources. But departmental planning is always circumscribed by money from the Treasury," he said.

"The government has neglected black education financially, particularly from 1955 to 1965, and the effects of this neglect will be difficult to overcome in the short term.

"You cannot produce well-qualified matriculated teachers in less than 14 years and 14 years ago black education was acutely hampered by a lack of funds.

"Today we are reaping a teacher crisis sown by an accumulation of financial neglect."

'Top staff lost'

Education cash from sump oil ^{Argus 31/10/79} (50)

OLD oil for education — especially black, coloured and Asian education — is the aim of the Oil for Education Trust which will launch its multimillion rand collection programme on November 17.

After a 14-month investigation by Mr Coenie Rontgen, one of the directors of the trust, and the other trustees, it was found that 231-million litres of old oil was wasted every year in South Africa.

“Of the 300-million litres available for re-refining, only 23 percent is recovered now,” said Mr Rontgen.

“What we want is to motivate South Africa’s six-million scholars to collect that oil for their schools. The money paid for that oil will go to the schools or to any fund nominated by their school.

BOOKLETS

“This is the way the Transvaal Education Department has elected to control the funds collected in the Transvaal. However, the departments in other provinces can elect to handle the funds themselves.

“The trust is to issue booklets to all the schools for distribution to their pupils. We will also supply the garages with books of stamps. Each stamp will be for one litre.

“Through the children, we want to get motorists to donate their used oil to the trust. At present that

Put into enamelled pot and cover with white vinegar and bring to the boil. Cook for as short a time as possible.

ienne strips.

Sue J

oil, which is still legally the motorists’, is sold by the garage for re-refining.’

He said that 63,4 percent of all oil was changed by do-it-yourselfers, involving 2,9-million vehicles.

The trust planned to get businessmen to contribute to the cost of five-litre containers which would be handed to schoolchildren. This was to start the scheme.

“We have arranged with one oil company, and will try to arrange with the others, to swop a full container for an empty one. The full containers would then be collected by our trucks or tankers.”

He said the trust had canvassed industry and had been told that it would get all its used oil.

SPORT

The money would be paid to the departments administering the education of the groups and they would use it in any way they saw fit.

Mr Rontgen said the introduction of the trust would be ‘massive in the Transvaal, to be attended by the administrators and directors of education of the four provinces, as well as top businessmen and prominent personalities.

Bring to boil.
m heat and soak
n, add rest of
are tender. Cool.
urée remaining
Put a few reserved
rinkle with Worcester
sh with cream and

HONEY CAKE

- 1 cup flour
- 4 t baking powder
- 2 T butter
- 1 egg
- ½ cup sugar
- ¼ t salt
- ½ cup milk

- 3 T honey
- 1½ T butter

Jan

Sift dry ingredients. Heat milk and 2 tablespoons butter until melted. Beat egg and add to milk and butter. Mix with dry ingredients and bake in buttered fairly deep pie dish approximately 20 minutes at 350°F or 180°C.

if it is too thick. Chill in a large bowl. Before serving pour on sour cream and sprinkle with chopped chives.

BEAN SOUP (Serves 8)

- 1 pkt sugar beans
- 1 slice beef shin or soupmeat
- 1 Kassler rib or bacon bones
- handful soup celery chopped
- 2 bay leaves
- 1 onion studded with 8 cloves
- 2 carrots, chopped
- 2½ litres water
- salt & pepper to taste

Cat

Sango is lucky, hard-working

HAMILTON SANGO STEMELA (24) a first-year engineering student at Witwatersrand University is a lucky young man. But he is also a talented and hard worker.

Study offers in UK

THE Confederation of British Industry is offering scholarships to graduate engineers.

The first, known as the Type A scholarship, is awarded to recently graduated engineers with one to four years' experience and is for R4 675,86 a year (R389,66 a month) tax free from a period of one year to 18 months.

It provides free travel to and from the United Kingdom.

The second or Type C scholarship is for engineers with a minimum five years' experience after graduation. It offers R5 892,88 a year (R491,07 a month) tax free for a period of four months to a year.

It does not include travel.

Applications may only be made by permanent residents of South Africa. Closing date is November 30.

Further details and forms are available from the British Council, 170 Pine Street, Arcadia, Pretoria 0083.

He won two scholarships after passing matric which saw him joining the university this year.

While still in matric, he entered the King Korn competition which required him to state what he wished to do once he left school and how he intended making use of this. He won the King Korn Bursary which enabled him to study at the University of the North with all expenses paid.

He chose to do a BSc degree and majored in Physics and Applied Mathematics.

After completing his BSc at the University of the North, Sango applied for a scholarship to further his studies in electrical engineering and was awarded four bursaries. He finally chose one offered him by De Beers.

He is under contract to work for De Beers for two years once he has completed his studies and also works for them now during the eight-week Christmas vacation.

Sango is presently in his first year at Wits, his courses being electronics, Electrical Power and Engineering Analysis and Design. He said he was compelled to first complete a BSc degree before being accepted at Wits to study for a BSc Engineering degree.

At Wits he found their approach more practical than at the University of the North.

After completing his studies Sango would eventually like to become involved with the design of integrated circuits.

He is a member of the Mofolo Students Union (Mofolo is the residence he is in at Wits), which is an organisation for engineering students. The organisation is involved in helping matriculants in Maths, Physics and Biology. They also encourage them to take up engineering because of the grave shortage of engineers — especially African engineers.



Sango Hamilton now studying engineering at Wits.

Help to start a career

MANY adults would like to improve and continue their education, but face a variety of problems.

This was revealed in a survey conducted by the University of the Witwatersrand Centre for Continuing Education (CCE) initiated in the second half of 1978.

The majority of respondents were married women over the age of 30 who had obtained at least Junior Certificate (JC).

Many were teachers or housewives living in Soweto.

Most respondents favour the idea of adult education, but some say there are not sufficient facilities available.

A large proportion say they have considered continuing their education, but have been prevented from doing so by lack of time, lack or ignorance of facilities, and domestic problems, including lack of money.

Those who have taken or are taking part in con-

tinuing education usually choose academic courses at a local school, hoping to improve their educational qualifications and earning power.

The majority feel that courses in practical domestic skills, such as dress-making, and in academic, commercial, trade and technical subjects such as English, typing, carpentry and electricity are most needed by adults.

They are also interest-

ed in general "life skills", such as "how to manage money".

Most of the interviewees want courses to take place at local venues, for example, Soweto schools, on weekday evenings.

They consider that a fee of not more than R5 for 10 lessons is reasonable.

They want to learn from a course and regard a certificate as important.

The following is a summary of the recommendations made to the Centre for Continuing Education (CCE) that:

1. There should be liaison between the CCE and community organisations.
2. An efficient information service should be maintained.
3. The CCE should be expanded to allow for a section to organise special projects.

PROGRESS BLOCKED

A PROJECT aimed at helping black men and women to find suitable careers by offering them free expert training in commercial and industrial subjects has been launched.

It is called "Project Advance" and is directed by the Project Advance Association. (PAA). The association depends entirely on sponsorship and is presently trying to raise funds to run the scheme.

Courses that will be offered by the association include bookkeeping and accountancy up to trial balance.

longing to the association will also be used. All equipment and facilities for the course will be modern. Apparatus such as an overhead projector will be used to make the students familiar with modern equipment.

The chairman of the association, Mr John Lewis, said the students had to get psychological motivation for working closely with other people. This would be achieved in the cinema theatre which holds about 40 students. Such training will run for a month. As soon as one course is finished the next will start.

He said the association

hopes to move over to the industrial field. This was only possible if they got the right contacts. They hope to get major business companies interested in helping to promote the project.

The project will be handled by trained lecturers and guest lecturers. It is hoped the course will help the black worker to integrate into the industrial world.

The executive committee of the association includes Mr George Thabe, deputy chairman and Mr John Mavuso, the coordinator. Radio personality Mr Justice Tshungu is the honorary secretary.

Probe into Mamelodi school attendance

Pretoria Bureau

THE DEPARTMENT of Education and Training is to conduct a fullscale investigation into the thousands of children in Mamelodi who are allegedly not attending school, according to the deputy chief public relations officer, Mr J. A. Schoeman.

He was reacting to a statement by Mr M. W. Aphane, the chairman of the community council, who said there were more than 22 000 Mamelodi children not attending school because of lack of funds and facilities.

Mr Schoeman, however, said Mr Aphane might have included in his figure, children under six who were not of school-

going age. The minimum age for blacks was six years.

Mr Aphane's figure of 22 312 was not known by the Department.

He said although Mr Aphane's revelation was astonishing and needed prompt investigation, the Department would be building more schools throughout the country under its five-year plan involving about R100 million.

The Department hoped that after the completion of the five-year plan, the number of illiterate children would be drastically reduced.

Mr Schoeman said it was "difficult" to determine when compulsory education would be introduced.

RM. 16/10/79

Some are more equal than others

Star 15/10/79 (50)

"Education makes a man" is a saying. In South Africa our different education systems, it is claimed, make some men more equal than others.

Education in this country is characterised by racially separated education systems.

Blacks are the only population group who do

1 pkt sugar
1 slice beef
1 Kasserl ri
handful soup
2 bay leaves
1 onion stud
2 carrots, c
2 1/2 litres wat
salt & pepper

BEAN SOUP

if it is too
serving pour
chives.

not have compulsory education. They also do not enjoy the benefits of equal per capita expenditure. (See chart)

To make the system even more unequal, the black education budget includes capital expenditure allotted for the building of schools. Money for new white schools is allocated separately from the education budget.

Therefore the gap between educational expenditure per child is even wider than at first realised — it is more than R502 between black and white primary school children and more than R457 between high school pupils.

In addition school levies are collected from black households each month toward the maintenance of schools and the building of sports facilities. In Soweto the levy is 38c per household a month.

In white schools some of this is paid for by the State.

Strong moves are being made by the Government to introduce compulsory education for blacks in the early 1980s. But before then education authorities have much work to do.

At present 3 247 297 black pupils are shoe-horned into 11 756 schools and are being taught by 66 764 teachers. If school children in Bophuthatswana and Transkei are included, the school population figure would swell to about 4.5-million.

The concept of children having rights has been highlighted in this the International Year of the Child. In the fourth of a series on children's rights in South Africa, CHARLENE BELTRAMO looks at our education system.

for the poorly-paid teachers. A third of all schools have double sessions where children attend school in the morning and another batch, from that school, attend in the afternoon.

At present the minimum teacher qualification is Standard 8 and two years of teacher training. The Department of Education and Training claims it was in the past compelled to train teachers with low educational standards because too few pupils matriculated each year.

In 1960, 957 black pupils sat for matric and 182 passed. Last year 16 999 black matriculants wrote exams and about 11 000 passed.

The Department of Education and Training hopes that 28 000 pupils will write their matric exams this year.

to resolve this contentious issue by having the vernacular as a medium of instruction only up to Std 3 and not Std 5, as at present in SA schools. However, all schools will follow Transkei's lead next year.

Black parents — whose monthly average income in the third quarter of last year was R140 compared with the R588 earned by their white counterparts (Unisa's Bureau for Market Research) — are further economically hampered. They have to pay for their children's exercise books and writing equipment.

On a positive note, the Department of Education and Training has given teacher upgrading to more than 500 black teachers and principals, who are expected to carry on the programme in their own area.

One of the aims is the introduction of a special perceptual development programme to be taught to black children in sub-A.

Provision is also being made for remedial teaching and the education of mentally retarded children.

Classes for mentally retarded children are expected to begin in 1980.

The Department of Education and Training is also aiming to decrease the pupil teacher ratio. The black primary school pupil teacher ratio should

	Black	White	Coloured	Indian
Pupil population 1978	3 247 297	9 556 58	7 223 26	2 085 52
Per capita expenditure 1978	primary R48,99 high R93,42	R551	primary R149,24 high R363,53	primary R187,90 high R365,12
Schools 1977	11 422	2 602	1 968	387
Teacher pupil ratio 1978	1:46	1:19,7	1:29,2	1:27,2

• Figures were supplied by the various departments concerned, by the Institute for Race Relations and some were given in Parliament this year. Statistics relevant to black children apply only to those in the so-called "white" areas.

In urban areas there is a backlog of 7 000 classrooms for blacks. At present building prices it would cost R49-million to erect them. The Government has set R10-million aside.

The seriousness of the situation was highlighted this year when a massive influx of black pupils to schools in the Witwatersrand area found education officials unprepared.

In secondary schools alone there was an increase of 120 percent in the student population. Teachers faced with a pupil/teacher ratio of 46:1 in 1978 (compared to 59:1 in 1968) in cold cramped classrooms and few teaching aids are attracted by the lucrative commercial world.

The pupil/teacher ratios are far better for white pupils.

Black teachers' qualifications are low, which has an effect on teaching. Only about 14 percent of black teachers have qualifications comparable with those of white teachers.

Too many pupils and too few classrooms have meant heavy workloads

The budget for the Department of Education and Training has increased by an average of 44,7 percent over the last few years. The budget for black education in 1978/1979 was R100-million, almost three times more than the R36-million set aside for 1973/74.

A crash building programme is underway in Soweto at the moment to cope with the influx of children and in preparation for compulsory education.

The Department of Education and Training has also started giving free departmental textbooks to children in all standards — except for literature textbooks.

A Black Sash spokesman claimed the ratio was often four children to one book.

Black children often have enormous problems changing from the vernacular (eg Sotho, Tswana) to English or Afrikaans as a medium of instruction in their education. Critics claim this can impede their progress.

Transkei has attempted

be 40:1 within the next five years; in secondary schools the ratio should not be more than 35:1, a spokesman said.

They also have plans to upgrade and renovate existing classrooms every seven years.

Education for the more than 7 223 26 coloured school children has been described by coloured educationists, politicians and parents alike as "a shambles."

Schools, they say, are overcrowded. Despite coloured education being compulsory it is not easy to get into schools.

A spokeswoman for the Black Sash, which has researched coloured education, said the standard of teaching is "appalling."

"The teachers often don't seem to care. They don't mark homework and many don't even mark classwork," she said.

The biggest problem in Indian education seems to be a lack of qualified teachers.

Indians have possibly the least complaints and their children have the highest motivation and success rates, according to education officials.

**It's a
long,
hard road
for
them**



TABLE II

New hope for kids

50 Post
2/10/79

EDUCATION ALIVE has once more come with a fresh hope for the parents and teachers of struggling schoolchildren.

This has come in the form of a book which at

the same time is a course based on preventing or breaking down the barriers to study, which were discovered by American educationist, L Ron Hubbard. Each book, which can be bought separately or as part of a package,

can be done by the child with assistance from parents or teachers, or in the case of an older student, on his own.

Education Alive is a non-profit organisation which has had some good results in the sphere of education, and offers hope. It has produced the four books with the hope that they would prove invaluable to parents and teachers of bored, resentful, apathetic, dull or struggling children alike.

SKILLS

The first book, a manual called "Reading Course" deals with reading skills, which, the manual states, are fundamental to learning anything else. The purpose of the manual is twofold: it can be used to teach a beginner to read, or to correct reading faults.

Using the only acceptable way of teaching reading, the phonic method, it squips the child with the means to attack new

words, something the whole-word method does not do. Active participation holds the child's interest and provides balance with the theory (the lack of this balance is one of the primary barriers to successful learning).

The second book is entitled "Dictionary Course." It is written for children who can read. It teaches and encourages the use of the dictionary. "If a good grasp of the language is the basis of ability, here is a chance to make the most of your child," the book states.

Its companion, the "Children's Study Course", is mainly for the 6 years to 9 years group. As in all these manuals, each step is carefully graded and the pupil must pass a stiff test before going to the next. Plenty of activity ensures that learning becomes a game rather than the drudgery it might have been.

ale

Rheumatic Heart Diseases (390-39)

Hypertensive Diseases (400-404)

Ischaemic Heart Diseases (410-414)

Cerebrovascular Diseases (430-438)

Total Circulatory Diseases (390-458)

Motor Vehicle Accidents (E810-E819)

Suicide (E950-E959, E979) *

Homicide (E960-E969)

Total Accidents, Poisoning and Violence (E800-E999)

2.2%	4.9%	10.1						
5737	3118	537						
58.8%	39.3%	47.3						
1587	2181	273						
16.3%	27.5%	24.1						
9752	7926	1135						
100%	100%	100						
750	287	122						
38.0%	42.4%	36.6%	26.9%	26.3%	24.1%	15.1%		18.2%
485	104	42	13	84	18	76		11
24.6%	15.4%	12.6%	12.5%	3.9%	2.8%	4.1%		3.4%
59	41	41	2	680	167	806		89
3.0%	6.1%	12.3%	1.9%	31.3%	25.6%	43.1%		27.5%
1973	677	333	104	2175	652	1868		324
100%	100%	100%	100%	100%	100%	100%		100%

* E979 "Suicide and self inflicted poisoning by motor vehicle exhaust gas" is a code used in South Africa which does not appear in I.C.D. (8th revision). See Ref. 13.

is consistently worse than that of the whites. The 'coloureds' have higher mortality rates for all the major causes of death apart from cardiovascular diseases and neoplastic diseases in men over 65 years of age, neoplastic diseases in women in this group, and cardiovascular disease in men 45-64 years of age during 1960 and 1970. Clearly the rate of 5/1 000 which has been chosen is entirely arbitrary but a similar pattern of mortality emerges if lower or higher levels are selected.



of the present systems conceived under the star of apartheid."

Engelbrecht felt that although "education and training for upward mobility is in itself a laudable objective," if this did not go hand-in-hand with the acceptance of greater responsibilities and productivity by trainees and employees in industrial training centres, the value of the schemes must be questioned."

The Human Sciences Research Council's Dr A E Strydom, cited tertiary education as opening fresh avenues for blacks. Last year 7 796 such students were accommodated by Unisa alone. Is this enough? Engelbrecht pointed out that a commission had been appointed by the Minister of Education and Training to institute a thorough inquiry into the planning of tertiary education in the larger black urban townships.

Both white and 'coloured' females have shown an increasing life expectancy at the age of 45, and although this has been small, it contrasts with the downward trend of both white and 'coloured' males.

Although it is apparent that the Expectation of Life at birth for the 'coloureds' has shown a marked improvement between 1941 and 1970, it is salutary to note that neither 'coloured' males nor females, at either age

45, have reached expectations of life in 1970 which are as high as the ones were in 1929. What also gives some cause for concern is that although the expectation of life cannot be expected to improve indefinitely, would appear that the 'coloured' life expectancy is levelling off at a lower age than has occurred in the white community.

REFERENCES

Acheson, R.M., Hall, D.J. and Aird, L. eds. (1976): Seminars in Community Medicine, Volume 2: Health Information, Planning and Monitoring, Oxford University Press, London.

White, K.L. and Henderson, M.M. eds. (1976): Epidemiology as a Fundamental Science, Its Uses in Health Services Planning, Administration, and Evaluation, Oxford University Press, New York.

South Africa (1929-1940): Report on the Vital Statistics of the Union of South Africa. Annual 1926-1938, Government Printer, Pretoria.

-1965): Bureau of Census and Statistics, South Africa and South West Africa, Reports 1961, RP 45/1965, RP 63/1965, Government

-1977): Department of Statistics, Reports of 7 - 03 - 01 to 07 - 03 - 12, Government Printer,

1) : Official Year Book No. 23, 1946, Chapter XXIX, 5, Pretoria.

and Van Eeden, I.J. (1975): Abridged Life Tables and Population Groups in the Republic of South Africa Grt S-34, Human Sciences Research Council, Pretoria.

Ylitz, N. and Schoen, R. (1977): Causes of Deaths for National Populations, Seminar Press, New York

1) : S. Afr. J. Economics, 38, 1.

Monitoring of Government Statistics, in Seminars in Statistics, Volume 2, ibid.

BLACK EDUCATION Examination time

21/9/79

Black education is fraught with problems. A number of education experts spotlighted some of them at the 10th anniversary conference of the Human Sciences Research Council in Pretoria this week.

The Department of Education and Training's Gerhard Engelbrecht told the conference that one was the demand for universal education on the one hand and the manpower needs of a developing, industrial country like SA on the other.

Engelbrecht also pointed to the black school population explosion (more than 23 000 candidates will be writing matric or senior certificate examinations at the end of this year - an increase of 42% over 1978) coupled with a lack of interest by blacks in technical training.

He said: "This can probably be ascribed to a traditional association of anything 'technical' with manual labour" (only 6 619 blacks attended courses at SA's eight industrial training centres last year.)

However, Professor William Kgware, rector of the University of the North, saw matters differently, suggesting that all education in SA should be placed under the control of one minister in one department. Any differentiation to be made should accommodate only the cultural values of each racial group, he went on.

But it was imperative that the education of every racial group in SA be structured according to its own needs, Kgware argued. An education system designed to meet the needs of Afrikaans-speaking children could not be applied to Batswana children.

"For this reason . . . we plead the case for differentiation, not separation, of the educational system in SA . . . If implemented it is likely to eliminate the inequalities of opportunity characteristic

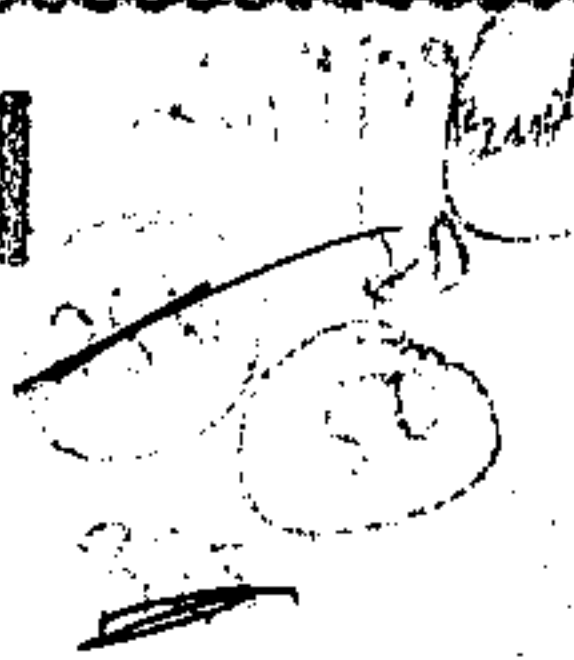
Financial Mail September 21 1979

Files of the two communities for 1951 are presented in Fig. 1, and this provides an indication of the age distribution of whites and 'coloureds'.

between 1941 and 1970 are,

3.

You may not agree with him but you can't ignore him



Education needs attention

Parents are complaining that their children are flogged, sworn at and dismissed from schools at tantzane, to roam the streets where they commit minor offences.

The parent of a girl, 10, for professional reasons, may not be named. She said she found her daughter in pain one night and asked her what was wrong. The child told her she had been beaten by her class teacher.

The parent said the child's hand was blue and for two days she could not go to school. When the parent told her she was going to write to her teacher and complain, the child pleaded with her mother not to complain, but to say she was sick.

The mother said she complained but the teacher never answered her letter.

Another parent I spoke to told me her child was flogged by his teacher. The teacher told the child that because his mother was a medical sister she expected him to be up to date with all school assignments and that the school was not Frere Hospital where the nurses shouted at patients without 50c to pay for medical attention.

She also complained teachers had a tendency to demand money from parents and children for which there was no explanation. If the children did not pay, they were either beaten or sent away from school.

Some teachers were even taking away children's pocket money, the parents said. Children

are beaten on the heads risking eye, ear, face and brain damage.

The plight of those children at farm schools is even worse. Teachers sell feeding scheme biscuits to the children at one cent a biscuit and share the profits.

Children are subjected to insults, beatings, shoutings, in some cases called dogs and the worst type of humiliation an individual can absorb and tolerate.

Because of such treatment children at Mdantsane and on the farms play truant. They are told in no uncertain terms that they are children of amaqaba (red-blanketed), and therefore qualify for such treatment.

If these complaints against the teaching profession are genuine, then there is something radically wrong. The source of this trouble can be traced back to a speech made by Dr Hendrik Verwoerd on September 17 1953 in the House of Assembly. I quote from Dr Edgar Brooke's book, Apartheid "I just want to add that if my department controls Native education it will know for which type of higher profession the Native can be trained where he will be able to make a living with his knowledge instead of choosing his own path where he cannot find a sphere of activity thus turning him into a frustrated and dissatisfied being."

"But apart from these persons who can serve their own people, there is

THE LAWRENCE TUBU PIECE

the much greater number of Natives who have to find a future in other forms of work. The latter should have a training in accordance with their opportunities in life, and no department will know better where and how great the opportunities are for the Bantu child in various directions than the Department of Native Affairs."

Dr Verwoerd continues, "Then I want to add and this is very important — that their education should not clash with government policy. I just want to remind honourable members that if the Native in South Africa today is being taught to expect that he will live his adult life under a quality of equal rights he is making a big mistake. Should the South African Government spend money in order to send into the world an ever increasing number of dissatisfied persons, or should we look for a way of improving racial relations by giving them the chance of development the government's policy is that their opportunity for development should be to serve their own people in the higher spheres as well as in the more humble positions."

In December 1962, Dr W. G. McConkey, writing in the Natal Daily News found that morale among teachers had been depressed by in-

timidation, loss of security of tenure, low salaries and the persistent denial of pensions. Service conditions were deplorable. Teachers were overloaded with children. Dr McConkey found out.

Today 17 years later, conditions have hardly changed. The situation needs urgent attention and the sooner the Department of Education does something about it the better for the children, the teachers, the parents and the blacks as a whole as well as South Africa itself.

To say that teachers "are impatient" is definitely taking it too far and trespassing on their rights and dignity, stretching their patience to the limit. R104 per month for a professional person in 1979? If a survey were to be carried out any time now, it would be discovered that morale was at its lowest ebb among black teachers.

Gerry Allighan in his book, 65th Defendant quotes Peter Ray Nassau as having said when he gave up all hope of success and a better life through honest means,

"What matters with the white man is not what you are, but where you came from."

Allighan goes on to say "with those words he scaled the wall of crime."

In the case of black teachers it seems what matters to the Department of Education is not what the teachers are that is, builders of nation, but where they came from. How can the Department

of Education justify paying a teacher R100 a month as a starting salary in the year 1979?

The private sector are contemplating closing the wage gap but a government department is busy paying professional people starvation wages in 1979. Teachers are parents too. They have their needs and how can they meet them when they are paid "beer" wages in a country of "champagne" standards?

Frustrate the parent and the teacher and you have successfully killed the whole nation. These two are the most important figures in any society as they are moulders of future generations and nations.

* * *

After "conscientiously" my black shoes with black polish the other day, I was going down Oxford Street when I met old apartheid going down the street too dejected, all tattered and forlorn, singing what seemed to me to be his swan-song.

This was his dying rhyme:

"Sing a song of sixpence
Republic full of whites,
One to seven black states

Baked in a pie, (I
whispered on his ear —
"thirteen per cent")

When the pie was opened

The blacks began to flee.

Wasn't that a tricky dish

To put before the king"
I laughed and bade old apartheid farewell."

219/79/027 30

Basa views servicemen 'with dismay'

THE USE of white national servicemen to ease the teacher shortage in black education will not solve the problem of an unsound and discriminatory system of black education.

This is the view of the Black Academic Staff Association (Basa) of the University of the North, contained in a letter sent to the Johannesburg Regional Director of Education and Training, Mr Jaap Strydom. The letter is in response to Mr Strydom's request to black parents to comment on the use of white soldiers in black schools.

Basa said they viewed "with alarm and utter dismay the use of white national servicemen in black education" and strongly deplored their continuing participation in the education of black children because:

- The national servicemen are disseminating propaganda meant to discredit authentic black leaders whilst praising those sponsored by the Government. This is indoctrination and is educationally indefensible.
- A uniformed and armed white national serviceman induces fear in students and inhibits learning. He cannot serve as an effective identification model for students because they regard him as part of the oppressive machinery that they have to contend with daily.
- Over-production in white schools will lead to the permanent employment of white teachers in black schools and create unfair competition with blacks.

● Blacks should be meaningfully involved in the decision-making of their education and not merely consulted. Their exclusion smacks of negative paternalism which negates the democratic principle of self determination.

The letter also says black education as it is "is decidedly inferior" to all other systems in the country and suggests that a programme of heavy commitments in expenditure be embarked upon.

"What is needed is affirmative action in order to make up for the existent backlog. The ideal is that there should be one education system for all, under the control of one Minister."

Call for parity in education 'illogical'

50
19/1/79 Argus

Argus Correspondent

PRETORIA. — Economic and demographic factors might eventually lead South Africa to consider educating fewer people to higher educational levels, a prominent educational researcher said.

Dr H C A Venter, of the Human Sciences Research Council, said this would be a more practical goal in preference to the ideological but unrealistic aim of education for the multitude.

He was speaking during a discussion on advances in education during the HSRC's 10th anniversary conference in Pretoria.

Dr Venter said the 'illogical clamour for parity of education between all population groups should be viewed against the already almost insupportable financial burden of education, housing, health

services, pensions, welfare services and subsidies.'

He said that if only a quantitative expansion of education facilities was envisaged for the black and coloured school population, there was a possibility of educational resources being strained to a point where total collapse was inevitable — 'or at least a serious decline in quality may result.'

'Realism' will eventually have to supersede idealism with a parity of quality of education rather than in the quantity of education for all population groups. This may provide higher dif-

vidends for all and pupil merit would be the sole criterion in preference to the ideological but unrealistic aim of education for the multitude,' Dr Venter said.

The allocation of funds for education was a point about which critics of the South African educational system could become inarticulate and irrational.

Ruling out

Even with the positive prospects of catching up with the existing shortfall of trained black and coloured teachers and school accommodation in the long term by way of increased expenditure on education, the possible benefits from such increased expenditure would be ruled out by the potential population growth and the consequent school population explosion.

R100m for

APPLIED ACCOUNTING PRACTICE
APPLIED EXAMPLES

black education

URBAN AREAS GET SCHOOLS

THE Government will spend more than R100-million on education for blacks in the next four years, according to Dr F Hartzenberg, Minister of Education and Training.

Dr Hartzenberg disclosed this at the official opening of the Transvaal Teachers' Training College in Soshanguve (Mabopane East) yesterday.

He said a total amount of 24.8-million from the budget of his department has been allocated for initiation or continuation of various building projects in the current financial year.

According to him, this includes four senior secondary State schools with hostels at Mabopane East (Soshanguve), Fort Beaufort (Cape), Vlakfontein and Imbali (Natal).

He further said the college will soon offer training courses for the following teachers certificates: The Senior Secondary Teachers Certificate, Junior Secondary Teachers Certificate, Primary Teachers Certificate and the fourth course to be introduced will be for

the training of primary school teachers.

Dr Hartzenberg said: "A total amount of R21.5-million from the budget of our department has been allocated for the initiation, or continuation of various building projects in the current financial year."

TRAINING

According to him this includes four senior secondary state schools with hostels at Soshanguve, Fort Beaufort (Cape), Vlakfontein and Imbali (Natal).

Two technical institutions and a trade testing centre at Imbali and Fort Beaufort, four teacher training colleges with hostels including colleges, and in-service training centre for teachers at Mabopane to replace the present "temporary" cen-

**By MALOSE
MATSEMELA**

tre in Mamelodi and several schools throughout the country will be built.

Dr Hartzenberg further said the total estimated cost for all this project including the community schools, will be R97-million and most of these institutions will be completed by 1983.

"Apart from these projects, the Department of Public Works has programmed for the erection, on behalf of my department, of these institutions up to 1984 and 1985," Dr Hartzenberg added.

The institutions are: 33 senior secondary state schools in urban areas, 198 departmental technical centres, two teacher training colleges at Sebokeng, and Kroonstad and the extensions to the present Soweto Teachers Training College, and 12 technical institutions in urban areas — for theoretical and practical training in the different trades.

ed an item of new plant for R60 000
preciation is provided at 12½% p.a.
5% initial allowance is granted for
id tear being 20% on the reducing
were 40% in 19.6 and 42% in 19.7,
ounted to R45 000 and R50 000
financial years ended 31.12.19.6

n deferred tax account in respect
.19.7, assuming

hod

thod?

ge will be disclosed in the
the year ended 31 December 19.7,

hod

thod

e are no other items causing
erences)

o 2. be affected by the existence
ain on disposal of a division of the
R70 000, all of which was taxable,
year?

o 3. change if the R70 000 is now a
h can be set off against the taxable
rces of R50 000? Draw up the
ming the deferral method is used.

sume now that the company has a set
ation of R60 000 in 19.8.

atement for the 19.8 financial year
method

ethod

emains 42%

Blacks press for mixing

QUE

DEF NEW YORK — Eight black parents have asked the Federal District Court to reopen the historic Brown vs the Board of Education case, alleging that after 25 years, school officials have failed to end segregation in the city's public schools.

1. One of the eight is Linda Brown Smith, whose father, the Rev Oliver Brown, was the plaintiff in the original suit.

2. The petition asks the court to compel a local school board, the successor to the Topeka Board of Education, to carry out the Supreme Court's 1954 mandate to create a desegregated and unified

school district "with all deliberate speed."

The historic High Court decision, written by Chief Justice Earl Warren, struck a blow not only at legalised school segregation but also at the state-sanctioned separation of races in restaurants, theatres, parks, libraries and other public places.

According to the petition, the school district "currently maintains and operates racially segregated schools wherein the intervening plaintiffs and the vast majority of black students attend schools in which the enrolment of black students is disproportionately high."

"Similarly," the petition goes on, "the vast

majority of white students attend schools in which the enrolment of white students is disproportionately high." Among them, the plaintiffs have 17 children in Topeka's elementary and high schools.

As evidence, the parents submitted data from the school district showing that, while 22 percent of the district's 17 480 students are members of minority groups, several elementary and junior high schools have an enrolment of minority students ranging from 40 percent to 73 percent, while at other schools the number of minority students ranges from 3 percent to 6 percent. Topeka has three high schools, one of which is 95 percent white.

SEGREGATION

The original Brown vs Board of Education case developed because 10-year-old Linda Brown, barred from attending an all-white school five blocks from her home, had to walk five blocks and through a railroad yard to catch a bus that would take her to an all-black school 20 blocks away.

In the current case, the black parents also asserted that the school district had put into effect an open-enrolment policy, established a long-range facilities plan and shuffled school attendance zones in an effort to foster school segregation.

School officials acknowledged the percentages as accurate but denied that it resulted from any deliberate effort to maintain segregated schools.

They also denied an allegation by the parents that the facilities and supplies at the predominantly black schools were inferior to those at predominantly white schools.

a) deferral method

b) liability method

(assume there are no other timing differences)

3. How will the answer to 2. be affected of an extraordinary gain on disposal of a company, amounting to R70 000, all in the 19.7 financial year?

4. How does the answer to 3. change if a deductible loss, which can be set off against income from other sources of R50 000, is included in the income statement assuming the deferral method is used?

5. Further to Note 4, assume now that the profit before depreciation of R60 000 is a set-off against the depreciation of R10 000.

Draw up the income statement for the year ended 31.12.19.7 under a) liability method

b) deferral method

Assume the tax rate remains 42%

S 1971
52

HOLIDAY CONFUSION

By TSHEPO TEMANA

SOME Soweto students and teachers were confused yesterday whether to go to school or not.

The confusion arose from an announcement over the weekend through radio and newspapers that Soweto schoolchildren were given a holiday on Tuesday by the Prime Minister, Mr P. W. Botha.

This announcement was made after Mr Botha, Dr Piet Koornhof, Minister of Co-operation and Development and five other Cabinet Ministers visited Soweto on Friday.

During his visit Mr Botha had made Tuesday a holiday for Soweto schoolchildren. But yesterday a number of students and teachers were seen going

to school while most remained at home. Later they all went back home as there was no school.

A Soweto matriculation student, Zwelakhe Skosana (19), told POST: "I am against the holiday. It is not necessary for Mr Botha to give us a holiday and I find no reason for it. I believe it is a way of retarding the progress in our studies."

Selinah Seake (16), a Form Three student in Diepkloof said: "With exams round the corner and our syllabus still behind, due to the Department's lousy system of running schools, I feel this is a waste of our time."

An Agricultural Science master in Moletsane Secondary school, who asked not to be named, complained of not being properly informed by the Department about the holiday.

respectively, for the financial years ended 31.12.19.6 and 19.7

1. What is the balance on deferred tax account in respect of the plant at 31.12.19.7, assuming
 - a) deferral method
 - b) liability method?
2. Show how the tax charge will be disclosed in the income statement for the year ended 31 December 19.7, assuming
 - a) deferral method
 - b) liability method(assume there are no other items causing timing differences)
3. How will the answer to 2. be affected by the existence of an extraordinary gain on disposal of a division of the company, amounting to R70 000, all of which was taxable, in the 19.7 financial year?
4. How does the answer to 3. change if the R70 000 is now a deductible loss, which can be set off against the taxable income from other sources of R50 000? Draw up the income statement assuming the deferral method is used.
5. Further to Note 4, assume now that the company has a set profit before depreciation of R60 000 in 19.8.

Draw up the income statement for the 19.8 financial year under a) liability method

b) deferral method

Assume the tax rate remains 42%

Sached strikes success in Learning

Post project

THE publishing of LEARNING POST, a regular supplement of SUNDAY POST, has been one of the most successful projects undertaken by Sached, the organisation whose aim is to reduce the rate of illiteracy in the black community.

Sached has a number of projects it has been carrying out in this field, most of which have been successful. In their publishing project they have enlisted such items as Learning POST and the Reader. Both these publications have been reasonably successful. What will really make them successful is when they reach

as many of the people it was intended for, as possible. Learning POST and the Reader have the same purpose and their aims are somewhat related. Briefly they are as follows:

- To teach basic skills which may be of use in the job situation or in the community.
- To provide students with assistance in general topics with which many have difficulty.
- To give adult readers practical information and assistance regarding matters which affect their daily lives.
- To help adult readers improve their general knowledge and understanding as far as historical and contemporary events in South Africa and elsewhere are concerned.

When the publication started it was a four page supplement but it later developed to an eight page one. The paper has eight sections: formal education; informal education; practical information, handcraft; consumer information; front page; self-help community projects; and general information on solar energy.

In each of the headings given above, different topics are dealt with at consistent periods. No topic is left for another until the former has been thoroughly dealt with and duly completed. This is meant to afford

the new reader some form of consistency and thereby develop his reading interest.

LEARNING POST also carries two Pitmans in Basic Arithmetic and Elementary English courses.

The aim of the arithmetic course is to teach basic arithmetical processes and its application to daily life, both domestic and employment orientated. For example, some of the problems cover topics like discounts, profit and loss, insurance and general household expenses.

The development of a limited but reasonable ability to handle the English language is the prime objective of the elementary English course of this course. Oral competence and written fluency are also developed.

In order to show the inter-relationship between knowledge and its application, Learning Post has adopted an approach that will integrate the various aspects of learning, namely: formerly-acquired theoretical knowledge, specific illustrations and practical application. For example, electricity could be tackled along the following lines:

- What is electricity: lessons on current, voltage, cells, dynamos, etc.
- Electrification in the house: wiring, plugs, electrical appliances, etc.
- Practical aspects: dangers of overloading, dangers to children — safety, proper use of appliances and attachments, etc.

The integration approach, as illustrated, will follow a thematic development. Themes will be explored along different avenues and at different levels.

die uitsaaiing (Quakers), wat gemeenskapsontwikkeling en in die stadsgebiede bevorder.

Die Direkteur is gekies as lid van die Raad Vereniging vir Sosiologie in Suidelike Afrika ook 'n lid van die Suid-Afrikaanse Sosiologie en van die Internasionale Sosiologiese Verer is aangestel as die Suid-Afrikaanse afgevaardigde Raad van die Internasionale Sosiologiese Vereniging tydens 1978-1982.

WAARDERING EN DANK

Ek is altyd dankbaar vir die geleentheid wat u verslag bied om my waardering te betuig aan die Akademiese Advieskomitee en die Beheerraad vir die leiding, aanmoediging en belang in die aangeleentheid van die Sentrum.

Die Universiteit van Kaapstad het benewens 'n bydrae tot die bedryfskoste van die Sentrum, ook vir die Sentrum sedert sy stigting in kantoorruimte voorsien. Met die uitbreiding van personeel het ons die huisie op die laer

Professor S.J. Saunders
 Professor H.W. van der Merwe
 Mede-professor D.J. Welsh
 Professor Monica Wilson

Where to begin ^{Stew 21/8/79} (50)

IN a country where a hitherto unmovable bureaucracy is beginning to talk of a change of heart regarding the voteless masses on the urban fringe and peri-urban areas, it may be too much to expect dramatic overnight movement. Yet there is every reason to look at individual, easier-to-manage changes that could be quickly accomplished.

In the last few days we have detailed three:

● Muldersdrif has a disused five-class school now used for storing roads equipment. Blacks in the area need a school badly. But this one is in a white area. Solution: lend them the school.

● Witkoppen has an old-established black primary school which, without taxpayers' money,

is willing to add on a badly needed high school classroom a year. Government policy says blacks must go to the homelands for higher education — at taxpayers' expense. Solution: save money by letting Witkoppen go "high".

● Witkoppen also has a two-day-a-week clinic treating 500 blacks. It is closing because it can no longer be run by voluntary aid. Solution: let the State take it over.

These small examples bear a vital message. Until the cumbersome and conservative State machine can back its new promises of social change with bolder strategies, there are practical areas where immediate action can usefully demonstrate good intent.

~~Professor S.J. Saunders~~
Professor S.J. Saunders
Professor H.W. van der Merwe
Mede-professor D.J. Welsh
Professor Monica Wilson

navorsir
program
mede-prc
Boshoff,

Soos vor
geregis
Statute
benoemi
hulle s
a) d

b)

14

Mennonite Central Committee se Konferensie oor: 'Die Rol van Geskiedkundige Vredeskerke', Gaborone, Botswana. Verhandelings voorgelê oor: 'The Role of Churches in Promoting Justice in Southern Africa' (Oktober).

Konferensie van die Afrikaanse Calvinistiese Beweging, Potchefstroom (Oktober).

(c) Deelname aan Welsyns- Professionele en Openbare Organisasies

Die Direkteur het aktief gebly in die Suid-Afrikaanse Instituut vir Rasse-Verhoudings as 'n lid van die Weskaap-Distrikskomitee, die Nasionale Uitvoerende Komitee en van die Raad.

Hy is Voorsitter van die Quaker Service Fund in die Kaap, die diensafdeling van die Godsdienstige Vriendekring (Quakers), wat gemeenskapsontwikkeling op die platteland en in die stadsgebiede bevorder.

Die Direkteur is gekies as lid van die Raad van die Vereniging vir Sosiologie in Suidelike Afrika. Hy is ook 'n lid van die Suid-Afrikaanse Sosiologiese Vereniging en van die Internasionale Sosiologiese Vereniging. Hy is aangestel as die Suid-Afrikaanse afgevaardigde in die Raad van die Internasionale Sosiologiese Vereniging vir die tydperk 1978-1982.

WAARDERING EN DANK

Ek is altyd dankbaar vir die geleentheid wat die jaarverslag bied om my waardering te betuig aan lede van die Akademiese Advieskomitee en die Beheerraad vir hulle leiding, aanmoediging en belang in die aangeleenthede van die Sentrum.

Die Universiteit van Kaapstad het benewens 'n bydrae tot die bedryfskoste van die Sentrum, ook vir die Sentrum sedert sy stigting in kantoorryimte voorsien. Met die uitbreiding van personeel het ons die huisie op die laer

South Africa 1990 needs an education reform now

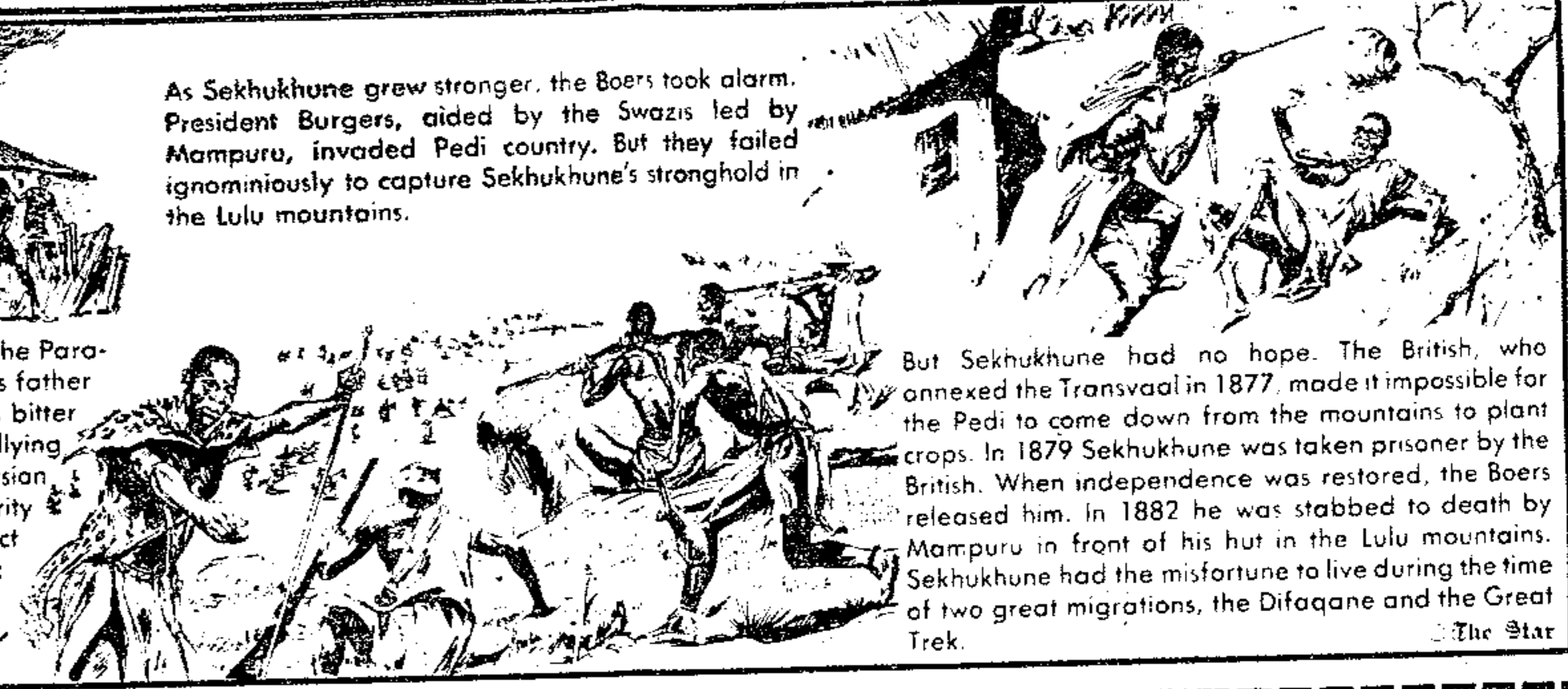
South Africa's Black History Makers 9 Sekhukhune 1810

BY ALAN PATON
DRAWN BY P W WHEELER



Sekhukhune was born about 1810. He seized the Paramountcy of the Pedi in 1861 on the death of his father Sekwati, making his half-brother Mampuru his bitter enemy. Sekhukhune built up his chiefdom by rallying his survivors of the Difaqane, the great dispersion caused by Shaka. His desire to extend his authority over the Northern Sotho brought him into conflict with missionaries. He told Alexander Merensky: "You have taken my people away from me." He expelled the missionaries and burned Merensky's mission at Maandagshoek.

As Sekhukhune grew stronger, the Boers took alarm. President Burgers, aided by the Swazis led by Mampuru, invaded Pedi country. But they failed ignominiously to capture Sekhukhune's stronghold in the Lulu mountains.



But Sekhukhune had no hope. The British, who annexed the Transvaal in 1877, made it impossible for the Pedi to come down from the mountains to plant crops. In 1879 Sekhukhune was taken prisoner by the British. When independence was restored, the Boers released him. In 1882 he was stabbed to death by Mampuru in front of his hut in the Lulu mountains. Sekhukhune had the misfortune to live during the time of two great migrations, the Difaqane and the Great Trek.

By Sheryl Raine
Despite the general view among educationists that a new political system is needed in South Africa before our educational policy can be significantly changed, there is still important educational work to be done in the interim.

This work, if delayed until the desired political re-orientation is accomplished, would impoverish a generation of South Africans, leaving them less able to cope with the challenges of today and less prepared to respond to the new opportunities of a new political scene tomorrow.

It was with these ideas expressed by Dr A P Hunter, special education projects officer at the University of the Witwatersrand that a recent multiracial conference at the university, on education and the future development of South Africa, got under way.

What was apparent to educationists from the beginning was the need to develop black education on a scale comparable to that of white education and for both systems to be relevant and sensitive to the needs of South Africa "as a third world country whose social statistics place it very clearly in Africa," said Dr Hunter.

Throughout the conference experts remained aware of the financial difficulties involved in bridging the gap between black and white education. In the financial year 1977-1978 the government spent R886-million on white education and R452-million on black, Indian and coloured education. An average of R654



was spent on each white child at school in 1976-77 as compared with R48 spent on each black child during that period.

They were also told by Dr Hunter that "no government anywhere would permit an educational system likely to threaten its long-term retention of control."

"The South African government cannot in the near future be expected to give blacks any real power in participating in decision-making about the overall education system in this country, nor even in fundamental decisions about the education of blacks themselves," he said. "Nor from the government's point of view can the resources available for education be spread evenly over the people of all races, for this would reduce resources available to whites and threaten voter support."

With an awareness of an established white educated elite and of

what most black delegates regard as "the same old Bantu education with a few cosmetic changes", the educationists set about discussing meaningful education for the future society in South Africa.

The need for whites to make sacrifices was mentioned more than once, but as Mr Steyn Krige, headmaster of Woodmead School pointed out, these sacrifices should not be at the expense of the standard of education. "I would like to see a gradual levelling of educational standards with an upgrading of black education," he said. Prof D Vermaak, of the department of comparative education at the University of the Orange Free State, also mentioned the need for white sacrifices and listed recommendations to consider in drawing up a new national education scheme.

"There is a need for

consultation with all race groups and organisations to establish the needs of the people in forming a national education policy," he said and went on to suggest that non-formal education should be accepted as a part of the national educational strategy. "Both formal and non-formal education systems should be clearly identified and the planning of both should be coordinated."

"It is possible to develop a very sophisticated school system for a privileged group in society, and at the same time to neglect the needs of the majority."

Dr Ezekiel Mphahlele of the African Studies Institute expressed his support for non-formal types of education and said these were the black man's "only option" at present. "The structure of black education systems including that of the homelands, dating

back to blue prints compiled by Dr Verwoerd, are so tight, that any attempt to extend or broaden those systems would be like tinkering with a sick machine. Non-formal types of education could be more sensitive to the needs and aspirations of people in both rural and urban areas."

Non-formal education should not be concerned only with a basic education approach which

seeks cheaper educational alternatives," said Prof Vermaak. "It should pay immediate attention to the educational needs of all the age groups in the community which fall outside the formal educational system, including the drop-outs who

are not yet adults.

"Until such time as when a system of compulsory education will keep the Substandard A to Standard 2 age-group at school, each community will have a large group of dissatisfied and frustrated illiterate youths to strain its development."

Here he specifically referred to the large number of school-leavers who had to leave the formal educational system for other reasons than intellectual or mental retardation. "The typical adult educational programmes are not suited to the needs of these youths. Special courses, which include not only literacy and numeracy but also other basic skills, will have to be compiled."

Within the framework of non-formal education Prof Vermaak emphasised the importance of adult education. Specially developed programmes, other than

the regular school education courses at present offered outside the school, were needed as well as literacy programmes. It was agreed that all forms of adult education should be geared towards improving the adult individual's job opportunities, work ability and personal life but that special care should be taken to guard against adult education's becoming a means to perpetuate the present apartheid-orientated status quo.

The hope and enthusiasm expressed by delegates about non-formal and adult educational programmes as a means to improve black education were dampened by the realities of the South African situation as related by Dr Hunter.

"It is precisely for this work that financial support and official encouragement are so difficult to obtain," said Dr Hunter, referring to adult

education in particular. "Non-government bodies wishing to contribute to the adult education of blacks are under severe governmental restrictions and it would appear that these restrictions will in future be even tighter."

As far as short-term objectives were concerned, Prof Vermaak named compulsory education from Substandard A to Standard 2 as one of the priorities followed by the improvement of the training and qualifications of teachers. In-service teacher training

Under two percent of the teachers in black schools have any university training and about 72 percent of teachers in black schools have no qualifications even up to matric level.

and an emphasis on teachers as leaders of the community needed urgent attention, he said.

It was noted by Mr Krige that under two percent of the teachers in African schools have any university training and that about 72 percent of teachers in black schools have no qualifications even up to matric level.

The nature of the apartheid-orientated national education system dictated to a large extent, the separate discussion of black and

white educational problems and plans. But there were several areas where the two fields converged in immediate common interests.

Existing education systems needed to be reviewed to include more relevant subjects and contact between the various population groups, said Prof M J Ashley of the department of education, University of Cape Town.

"The school syllabuses should help pupils to understand the situations of those in other race groups who are affected by the

same factors. All South African pupils regardless of race should read a variety of works by South African writers who have powerful things to say to scholars. Instead of concentrating on the European traditions, literature curricula should be aimed at preparing pupils for life in the South African context."

Prof Ashley mentioned that a truly preparatory literature syllabus would be hampered by the bann-

ing of books written by leading authors such as Alan Paton, Nadine Gordimer and many productive but little-known black authors.

"The themes of many prescribed African-language set works deal with historical events and romantic pictures of rural life. There is a studious avoidance of set works which depict a more relevant look at modern urban life."

"Language teaching in schools suffers from a lack of contact with people of other language groups. Pupils leave school unable to speak Afrikaans but with a knowledge of idioms and prepositions for exam purposes. Opportunities must be made for interaction among school children to achieve greater understanding of other languages and cultures within the country."

Prof Ashley criticised the history syllabus for its bias in favour of the "doings of whites." "Pupils are left in ignorance of relevant African history. More emphasis should be given to topics dealing with the history of indigenous people in their own right, rather than merely as a prelude to the arrival of the white man in 1652."

Despite their limited resources, homeland governments were attempting in some ways to pursue an independent line in education, said D Hunter, but they were not using their revised education Acts to full advantage. Some were exploring ways in which curricula could be changed to reflect their local needs but experiments were mostly constrained to retain links with the South African Joint Matriculation Board to keep credibility for their school leaving certificates. Although attention had been focused on the needs of urban black pupils since the 1976 riot, homeland schools were even worse off than those in the rest of South Africa.

Much was said by many experts during the five-day conference and some aspects stood out from other issues. In the words of Dr Hunter:

"An educational system which is designed to reduce inequalities of opportunity society at large, as far as is feasible, is a basic education system. It is possible to develop a very sophisticated school system for a privileged group in society, and at the same time to neglect the needs of the majority."

50 (Handwritten initials)

Various study projects Sached offers blacks

THE introduction of Bantu Education in 1955 meant black students would be barred from universities such as Cape Town, Witwatersrand and Natal, etc.

In 1958 an organisation which came to be known as the South African Committee for Higher Education (Sached) was formed by some whites to help black students to study through the University of London.

This programme carried on for 12 years. Students were given bursaries which paid their fees and bought their books, and in addition all students received tutorials and lectures from voluntary teachers.

Things did not go too well for Sached in the long run. Before students could start with the London degree, they had to pass Advanced Level (A Level) examination which they could write only after passing Ordinary Level (O Level) examinations.

This programme involved a minimum of six years of study. Most students took much longer than this and very few passed their exams.

In the 1960s these difficulties, coupled with numerous requests for assistance from students enrolled with UNISA, led SACHED to extend the programme to giving bursaries to UNISA students and arranging tutorials for them.

But these students also faced their own difficulties.

- The school system for blacks did not prepare them adequately for university study.

- The poor standard of English taught in black schools made study in English difficult for university students.

For this and many other reasons, SACHED deemed it necessary to work at secondary schools as well as university level. The need for adult education was also in focus.

The result of these decisions was the establishment of non-commercial correspondence college, Turret College, for adults who wanted to study for

J.C. and Matric.

In 1975 the Sached Trust was established to guide all the activities of Sached and Turret. The Board of Trustees comprises 13 members, among them Mr T W Kambule, Bishop D Tutu, Bishop Manas Buthelezi, Bishop A Zulu and Prof G R Bozzoli, the immediate past Vice-Chancellor of Witwatersrand University.

Its functions include the provision of a stable and flexible educational nucleus designed to contribute to the growing and changing needs of a growing and changing South Africa.

Broadly the aims of the Sached Trust are:

- To assist change for a better, equitable South Africa, given the present complex situation.

- The viewpoint of Sached is that change can be assisted by providing opportunity for black adults to gain skills and awareness of their surroundings and by facilitating wherever possible the growth of community initiatives.

- The perspective is not that of assisting the underprivileged. Sached wish rather to provide sources which allow for independent self-help. At the same time educational efficiency should not be lost.

- Consequently, the Trust is committed to demonstrating the efficiency and cheapness of distance learning systems i.e. system conveniently accessible, which reach people where they are, rather than attempting to bring them to a central spot. A distance learning system also encourages students to become independent learners.

The following are the projects of the Trust:

- Bursary Project.
- Turret Correspondence College.
- Publishing Project.
- Commerce Project.
- Enrichment Project.
- Teacher Upgrading Project.
- Durban Project.

This article shall deal with three projects only, namely: Bursary Project, Turret Correspondence College and Publishing Project.

The Bursary Project, which works through centres in Cape Town, Durban and Johannesburg helps students who are studying for degrees by correspondence. The



Dr Manas Buthelezi... on the Board of Trustees.

majority of students who received bursaries enrolled with UNISA.

The most important selection criterion in awarding these bursaries is the potential of the student in his community. As a rule the bursaries do not pay university fees.

It allows students to join the project and make use of the following services:

- Financial assistance in buying prescribed and additional books.
- Provision of tutorial assistance which gives the students the opportunity

to meet and interact with both a subject specialist and fellow students.

- Provision of extra-mural activities to broaden the mind of the student.

- Provision of counselling service.

At present there are more than 300 bursary students.

The Turret College is a student orientated educational service. This project provides registering, counselling and supervision services for the students it enrolls. Where possible it provides tutorial services and necessary courses such as "How to Study" and "How to Write an Essay."

The major aim of this project is to help correspondence students to overcome the many difficulties which they face in their studies. The difficulties are caused both by inadequate preparation by their earlier schooling and problems of correspondence study.

Last is the Publishing Project (incorporating

the Newspaper Project) which is mainly directed at the adult who might have missed the opportunity to learn reading and writing in their early years of life.

This project primarily involves the publishing of educational material which will be available to its audience in as cheap a form as possible.

In this project the most prominent features are "Learning POST" and "The Reader".

Learning POST was formerly known as Peoples' College, a common supplement of the banned Weekend World. Now Learning POST appears as a regular supplement of SUNDAY POST.

It teaches basic skills which may be of use in the job situation or in the community.

It provides students with assistance in general subjects like mathematics.

It gives the adult reader practical information and assistance regarding things which affect their daily lives.

It helps readers to broaden their knowledge and understanding of their environment with features on historical and contemporary events in South Africa and elsewhere. Included in Learning POST are two Pitman's courses at the elementary level on English and Arithmetic.

The Reader appears approximately once every 32 days. It contains features, life stories and articles on topics such as consumer advice and health care.

All the articles are written in simple English and are appropriate for newly literate adult readers. But many adults with a considerable amount of schooling still find the publication of interest.

It is our intention to break most of these projects down and deal in detail about each once a week in Learning POST.

Enquiries can be referred to:
The Sached Trust, PO Box 11350, Johannesburg 2000.

Schools: facing the real challenge

50
"THE real challenge facing us is that of devising a school system which will value, respect and utilise the cultural diversity of our society and achieve a solid education for all."

That, simply, is the philosophy on which the Roman Catholic Church has based its "open" schools policy, according to Brother Jude, chairman of the Catholic Education Council.

It all began way back in 1957 when the Southern African Bishop's Conference made the following statement:

"The practice of segregation, though officially not recognised in our churches, nevertheless characterise many of our

SP 29/7/79
South Africa's Roman Catholics have become silent but dynamic crusaders for one "solid" education system for all race groups. Here Brother Jude, chairman of the Catholic Education Council, discusses the state of the Church's "open" schools plan. MANDLA NDLAZI reports.

church societies, our schools, seminaries, convents, hospitals and the social life of our people. In the light of Christ's teaching, this cannot be tolerated forever."

The logical consequence of this, in so far as it affected education, was to open schools to all children irrespective of race.

The term "open schools" has generally been given schools during 1976. Prior to that the term "integrated schools" had been used.

The term "open schools" has generally been given to white registered schools. Theoretically this should not be the case,

says Brother Jude, but because of generally fewer facilities, the high enrolment in black schools, their location and other factors, this situation will have to prevail for the time being.

What the Church recognised was a need for a multi-cultural approach to education.

The concept of multi-cultural schooling is largely new. South Africa is only beginning to come to grips with its implications. There is still a long way to go.

But Brother Jude points out that, albeit slowly and searchingly, and without any significant co-ordination, schools are already making efforts to face up to the challenge of multi-cultural education.

They are experimenting with new approaches to teaching, and are introducing new material into curricula so as to broaden their scope.

He has noticed that schools are now beginning to realise the impoverishment with which they had accepted for so long.

He says new languages, African and classical studies, new insights into history and new avenues in literature are introducing a new vitality into schools.

Staff members at these schools are becoming more and more sensitive to issues that affect all their pupils. Realising that it is not possible to eliminate all racial references from textbooks and from other areas of school life, they are nevertheless learning

daily how best to handle them.

Pupils have learned to mix and to relate to one another without adult complications. Parents and staff are learning to replace ignorance, fear and prejudice with understanding, friendliness and mutual respect.

Brother Jude points out that prejudice ingrained over many years does not disappear in a day. But there has been much change already, he says.

The schools, he says, make no claim to having final answers to large problems, but they are sincerely trying to do whatever is possible within their sphere of influence and within the limits of their resources.

The move to open Catholic schools to all races presented enormous difficulties. But they had to be faced. The experience for all those concerned was painful, but useful.

In retrospect, he says, if there is one regret it is only that we have been so slow and taken so long in doing what ought to have been done long ago.

At times the Church schools have been accused of seeking confrontation with the State. This has not been the case. The confrontation has been between those running education and the message of the Gospel.

To some extent, the Catholic Church's efforts have been rewarded. He finds it pleasing to note that the recently gazetted Education and Training

Act makes provision for the open school situation.

As regards the admission of pupils, experience has shown that in most cases it is preferable for a black child to be admitted to primary schools either in Sub A (Grade 0) or Standard 3.

The reason is that the majority of black schools only introduce written English at Standard 2 level. A child coming into say Standard 1 from a black school is consequently at an obvious disadvantage.

Black parents have generally been found to have high expectations of what the schools can achieve.

Among white parents, there have been those who have viewed, particularly in the early stages, the opening of the schools with apprehension. This was partly due to the insecurity created because of legal difficulties and also through worry about the lowering of standards.

Progress has been made with the first, and through contact with black parents whose aspirations and desires they have found to be the same as theirs, and through their experience of the schools, they have found no basis for the second.

Some parents felt so strongly about opening schools to other races that they sent their children to other schools. Others again have enrolled their children at the schools for the very reason that they are open.

WORD of GOD

The Lord looked down from heaven upon the children of men, to see if there were any that did understand, and seek God.

Psalms 14:2

die
ag oor
Ode
rslag
Jaar.

be
Abe
Bailey
deur
sonder
73 (Wet

7 000 black classrooms

25/7/78
 50
 gal

needed TEACH

The shortfall of classrooms for black school-children in South Africa stands at 7 000.



In spite of many generous contributions to The Star's TEACH Fund Soweto is still desperately short of schools. Libraries, laboratories and sports facilities are also urgently needed. So, if you can make a contribution,

please send it to The Star TEACH Fund, PO Box 1014, Johannesburg.

Latest donations acknowledged with thanks are:

Previously acknowledged	R1 767 599,75
Federated Employers' Insurance Co.	110,00
From Stanley and Cynthia Ringo ..	100,00
W F C Sturmeij	5,00
Transvaal Kshatriya Mandal	33,97
Transvaal Kshatriya Mandal	6,05
Library Staff Presentation Fund —	
Witwatersrand Univ.	100,00
In memory of the late Mr T H Frith	10,00
In memory of the late Mr F H Frith	5,00
E Watson — England	17,20
Mike's Kitchen	1,19
V Lipschitz	10,00
Yunus	10,00
In memory of Frithie	10,00
R Abrahams	20,00
Anonymous	200,00
C J Morris	14,30
P Hochfeld	10,00
Mrs P Berks (Star Line)	10,00
A L Miller (Star Line)	5,00
Mrs P Rooker (Star Line)	15,00
Con Glass Works	12,31
Anonymous	25,00
Anonymous	10,00
Mrs W A Swemmer	5,00
Birthday gift	25,00

R1 768 369,77

Scheme leaves big holes in parents pockets

That school uniform row again...

50 22/7/79 SP

WHEN some clothing merchants specialising in school uniforms explored the black market and introduced different colour uniforms for different schools in the townships, the idea appeared acceptable for the purpose it was meant to serve — that is to differentiate children of one school from those of others.

But little was it realised that the project would leave big holes in the pockets of many parents who had to buy a new uniform every time their children left one school for another.

The days when black and white were the standard colours worn by boys and girls in all schools gradually became a thing of the past.

The question of different uniforms for different schools has once more come to the fore with parents stark against it and some teachers and the merchants who supply uniforms in favour. **SUNDAY POST** reporter Sam Mabe reports . . .

parents are now realising should never have been allowed to get off the ground at all, although there are still many school principals who are adamant that the multi-coloured uniform should stay.

This question of the high costs of school uniform has been the most debated topic for years. Reasons advanced by some principals that uniform serves some disciplinary purposes and that it gives children a spirit of belonging are reasonable and acceptable.

But what is causing

concern among parents is that teachers enforce the wearing of a uniform even in cases where parents just cannot afford it.

In one letter received by **SUNDAY POST**, an angry parent, Mr Stephen Baloyi of Meadowlands claimed that his child, who is a pupil at a higher primary school in Meadowlands, was forced to take off whatever she had on if it did not conform to the uniform of the school.

A few questions that need answering by those who are for the present type of uniform is whether the costs match the

advantages, what good can be achieved by enforcing what parents cannot afford and how does one ensure that those without uniform are not victimised.

The answer could be in the standardisation of uniform which to a larger extent could cut down on uniform costs as the same uniform worn at one school could overlap to the next one and children can pass the uniform over to their brothers and sisters with no regard to what school they attend.

When the multicolour trend started about 15 years ago, certain merchants appeared to be enjoying the support of most schools if not all schools and there were rumours that the company's were giving gifts to principals who supported them most.

This has been denied by the manager of Snapers, Mr Y Cachalia. He said he has also heard the rumours that he bought cars for some prin-



Mrs Christine Kambule . . . school uniforms should be standardised.

cipals and that there was no truth in the rumours.

Many parents and community leaders like Mrs Ellen Khuzwayo spare no words in condemning the new trend in uniforms. Mrs Khuzwayo said she would be happy to see the old black and white trend back as it had no hassles of having to be changed now and again.

school last year and the one coming after her cannot use the uniform she was using while at higher primary school because she attended different schools.

Meanwhile, some Soweto principals seem disinclined towards the idea of a standardised uniform for all schools.

...and now a word
continued ↓
 from the Department

The popular woolen gymslips worn by girls were replaced by tunics made of different quality materials of different colours. The standard navy blue and black blazers were replaced in some schools by multi-coloured striped blazers.

All this meant was that before completing their education at high school, children would have changed their uniform at least three times at lower primary, higher primary and at secondary school.

This is a thing many

THE wearing of school uniforms is not compulsory and tough disciplinary action will be taken against teachers who enforce it by punishing or turning away pupils who do not wear it.

This was said by Mr G W White, under-secretary for the Department of Education and Training.

He said school uniforms were not prescribed by the department. It did not matter what students wore as long as their style of dress was acceptable to individual school authorities and parents. It was

only when pupils were made to suffer for not having a particular uniform that the department intervened.

Mr White said it was not everybody who could afford to pay for school uniforms and that it was wrong for school children to be penalised if they came to school without one.

"It places a heavy burden on parents who have many other things they have to pay for in life. I personally would subscribe to the idea of a standard uniform for all schools to be differen-

tiated by badges or girdles," he said.

He added that his department once received an anonymous letter by a parent complaining of a teacher who punished her children for not having a school uniform.

As the name of the school, the teacher concerned and the parent herself was not stated in the letter, it became difficult for the department to take action.

But Mr White stressed that parents should not be afraid to come forth if they had complaints about their children being forced to wear uniforms if they cannot afford it.

SUNDAY POST also received a letter from a parent, Mrs X who claimed that teachers at a Mead-owlands school were confiscating clothes worn by pupils if they were not the school's uniform.

Mrs Gladys Gxoyiya, of Orlando West, said she has to spend R100 on her two children at lower primary school. "During our days at school we wore black and white and occasionally the khaki shirts. Badges were used on the gymslips and blazers to differentiate the schools and parents suffered less expenses than we do today," she said.

Mrs Anastatia Modise, of Naledi, said she has two daughters at higher primary school and a son at high school.

She said: "With the boy I do not have much difficulty because he wears grey pants a white shirt and a navy blazer. But the two girls are at different schools and I buy different uniforms for them.

Mrs Constance Motshwene, of Molapo said her daughter went to high

"It is utter nonsense," said Mr B S Rajuili, principal of Molapo Secondary School.

He said it would be ridiculous to have all Soweto school-children wearing similar uniforms. It was essential that students of one school be distinguishable from those of another from a distance and using a badge for the purpose would not be helpful.

Dr D T H Mohapi, principal of Seanamarena Secondary School, agreed with Mr Rajuili and also said school children were expected to display exemplary behaviour when in public and for that reason it had to be known by the public what school they came from.

He said the reason why prices of school uniforms could not be kept low enough for parents to afford them was that the uniforms were bought from different shops and some were more expensive than others.

The principal of Phefeni Junior Secondary School, who refused to be named, differs with parents and some principals but has views that may be acceptable to both parents and students. Uniform at his school is not prescribed.

"I make no fuss about what my children should wear. Girls wear the ordinary dungarees, gym-dresses and white shirts. Boys wear black pants, others grey with white shirts. I have no laid down rules what is to be worn here.

Mrs Christine Kambule, president of the Coordinating Council of Soweto Women's Self-help Club, is in charge of a number of Soweto women who sew dungarees and knit jerseys which they sell to students.

"We are actually killing two birds with one stone. Our main aim is to get unemployed women engaged in some work. We train many how to use sewing machines and those who are competent are given the material to take home and in their spare time they sew these dungarees.

"The standardisation of uniform for all schools would actually be cheap in many ways because a child can use the same uniform until it is worn out or if she outgrows it rather than leaving it while it is in good shape simply because she has to go to another school," Mrs Kambule said.

Mr Cachalia said if uniforms was standardised the advantage it would have on his business is that he would not have to keep a lot of stock. But he would not agree that a standard uniform can have economic advantage on the part of parents.

"What determines the value of the uniform is the quality of the material and not the colour."

This is a summary of a paper delivered by Professor John Turner of the Department of Adult and Higher Education, University of Manchester, at a conference on "Education and the Future Development of South Africa"

The paper is titled "International Perspectives on Education for Development". The topics dealt with in this summary are "National Development" and Education for Development.

EDUCATION plays a particularly important role in the development of a nation.

In discussions of national development one increasingly sees a polarisation of two conflicting theories.

The first is the necessity of striving to achieve overall economic growth generally by utilising the energy, ability and wealth of a privileged minority. This minority is motivated primarily by the advantage which increased wealth will bring to themselves and their families.

UNEQUAL

The exponents of this theory believe that the efforts of this minority will advantage the nation as a whole, though the distribution of wealth remains unequal and the inequality is likely to be intensified by any success which this method brings it.

They believe that the amassed wealth will trickle down to reach even those people at the bottom of the ladder.

Although the nation as a whole might get richer, the gap between the rich and poor may be actually widening.

POOREST

The alternative model seeks to meet the needs of the poorest members of the community by a massive redistribution of wealth, so that the conditions of the poor may be ameliorated rapidly as opposed to the "trickle down" from the first model.

This model is associated with the so called "basic needs" approach to economic development which has become increasingly popular as the aid policies

of the last two decades, which have been based mainly on the first model, and have been seen to be at least in part ineffective.

FOR ALL

The "basic needs approach" is directed at providing for the basic needs of all people. These needs have been defined as follows: First: they include certain minimum requirements of a family for private consumption: adequate food shelter and clothing, as well as certain household equipment and furniture,

Second: they include essential services provided by and for the community at large, such as safe drinking water, sanitation, public transport and health, education and cultural facilities.

A basic-needs-orientated policy implies the participation of the people in making the decisions which affect them through organisations of their own choice.

PRIMING

Recently economic development has found its supreme expression in "Investment in Education" as was presented in the report of the Commission on Post-School Certificate and Higher Education in Nigeria.

This report gave wide currency to two phases which were to become common currency in educational planning documents. The phases are "investment in education" and "priming the pump".

"Nothing short of an international operation to pour money and resources into the educational system of Nigeria (priming the pump) would suffice to make available the manpower which is

Role of education in a nation

necessary for the economic growth and development of the country."

An educationalist, J K Galbraith, found that in poor countries, the poor accommodate to their poverty and that this is particularly true of the rural poor.

TRAUMA

This accommodation to poverty with its accompanying absence of aspiration, makes poverty self-perpetuating. He says the methods of breaking this accommodation are undoubtedly "trauma and education."

In the past it has most often been trauma — famine, military depredation, pogroms, and other disruptive forms of change. This leaves education as the positive route to

change, although it is not sufficient by itself.

The only education which is worth considering is one which will lead to personal development of the individual. This kind of education is only possible in a unitary system of education.

No country can hope to make progress when so large a number of its people are contributing so small a proportion of their potential to offset what they consume.

A society will develop only as the individuals in it develop their true potential and are prepared to give themselves to social efforts to which they feel personally related and in which they have some rights to control their personal destinies.



Prof John Turner of the Department of Adult and Higher Education, University of Manchester, spoke on Education for Development.

ONE OF the real challenges facing South Africa today was that of devising a school system which will value, respect and utilise the cultural diversity of her society and achieve a solid education for all.

This is a view expressed by Brother Jude, chairman of the Catholic Education Council, in a statement when he looked back and at the future of the Catholic's "open" schools.

With the introduction of these schools a few years back, Brother Jude said, "In the first place I'd hoped that remaining legal difficulties can be ironed out without undue delay so that initiative energies and resources can be devoted entirely to the educational aspects involved".

"The real challenge facing us," said Brother Jude, "is that of devising a school system which will value, respect and utilise the cultural diversity of our society and achieve a solid education for all." He said those involved in the "open" schools movement had no illusions.

He said as far back as 1957 the South African Catholic Bishop's Conference stated that the practice of segregation, though officially not recognised "in our churches, characterises nevertheless many of our church societies, our schools, seminaries, convent, hospitals and

the social life of our people. In the light of Christ's teaching this cannot be tolerated forever." The opening of the Catholic schools to pupils of all race groups has been the response to an ever increasing awareness of the implications

of the Gospel Message in our South African society," said Brother Jude. There has been a rethinking and planning in the "open" schools, said Brother Jude. "New teaching approaches are being experimented with, new content is being intro-

duced into the school curriculum in an attempt to broaden its scope, and share the richness of our South African society with one another. "In so doing the schools are beginning to realise the impoverishment with which they had for so

long been satisfied. New languages, African and classical studies, new associations, new insights into history, new avenues in literature, are all in varying degrees and ways bringing a new vitality into schools," he said.

Education a challenge, says Jude

BY MANUELA NOJIZ

50 SP 15/7/79

SA laws 'hamper' adult education

Star
13/7/79

50

Despite the desperate need for adult education in South Africa, especially among blacks, the laws of the land continue to hamper educationists, it was said at a Johannesburg education conference.

The restrictions facing educationists and some positive suggestions concerning adult education emerged at an education conference held at the University of the Witwatersrand.

"During the early 1960s black night schools were closed down by the Government," said Professor C Millar of the University of Cape Town. "Today there is a new wave of activity on the adult education scene, but what kinds of legal and financial constraints will be placed on it remain unknown."

Two factors hampering adult educationists were the Group Areas Act, which prevents the placing of multiracial education centres in the most appropriate areas, and the new Education and Training Bill.

"Under the proposed new Act, anybody who sets up an educational institution has to register the organisation with the Government or the organisation is declared illegal. This will

cut across the many privately organised, non-formal institutions," said Mr J Samuels, the Sached director of operations.

It was agreed that all forms of adult education should be geared towards improving the individual's job opportunities, work ability and personal life, but that special care should be taken to guard against adult education's becoming a means to perpetuate the present apartheid-oriented status quo.

up to R10 or imprisonment of up to a month.

Secretary for Education and Training Joubert Rousseau has told the *FM* that compulsion will be introduced area by area, depending on whether enough classrooms and teachers are available and on what proportion of children are already at school. Janson says it will be another year at least before compulsion can be introduced in any area, however.

Rousseau says another major new principle in the bill is the explicit provision for the Department to build schools in the "white" areas out of State funds. This too was not mentioned in the earlier draft. However, it was announced in December that the Cabinet had at last agreed that Parliament would provide the funds as from the beginning of the current financial year — a decision which Janson hailed at the time as a "tremendous" breakthrough (*FM* December 15).

Previously, the capital costs of building black schools in the "white" areas fell heavily on the local black communities themselves, which had to repay the loans granted to administration boards by the Department of Community Development.

In the nine years 1968-69 to 1976-77, according to the Rieker Report, capital spending by the State on black schools in "white" areas amounted to no more than R7.1m — against a figure for white schools of R74.1m in the single financial year 1977-78.

Under the new dispensation, Janson's department will be able to budget to meet the crippling schools backlog, which stands at 7 000 classrooms in the urban areas alone. This year Finance Minister Owen Horwood has provided it with R10m for this purpose. But the Department's annual report for 1976 stresses that the backlog cannot be made up immediately.

Another key aspect of the new Bill is that black teachers will now be in the direct employ and on the payroll of the Department, rather than of school boards in the townships (where, however, the Department subsidised their salaries). Rousseau has said there were "very serious complaints" from the teaching profession about falling under boards, not all of whose members had educational expertise.

The new bill also lays down as a principle that mother-tongue instruction should be observed. No doubt with the 1976 Soweto upheavals in mind, the bill stipulates that parents must be consulted in the choice between English and Afrikaans as medium of instruction where the mother-tongue "cannot" be used. But it is not clear how the "cannot" will be determined — or by whom.

Another feature of the Bill is that it retains the provision in the earlier draft

a penalty of R500 or a year's imprisonment for anyone admitting a black to, or teaching at, a school which the Department has not registered or exempted from registration. Although this principle is not new — it stands in the 1953 Act, which the new one will replace — it has provoked vehement opposition, not least because the penalties are now to be much tougher (R500 instead of R100, 12 instead of 6 months).

This year, for the first time, the Department has supplied text-books free to all pupils in the "white" areas. (Set, or prescribed books and stationery are not yet supplied by the State to black school-children.) However, the free text-books programme applies only in the "white" areas. Janson tells the *FM* that homeland governments must decide for themselves if they want to provide pupils with free books. "They can decide their own priorities," he says.

As certain powers of self-government have been given by Pretoria to the bantustans, so the Department has shedded financial responsibility for education there. Bantustan governments must make their own provision for education along with everything else in their own annual budgets, using grants from Pretoria and taxes raised themselves.

Janson tells the *FM* that when Durban's KwaMashu township was handed over to KwaZulu two years ago, the KwaZulu government became responsible for school financing, its grant from Pretoria being accordingly increased. Janson says that the KwaZulu government must now provide any school buildings needed to make up the backlog in KwaMashu.

BLACK EDUCATION

Firmer foundations

FM 25/5/77

50

Compulsory education for Africans will come a step nearer when Punt Janson's new Education and Training Bill is passed by Parliament. The select committee to which the bill has been referred has until May 25 to report back, and the legislation is expected to go through this session — despite demands by blacks and the official Opposition for a single education department for all races.

The bill lays down the introduction of "compulsory school attendance and free tuition (including free school books) in all areas" as an aim of the Department. Stress is laid on the importance of gaining the co-operation of parents in achieving this.

The reference to free tuition and books is clearly an attempt to meet black demands that education should be free before it is made compulsory. The earlier draft of the bill, published for comment last November, made no such explicit provision.

Janson will now have the power to make regular school attendance compulsory in specified areas, and parents who fail after due warning to send their children to school will be liable to a fine of



KwaZulu pupils . . . who pays for the books?

Evaluations of effects

Our primary concern is to determine the order of effectiveness of programmes in providing us the effectiveness of the quality, we conduct

To our customers:

Rank Xerox (Pty) Ltd.
PO Box/Postbus 127
Isando
1600
South Africa/Suid-Afrika
Tel: 36-5351
Teleg: Rankxerox Isando



MR JANSON . . . subsidies paid.

2,157,779
420 000
at farm schools

THE ASSEMBLY — There were 420 085 black pupils enrolled at 4 467 farm schools in white areas of South Africa, the Minister of Education and Training, Mr Janson, said in reply to a question by Mr Horace van Rensburg (PFP, Bryanston).

Mr Janson said the schools had a total of 8 649 teachers.

He disclosed that subsidies of R1 000 for one classroom and R800 for an additional classroom were paid to operators or owners of farm schools.

To qualify for subsidies the schools had to comply with standards specified in approved departmental building plans which were supplied free to farm owners.

The state did not provide transport or subsidise the cost of transport for farm school children.
— PS.

21/5/79

50



Mrs A B Mvemve helps left-handed Mrs Ida Gcansana (who is over 75 years old) with a writing exercise. The adult education classes are held by candlelight because the school has no electricity.

Seeking knowledge by candlelight

Star 21/5/79

50

Each weekday evening hundreds of people pore over their studies in rooms lit only by the dim flicker of a candle or a gas lamp at the Emdeni community complex in Soweto.

Although the Government is now responsible for the schools at the complex, the community still needs the support of the public to help complete and to run the centre.

The R400 000 complex which was the brainchild of the Johannesburg College of Education (JCE) and was built with the help of The Star's TEACH fund, many big companies, private concerns, the public and the local community consists of:

- three schools
- library
- gym hall
- woodwork and project rooms

pupils to a 55-year-old matriculant and a woman of over 75 who is learning to read and write for the first time.

"Mrs Ida Gcansana is determined to succeed despite her age," said her teacher, Mrs A B Mvemve, who, after doing a special course in literacy teaching has for the last two years, spent three evenings a week in a classroom. She teaches at a primary school during the day.

A large number of matrics attend the classes at Emdeni — 277 at present. They usually take four subjects a year — "six would just be too heavy a burden after a full day's work," said Mr Dlamini. Some teachers voluntarily come to the centre at weekends to help matrics.

Another problem facing the Emdeni complex committee is the lack of community involvement.

Continued

RESPONSIBLE

But the major problem with which the complex committee is faced with at the moment is the electrification of the buildings, particularly the school where adult education classes are held every weekday night. Completion of the sports fields is also a must.

The cost of electrifying the school alone is estimated at R10 000.

ADULTS

The centre, which serves several townships in Soweto, has more than 350 people attending adult education classes.

The adult education headquarters for the area are also based at the complex.

"The biggest hindrance to our programme is the lack of electricity in the classrooms," said Mr S Shamase, full-time principal for adult education in the area. "Electrification of the school and gym hall would encourage even more people to attend classes.

"We could also offer various forms of home-craft that could be taught in the hall at night," he said.

For the first three months this year pupils studied by candlelight. Gas lamps were then introduced "but they give so much trouble that many pupils have gone back to using candles," said Mr C S Dlamini, principal of the Zwelithini Higher Primary School where the classes are held.

Those studying range in age from 18-year-old

Apparently the community feels that because the Government has taken over the schools at the complex it should also be responsible for maintaining the other buildings and staffing the library.

"There is a big need for a creche in the Emdeni area, particularly as many of the people living here are newly married and both husband and wife have to work," said Mrs I Ngidi, chairman of the Emdeni committee.

The Mary Stewart Trust Fund has offered to build and man a creche at the complex.

FILLED

During the day the three schools at the complex are filled to capacity and more, but the children still have to use the municipal sportsgrounds because the sports fields at the complex have not yet been completed.

"This situation causes quite a few problems," said the principal of the Emdeni Junior Secondary School, Mr N L Ntshalintshali. "The community uses the sportsgrounds a lot, so we often clash with them if we try to organise sporting fixtures, especially at weekends."

Sports equipment is in great demand both for the school children who mostly play soccer, tennis, netball and athletics, and also for the indoor sporting enthusiasts who would like to use the gym hall for badminton and softball.



Schoolchildren are encouraged to keep the grounds in good shape and a sculpture has been erected in a quadrangle at one of the schools.

120 (50) 18/5/79

Britain to step up aid to blacks in SA

JOHANNESBURG — The British Government has allocated funds for an expanded aid programme for blacks in South Africa, according to the British Ambassador, Sir David Scott.

Addressing the South African Institute of International Affairs, Sir David said that for a number of years the British Council had helped both black and white South Africans with bursaries and scholarships to Britain.

The council had helped blacks, particularly in the homelands, with teaching aids, English text books and in other ways.

"But we wanted to expand this."

Though details of the expanded programme had to be worked out, "I have already informed the Minister of Co-operation and Development of this decision and have had preliminary discussions with some of the non-white universities who are themselves desperately concerned to improve the standard of English - language comprehension, particularly among their new entrants.

"Our prime aim is to seek out, in consultation with the agencies already involved, needs which are at present inadequately met, or not met at all, and to help both with teaching

assistance and by providing equipment and teaching aids.

"Such help could range from support for adult literacy and teacher training programmes to scholarships for technical and specialised training in Britain."

Sir David said the programme had been approved by the Labour Government but was being implemented by the new Conservative Government.

He referred again to the new government when speaking of South West Africa.

After outlining the lengthy negotiations about the territory's march to independence, he said: "There is now a new card in the pack. That is the arrival on the scene of a new British Foreign Secretary.

"Every now and again the appearance of a new personality may enable a particular deadlock to be broken because new ideas and a new style may provide the necessary lubrication to get things moving again.

"Already I sense that new initiatives are in the wind.

"The way is still just open for a solution which would lead to international recognition and which we believe to be fair to all concerned." — SAPA.

Compulsory education for blacks on the way

Political Staff
THE ASSEMBLY — The authorities were working towards the introduction of compulsory education for black people on a regional basis, the Minister of Education and Training, Mr Janson, said yesterday.

Speaking in the Budget debate on his Vote, he said such compulsory education might start sooner than most people thought, provided economic conditions were favourable.

Once the necessary facilities for compulsory education had been provided in an area such as Soweto, the department might start introducing it on a regional basis.

Mr Janson said his department was now work-

ing on this, and compulsory education would be introduced as facilities grew.

Reacting to a remark by Dr A L Boraine (PFP Pinelands) that there was suspicion among black people against the Department of Education and Training, the Minister said he regretted that he had to agree this was so.

SUSPICION

Unfortunately such suspicion did exist, but it was the duty of all to allay those fears among black people and to persuade them that there was no cause for their suspicion.

On the issue of a single department of education for all population groups,

Mr Janson said he did not believe this idea should be pursued at present.

The needs of the Department of Education and Training were so individual in character that they had to be dealt with on their own.

Dr Boraine urged the Minister to influence the Cabinet to appoint a commission of inquiry into the future educational needs of all South Africans.

Mrs Helen Suzman (PFP Houghton) told the Minister that he still had a long way to go to bridge the gap between the R7 000 spent on educating a white child and the R350 spent on educating the average black child.

Govt aims at equal school facilities

50 C. Times 17/5/79

Political Staff

HOUSE OF ASSEMBLY. — The government announced yesterday that it eventually aimed to have equal education facilities for black and white in South Africa.

The Minister of Education and Training, Mr Punt Janson, also said that the government wanted to introduce free and compulsory education for all black children as soon as possible — but he refused to commit himself to any time scale.

During the debate on his vote in the House of Assembly yesterday, it was also revealed that the department had conducted a thorough investigation into black primary education to find out the quantities of classrooms, furniture and textbooks needed.

The investigation was to find where, when and how compulsory education could be introduced most economically and without disruption.

The chief opposition spokesman on education and training, Dr Alex Boraine, MP, asked Mr Janson to elaborate on the inquiry because it was most important and because it would "give us some idea of the cost and manpower re-

quired to fulfill the commitments of this department".

Dr Boraine also called on the government to appoint a commission of inquiry into the future educational needs of South Africa and for the establishment of one de-

In his speech, Mr Janson said it was important not to dwell on what had been achieved so far in black education but "we should much rather compare with what we want to achieve.

"There is a big task ahead

already had, the minister added.

Later on in his speech, Mr Janson said it was no use talking about what had to be done, action should rather be taken.

"Let them have separate and equal facilities. They need their libraries in the same way as white children do," he said.

After warning against complacency, Mr Janson said: "I am concerned about the challenge ahead but I know we will succeed."

The minister also warned that people who stoned and burnt down schools would not be tolerated. For every classroom destroyed another 30 children lost their education.

During his speech, Mr Janson said:

● He did not want set a date of five or 10 years before the introduction of compulsory education as he did not want to commit himself to anything he was not sure he could achieve.

● The new bill on education and training, which is being examined by a select committee, will be changed and it would be a great improvement.



**education
and
training
vote**

partment of education for all races.

It was a cry from the heart from black people that they wanted "nothing less than equal educational opportunities for our children with the children of other race groups".

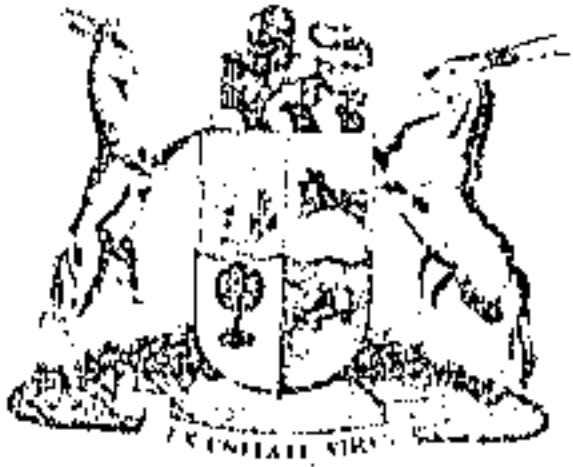
"It is my belief that blacks will never accept that they have equal educational opportunities so long as there exists a separate department of education and training for blacks alone." Dr Boraine said.

of us. We should much rather compare what we offer black children to what we offer white children," he said.

Dr Boraine: "Now you are talking."

Mr Janson also made it clear in his speech that his department did not have enough funds to provide equal facilities with whites but this was his eventual aim.

It would not serve any purpose to take any privileges away from what white people



50
~~258~~
For Will text so
Act 1979

REPUBLIC OF SOUTH AFRICA

GOVERNMENT GAZETTE

STAATSKOERANT

VAN DIE REPUBLIEK VAN SUID-AFRIKA

Registered at the Post Office as a Newspaper

As 'n Nuusblad by die Poskantoor Geregistreer

Price 20c Prys
Overseas 30c Oorsee
POST FREE—POSVRY

VOL. 167]

CAPE TOWN, 9 MAY 1979

[No. 6428

KAAPSTAD, 9 MEI 1979

DEPARTMENT OF THE PRIME MINISTER

DEPARTEMENT VAN DIE EERSTE MINISTER

No. 1000.

9 May 1979.

No. 1000.

9 Mei 1979.

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring geheg het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 39 of 1979: Indians Education Act, 1979.

No. 39 van 1979: Wetsgewingswet op Onderwys vir Indiërs, 1979.

GENERAL EXPLANATORY NOTE:

- [** Words in bold type in square brackets indicate omissions from existing enactments.
- Words underlined with solid line indicate insertions in existing enactments.

ACT

To amend the Indians Education Act, 1965, so as to provide for the change of the names of certain schools and colleges; relating to the transfer of certain schools and colleges; the determination of the conditions of service, salaries, allowances and leave privileges of certain persons employed at certain schools; and the transfer and discharge of certain persons employed at certain schools; to provide that certain acts of certain persons employed at certain schools, in so far as those acts relate to the activities of unlawful organizations or political parties, constitute misconduct; relating to the procedure in terms of which certain persons may be charged with misconduct; to provide for a procedure in terms of which the fitness or efficiency of certain persons may be investigated and for the steps which may be taken if such persons are unfit or inefficient; that the Minister of Indian Affairs may allow certain persons to keep certain moneys; that certain persons in the service of the Department of Indian Affairs be allowed to be members and to serve on the managements of political parties and to attend public political meetings; and that certain persons nominated as candidates for an election of members of the South African Indian Council, be deemed to have relinquished their posts in the Department of Indian Affairs; relating to the classification of certain posts at certain schools; and the conducting of certain examinations; and to provide for incidental matters.

(Afrikaans text signed by the State President.)
(Assented to 1 May 1979.)

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 61 of 1965.

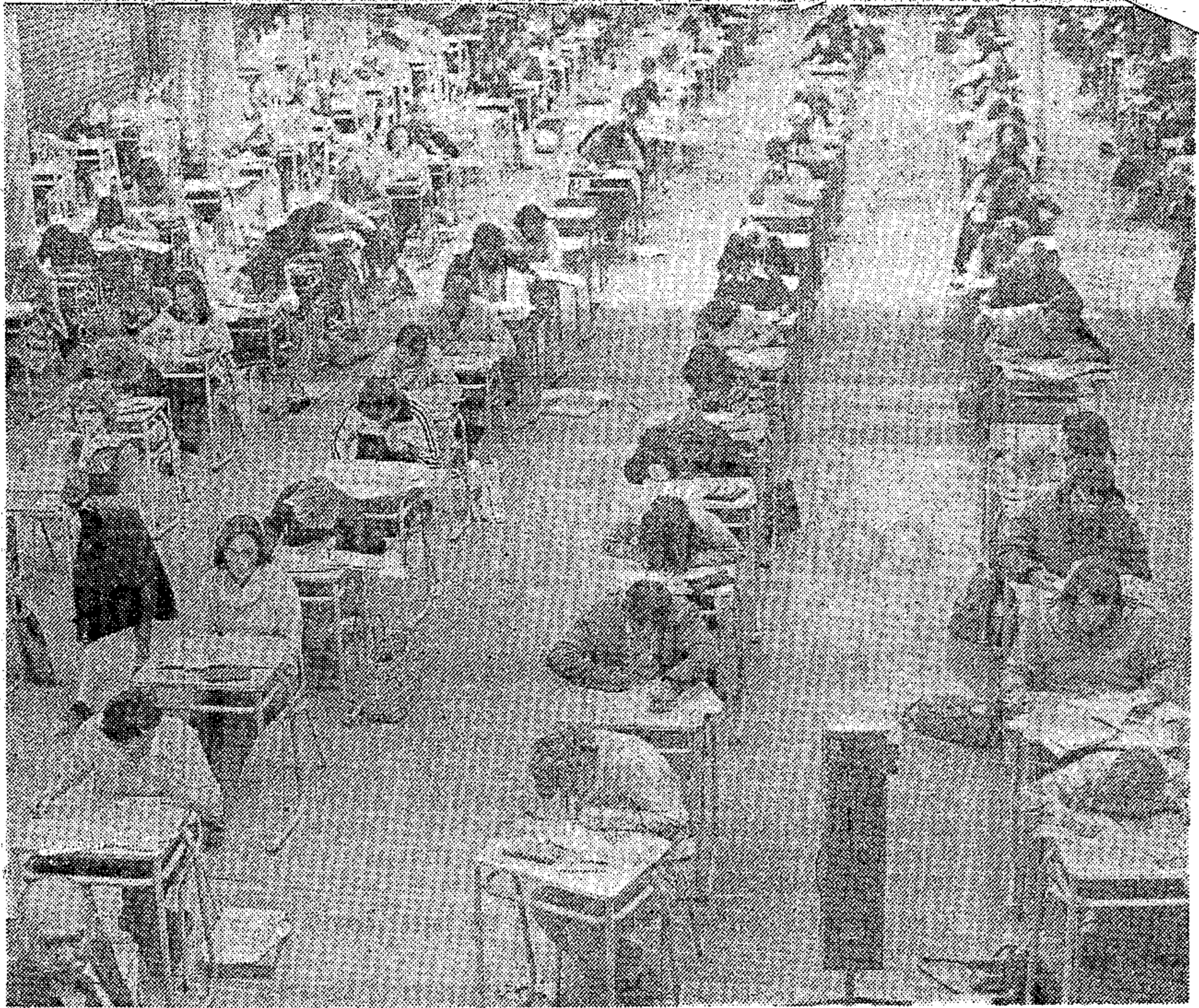
1. Section 1 of the Indians Education Act, 1965 (hereinafter referred to as the principal Act), is hereby amended—

(a) by the insertion after the definition of "agricultural school" of the following definition:

"college of education" means an institution for the education and training of Indian students as teachers;

(b) by the substitution for the definition of "education" of the following definition:

"education" means any education other than education provided by a university [or a university college] established by or in terms of any law or [a 'declared institution' referred to in section one of the Higher Education Act, 1923 (Act No. 30 of 1923)] an institution for advanced technical education established in terms of the Indians



Women final-year students at the Johannesburg College of Education began their mid-year exams this week knowing that they will have to scramble for a handful of permanent teaching posts available to them next year. Their 27 men-fellow students have 155 permanent posts to choose from.

No hope for teachers' lib

Final-year trainee women teachers in the Transvaal have been told to apply for permanent teaching posts usually held by men, but have little chance of getting them.

The rector of the Johannesburg College of Education, Professor Boyce, advised the 142 women who will graduate from the college at the end of this year to apply for the men's posts after he had held a meeting with deputy Director of Education Professor G du Toit to discuss the reservation of permanent teaching posts for men.

Of 173 permanent primary-school posts advertised in the latest Provincial Gazette, 155 are reserved for men and the remainder of the posts are not specifically reserved for women. This means the 142 women will have approximately 20 permanent posts available to them but 27 men graduates have 155 posts to choose from.

Professor Boyce said although the women graduates had little chance of being appointed permanently to the posts reserved for men, they would probably get them in a "permanent relieving capacity."

"Professor du Toit has extended his sympathies

to women graduates who have trained for three or four years only to be bitterly disappointed at the lack of permanent teaching posts for them," said Professor Boyce.

The Transvaal Teachers Association does not con-

sider the solution of offering permanent relieving posts as satisfactory.

General secretary of the association, Mr J Ballard, said that women who held permanent relieving posts could be posted to outlying areas or transferred.

"If the teacher is not prepared to travel, she could resign and may be lost to the profession. If she marries she becomes a temporary staff member automatically and loses her medical aid and pension scheme benefits."



Miss J MacLennan (21) . . . women better in primary schools.



Mr. Ron Skeen (29) . . . unfair and absurd.



Mr James Bailey (23) . . . what about women?



Miss Sherry Derckson (21) . . . no hope at this stage.

Students resent job bias

Most final-year students of both sexes at the Johannesburg College of Education feel that job reservation for men should be scrapped.

Many believe that the Department of education's eagerness to accept English men teachers is detrimental to high teaching standards and that admission to teaching colleges and teaching posts should be decided on merit alone.

In a recent survey conducted at the college, final-year student Mr Ron Skeen (29), told The Star that he thought reserving

permanent posts for men was "unfair and absurd."

"In general men, especially English-speaking men, are not attracted to teaching because of the salary. Few are interested in primary-school teaching and I think women are more suitable in junior schools, anyway.

"It is a terrific waste of resources to discourage women from a profession that needs them by reserving permanent teaching posts for men."

Miss Sherry Derckson (21), who is hoping to teach languages at a Johannesburg primary

school next year, said there was no hope of her getting a permanent post.

"I'm assured of a job but it will be a 'man's' post and I'll get it on a permanent relieving basis. Confirmation that the job is mine will be at the very last minute and will come only when the school is satisfied that no man has applied for the post. Women get the jobs that are left after as many posts as possible are filled by men.

"Somehow this takes away a woman teacher's incentive to be dedicated to her profession."

Star 9/5/79

51 322

Sweeping changes in education

Arques 7/5/79
Political Staff

50

PROVISION for compulsory education for black children in specific regions is one of many issues dealt with in sweeping new draft legislation published in Cape Town today.

The Education and Training Bill empowers the Minister of Education and Training to introduce compulsory school attendance in any region and it lays down fines and penalties to be paid by parents who fail to ensure that their children go to school in such a region.

GUIDELINES

The Bill repeals much of the past legislation dealing with black education and provides comprehensive regulations and guidelines for the education system. These include:

- The education in schools maintained, controlled or subsidised by the Department of Education and Training will have a Christian character, but the religious convictions of parents and pupils will be respected in regard to religious instruction and ceremonies.
- The 'universally accepted educational principle of the use of mother tongue' as the medium of instruction will be observed. However, parents will be consulted in the choice of one of the official languages — English or Afrikaans — as a medium of instruction where the mother tongue cannot be used as a medium.
- It will be the aim and objective to introduce compulsory school education and free tuition — with free school books — in all areas with the co-operation of parents.
- There will be co-ordination with the other departments of education with regard to syllabuses, courses and examination standards and the Matriculation or Senior Certificate or an equivalent examination of either the Department of National Education or the Joint Matriculation Board shall be conducted.

Sybrand's final school threat

4/5/79 80
50

JOHANNESBURG — Transvaal Administrator Sybrand van Nierkerk announced yesterday he would contest the Koedoespoort parliamentary by-election — but said he had no ambition to become a minister or deputy minister.

And the Administrator promised to round off his 13-year term of office which ends on July 15 with a matter he is perhaps most well remembered for — action against schools defying the country's apartheid laws.

He warned those

private schools which had broken the rules of admission regarding blacks that they would have to suffer the consequences. He said it was not his decision alone, but that of the executive committee.

"Our stand on this issue is not a threat. It is the consequence of what some of these schools are doing and the fact that regulations are being broken."

"But even after I go, there will be no change in the province's approach on the issue of mixed schools."

As Administrator he always had been above politics. He had never been involved politically since he became Administrator in 1966 and he was confident he could maintain his neutrality throughout the coming session of the budget in the provincial council and for the remainder of his term of office.

Before accepting the nomination he had asked the Prime Minister, Mr P. W. Botha, about resigning as Administrator.

Asked whether his successor would come

from the Cabinet, Mr Van Nierkerk said he did not know.

He revealed that when Dr Nico Diederichs had resigned as MP for Overval to become State President, he had been offered the nomination. He refused because he felt at the time he had not completed what he had set out to do.

Meanwhile, there was speculation that if Mr Van Nierkerk's successor must be a Nationalist, then Mr D. S. van der Merwe (DRC, MEC) would be the popular choice — DDC.

(University of Natal - Pietermaritzburg)
(November 1976)

- YOU ARE REQUIRED TO:
- (a) Prepare the Consolidated Income Statement for the year ended 31st December, 1978; and
- (b) Prepare the Consolidated Balance Sheet at 31st December, 1978.

1. The Articles of Association of H Ltd do not permit the distribution of capital profits, and the determination of the capital profit or loss on the sale of the shares in S Ltd by H Ltd must take into account the sale of earned income or reserves.
2. The profit on the sale of immovable property by S Ltd on 31st March, 1978, has been treated as a Non-distributable Reserve in S Ltd. The transfer of this amount to Non-distributable Reserves was made immediately.
3. During the period 1st July through 31st December, 1978, H Ltd sold goods amounting to R50 000 to S Ltd. These goods included a mark-up of 25 per cent on cost and at 31st December, 1978, S Ltd held R20 000 worth of these goods in stock.
4. The dividends were paid on 15th December, 1978.
5. The transfers to General Reserves took place on 31st December, 1978.
6. Sales took place and profits were earned evenly over the year.

Question 1 (Cont)

ADVANCED ACCOUNTING - PAPER II

A bursary scheme to benefit 2 000 promising youngsters of all races has been planned jointly by The Star and Post. All it needs now is a co-sponsor who would like to put something of real value back into the community.

writes ELIZABETH WILSON.

During the past 10 years thousands of motivated pupils have been helped to better matric marks by The Star, which offers expert tuition on weekday evenings, Saturdays and during school holidays in every major centre in South Africa. Now Star Schools plan a special bursary scheme which will benefit 2 000 promising pupils of all races each year.

"There are many talented youngsters whose parents cannot afford the fees for supplementary tuition for their children," says Mr William Smith, director of The Star School.

"Yet I have no doubt many of these children, with specialised supplementary

Talented pupils await a sponsor

necessary for the future.

"We have seen how white and black children have benefited from Star School

now we want

broaden the scope to embrace more black children. Without a thorough grounding at the school level higher

difficult.

"We plan to offer subsidised Saturday morning classes to these pupils in one or more of the following subjects: English, Afrikaans, biology, mathematics and science.

work will supplement

Witwatersrand which is convenient for black as well as white children.

Useful aid

"As with all Star Schools we will cater for Standard 9 and matric pupils, and the

and enrich what is being taught in the classroom.

"The lessons will also be a useful aid to pupils doing matric by correspondence or at night school.

"The bursary system we have in mind is designed to assist children from needy

homes, particularly those in the black community, to attend the school.

"To be considered for a bursary the student will complete an application form published either in The Star or Post. This must be endorsed by the pupil's school principal to ensure that he is eligible, and then be brought to registration.

"School principals will be informed of the scheme and asked to alert their top pupils to the opportunities. They will also be asked to handle all initial screening of students in terms of academic performance and eligibility for financial assistance."

Mr Smith said the sponsored bursary scheme was being planned as a joint project by The Star and Post.

A co-sponsor is being sought to help fund the ambitious undertaking.

"We need a grant of R30 000 a year to do justice to the needs in the Transvaal," said Mr Smith.

Although each student would pay a small entrance fee, needy students would be heavily subsidised by a sponsor.

Mr Smith said that in the Cape, Cape Tramways had sponsored a similar school known as the Herald/Tramways School.

Here students pay R5 entrance fee and are then subsidised through a R100 000 grant over five years given by Cape and Port Elizabeth Tramways.

"This sponsorship is already helping more than 1 000 students a year, and will give them a head start in life," he said.

To share name

Mr Smith said the joint Star/Post bursary project was ready for launching in Johannesburg and possibly on the East Rand as soon as a sponsor came forward.

He said the sponsor of the scheme could look forward to

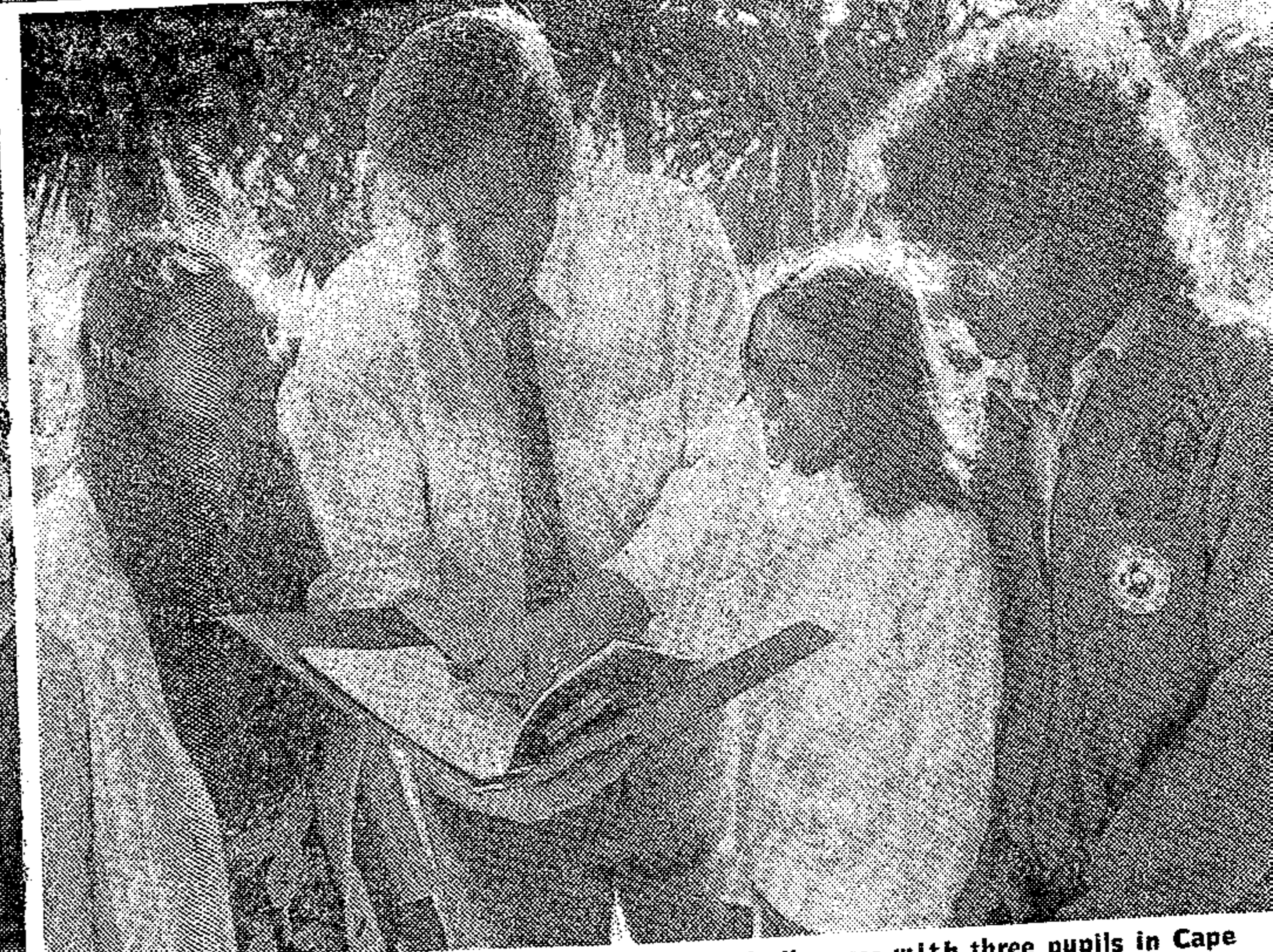
sharing the name of the school with The Star and Post, and would be seen to putting something of real value back into the community.

"By helping educate children the sponsor would be helping thousands of parents indirectly helping upgrade the teaching in black schools," Smith said. For interested in the project can contact William Smith at Johannesburg 39-6666 for further details.

At this stage parents are asked not to contact Mr Smith. As a sponsor has not forward the school be announced in The Star and Post.



A momentous occasion as Mr William Smith opens the first of the sponsored schools in Cape Town. Firms are being asked to co-sponsor similar school in Johannesburg, and thus share in the name of the school.



Mr William Smith, director of The Star School, discusses with three pupils in Cape Town the programme which will be followed for the coming year.

Six steps to a new education system

50
10/4/79

An emphasis on equality of opportunity for all and an insistence that there should be integrated educational institutions at all levels — are the two major standpoints to emerge from the Report of the Education Commission of the South African Institute of Race Relations.

These are backed up by four other important principles: firstly that curricula should stress, as well as the basic educational concepts and skills, understanding and appreciation of the culture and history of other groups within South African society as well as their own.

Secondly that there should be comprehensive programmes available for adult education, with particular attention being given to functional literacy and numeracy programmes.

Thirdly, and obviously, in the light of the other principles, that education

for the entire country should fall under a single ministry.

And, finally, that independent (ie non-state) educational institutions, often centres of excellence and innovation, should be recognised and also subjected to state scrutiny in broad terms.

The Commission sees those six principles as being essential and their proposals for a new South African Education system are based on them.

They find it difficult to predict future political developments in South Africa accurately, but feel that it is likely that some form of consociational structure will evolve, possibly for a transitional period, preceding the establishment of a unitary political system.

In the desegregation area the principle is no

segregation of ethnic and language groups in education.

But, to aid the smooth progression of desegregation of institutions it will be essential to ensure that institutions at the same level should be of a similar standard.

It is acknowledged that, although ideally integration should commence at the earliest possible age, practically it would have to commence at university level. However, some private schools would be among the first to desegregate, as they have already done to a limited extent.

Control and management should be decentralised (on a geographical and not ethnic basis) to provide for maximum involvement of the local community in education with due regard

The Education Commission of the South African Institute of Race Relations has put forward some vital proposals on the needs of education in the country. Members of the commission were: Prof G. R. Bozoli (chairman), Dr F. E. Auerbach, Miss S. Bilgiant, Mr M. A. M. Corke, Dr A. P. Hunter, Mr M. B. Kumalo, Mr M. Orkin and Mr J. G. E. Wolfson.

to the principle of the whole falling under a single ministry.

The central body should control standards and run an efficient inspectorate.

The present National Education Council should be retained as a purely advisory body, but its sphere of concern should be extended to include the education provided for all

people in South Africa.

In considering the allocation of resources, it is felt that overall spending on education in South Africa is inadequate and the commission recommends that public expenditure should rise from the present 4.33 per cent to at least 8 per cent of the country's gross national product (noting

that even this would be insufficient to equalise per capita expenditure on black and white pupils.)

In order to decide how resources are to be redistributed, a means of assessing the standards and hence needs of educational institutions will have to be developed, as was done by the Karmel Commission in Australia.

Specific educational levels should be striven for, for instance curricula should reflect the multi-cultural nature of South African society. And provision must be made for affirmative action in the form of special courses for the disadvantaged.

Multi-racial bodies should be responsible for the revision and selection of textbooks, which should be impartial and acceptable to all popula-

tion groups.

Recognising that at least for the foreseeable future it will be necessary for black pupils to switch from mother-tongue instruction to instruction in either English or Afrikaans, the Commission considers that there should be mother-tongue instruction in the early years of schooling, together with sufficient exposure from the beginning to the language of the parent's choice, which will later become the child's medium of instruction.

All universities should fall under the same government department, and should be free to admit students and appoint staff, but shall not be free to exclude students on the grounds of race, language or religion.

In view of the urgent need for rapid change in South African society it is

imperative that universities, which should be closely involved in such change, should become primarily orientated towards the needs of South Africa, both in the training they offer and the research they undertake.

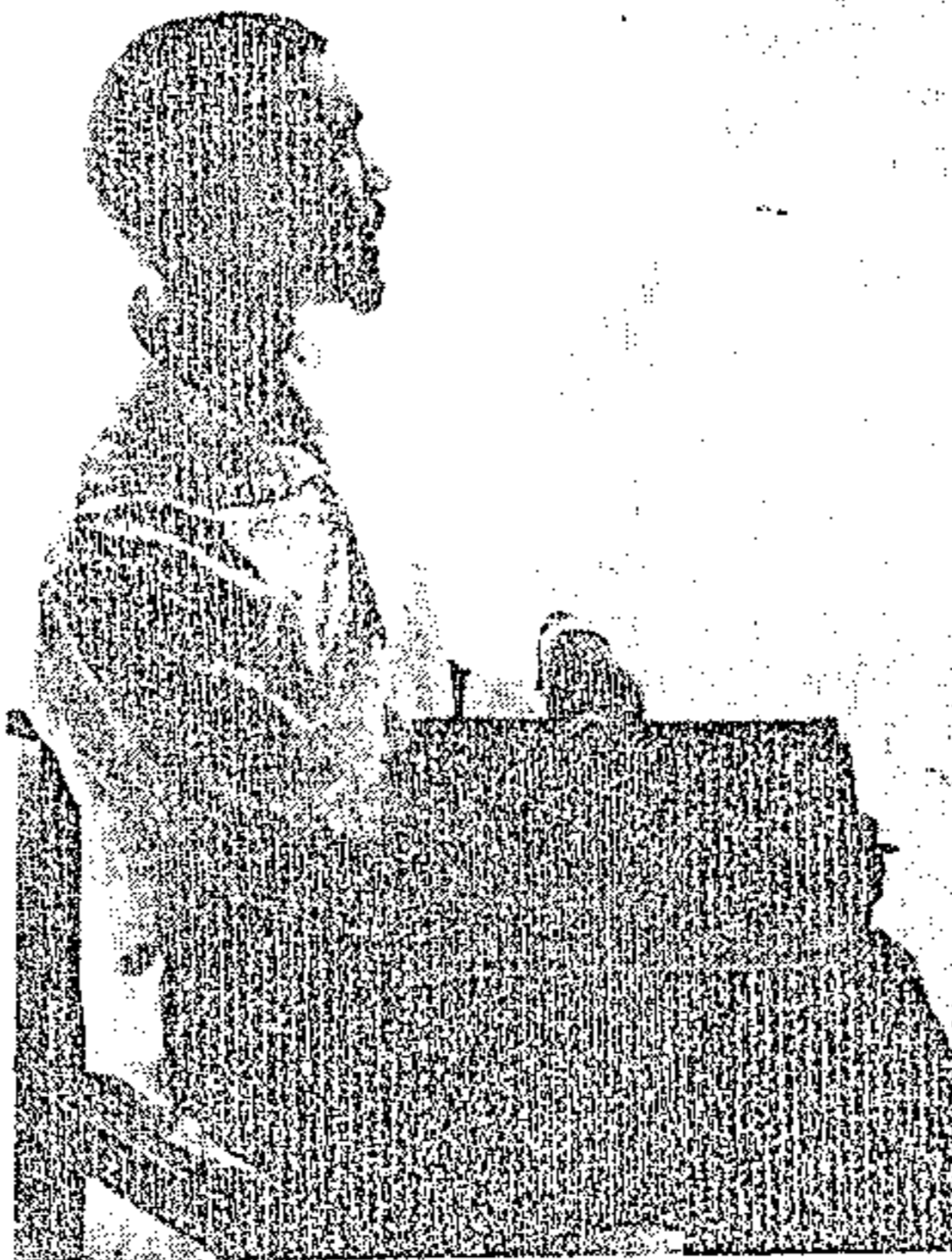
The importance of intermediate qualifications, those who are technically trained — are in great demand.

Polytechnic institutions of good quality are needed to provide this essential kind of person, and in the absence of special polytechnics, the Colleges of Advanced Education could be used.

The inability of the various education systems in South Africa, and particularly those for blacks, to cope with all the needs of the country and its people, makes the area of adult education one which should enjoy high priority and might even warrant the diversion of resources from the school education system.

Soweto teachers welcome the increases. "It is a step in the right direction," says Fanyane Mazibuko, secretary of the Teachers' Action Committee. "But there is still a long way to go to bring expenditure on black education on to a level with whites.

"The move seems to be a response to black protest. I hope that our present silence will not be interpreted as an excuse for slowing down change."



Mazibuko . . . silence must not be misconstrued

ship householders have then had to repay. In Soweto, for example, 38c is collected from each household each month on a school levy in addition to home and site rent. White schools, on the other hand, are paid for by the State.

Education and Training's total budget is up 26% this year, to R182m. This is the second highest percentage increase permitted by Finance Minister Owen Horwood (the Department of Statistics' is the biggest). Most of the rise goes on capital spending. And it is surely needed.

There is a backlog of 7 000 classrooms in the urban areas alone. Joubert Rousseau, Secretary for Education and Training, tells the *FM* that a new classroom costs about R7 000, so the backlog will cost R49m to wipe out at current prices. Providing classrooms for the increasing school population will swell the sum even more, Rousseau points out.

Of the R10m for 1979/80, R6m is earmarked for secondary community schools, and the rest for primaries. A further R250 000 is allocated as a rand-for-rand grant for schools in the new Ndebele bantustan.

The new schools will help the Department phase out the "platoon" system, in which the same buildings house two distinct schools — one in the morning and one in the afternoon.

Teacher training also gets a financial boost. The 1979/80 allocation is up R3,2m (89%) on last year's budget. Three new teachers' training colleges, at Mabopane, Imbali and Fort Beaufort, are among the main projects.

FM 6/4/79
AFRICAN EDUCATION (20)
Building on the future

One of the most important but little remarked features of last week's budget was the allocation of R10m for the building of schools in African townships in the "white" areas. This is the first time the central government has allocated funds for this purpose, enabling the Department of Education and Training to make good its promises to build schools in the white areas (*FM* December 15 1978).

Until now, most urban schools have been built by administration boards, using loans from the Department of Community Development which town-

15th instant, I was advised to go on the sick list. As I did not know how long I might be ill or what was the matter with me, I very reluctantly agreed to go away. This practically

severs my connection with the line for a long time. It is likely that I shall never go on trek

Alick did not go on trek into an ambulance. I suffered malaria. Major Feilden, Ussher and These three went to the reception

"Major Feilden was in command of a Yeomanry Regiment. He promises to trek since Bloemfontein

at Brugspruit. I travelled in a small wagonette ambulance in which there was barely room to lie at full length. There was no room for a sick Officer at Brugspruit, so I spent the night in the wagonette and was fed by Feilden's servant.

State Revenue Account: expenditure on education
 Hansard 9 (b12) 3/1/79
 595. Dr. A. L. BORAINÉ asked the Minister of Statistics:

- (1) What was the total expenditure from the State Revenue Account in respect of education for the financial year 1977-'78;
- (2) what was spent from the Account by (a) the Department of National Education, (b) the Department of Coloured, Rehoboth and Nama Relations, (c) the Department of Education and Training, (d) other State departments and (e) each of the provinces.

The MINISTER OF STATISTICS:

(1)	Direct expenditure from State Revenue Account R609,0 million. Expenditure by the provinces and bodies receiving grants from the State Revenue Account R728,2 million.	
(2)		R million
(a)	.....	253,4
(b)	.....	144,2
(c)	.....	110,4
(d)	Other Government departments, S.A. Development Trust Fund and Governments of Black states (excluding Transkei)	205,7
(e)	Provincial administrations:	
	Cape	189,6
	Natal	87,0
	Transvaal	287,9
	Orange Free State	59,0

as it is not at all likely that I shall never go on trek into an ambulance. I suffered malaria. Major Feilden, Ussher and These three went to the reception. I was in command of a Yeomanry Regiment. He promises to trek since Bloemfontein at Brugspruit. I travelled in a small wagonette ambulance in which there was barely room to lie at full length. There was no room for a sick Officer at Brugspruit, so I spent the night in the wagonette and was fed by Feilden's servant.

MS
 50

Begin ⁽⁵⁰⁾
 equality at
 schools,
 says prof

Own Correspondent

POTCHEFSTROOM. — There does not exist a more effective form of undermining the whites — and especially Afrikanerdom — than the common scene of the tidy school bus for whites passing barefoot black children walking up to 10km to attend school.

This is the view of Professor J L Boshoff, former Rector of the University of the North.

Writing in the Calvinist monthly, Woord 'n Daad, Prof Boshoff said education should lay the basis for peaceful co-existence.

"The first requirement to attain this is to do away with the inequality. What is being done for one race should be done for the other — and it must be seen to be done," Prof Boshoff said.

He said a multiracial country could not successfully function by only emphasising the differences.

Education was the chief factor in finding the balance or else the multiracial concept would collapse.

According to Prof Boshoff the Press plays an important role in changing attitudes.

He criticised the Afrikaans Press for publishing only "unfavourable" reports on blacks, coloureds and Indians.

He also criticised newspapers which were mostly read by blacks which portrayed the white man as either an oppressor or an integrationist.

employer without consultative patterns in an undertaking, particular importance in the organisations and industrial made against employers and Complaints about irregular orders and other such like industrial council agreements. The interpretation of the p court should adjudicate in the fol judicial body in the field of labour the Report, the Commission can which may follow on the Commi After consideration of all the ev sort of matter which needs to b rights of a worker to belong to orders, awards, determination The interpretation of provision disputes which involve a confi evidence highlighted the need An overwhelming majority of

AN II

CHAPTER 4 OF THE

Having established what, in its view, are the essential principles in dealing with work reservation in all industries — that of abolishing the statutory work reservation provisions and that of negotiating between parties to provide safeguards — the Commission did not deal in this Part of the Report with such measures existing in the Mines and Works Act, 1956 (Act 27 of 1956). It felt that for the present, the parties in the mining industry should be encouraged to negotiate an accommodation of this sensitive matter.

DNE (50)
echoes 6/6/79
bid for RD.M
education
council

Political Staff

CAPE TOWN. — A bid to establish a co-ordinating council for all South Africa's education departments in terms of the new legislation on black education has failed — but the Department of National Education (DNE), which controls white education, has made a similar proposal.

The move to establish "a bureau for the co-ordination and advancement of education" was made by the Mr Andrew Pyper (NRP Durban Central) in the Select Committee on the Education and Training Bill.

He suggested the bureau should determine "the educational needs of the country and . . . take such steps as it deems necessary to co-ordinate and advance the education of all population groups".

He also proposed that the bureau consist of two representatives of each education department.

But Mr P J Clase MP, chairman of the Select Committee, whose report has been tabled in Parliament, rejected the proposal on the grounds that it was not relevant to the Bill.

Another proposal by Dr Alex Boraine (PFP Pinelands) for a council for education and training, consisting of the departments of black education in the homelands, the principals of black universities, members of teachers' councils and other officials was voted out by 9 votes to three.

However, it was disclosed by the Minister of Education and Training, Mr Punt Janson, during the debate on his vote, that a proposal for an educational co-ordinating body had already been made by the DNE.

Mr Janson said: "I want to mention in passing that a recommendation has already gone out from the DNE to the effect that we should have some sort of consulting body, or whatever one wishes to call it, where we can discuss matters of common interest to the different education departments."

But the Minister did not commit himself to supporting the proposal.

1. The revised report eliminates the effect of increased production costs as they are not controllable by the branch

PFP stands firm on education Bill

50
RAM
12/6/79

HOUSE OF ASSEMBLY. — The Progressive Federal Party yesterday stood firm on its opposition to the black Education and Training Bill.

Mr Ray Swart (PFP Musgrave) said the enormous disparity between the standards of black and white education should be eliminated as quickly as possible.

"The sooner it is shown that there are equal opportunities for everybody in this country, the better it will be for all of us," Mr Swart said during the third reading debate on the Bill.

While black education was suffering a tremendous backlog and miracles could not be expected overnight, it was a matter of top priority for South Africa to change this situation as soon as possible.

Nothing could harm race relations more than for black people to feel white children were in a privileged position, because black people knew education was the key to advancement.

An improvement in black education standards would also benefit the economy as it would lead to an increase in productivity.

Mr Swart said that although the Bill was a great improvement on the present situation, the PFP could not vote for its third reading because it enshrined an undesirable system whereby black education was administered by a different department.

Replying to the debate, the Minister of Education and Training, Mr Punt Janson, appealed to the Opposition not to make statements that perpetuated suspicion among blacks on the delicate matter of education.

He said although the Bill might not be perfect, it had still gone a lot further than could have been dreamed of 10 years ago.

There was no proof for the Opposition's claim that blacks rejected separate education systems.

It was futile and self-defeating for the Opposition to say that there was much good in the Bill, but then to claim it would still arouse suspicion among blacks merely because it provided for a separate department.

Statements like these perpetuated suspicion.

The Opposition should work on the positive aspects of the Bill and help remove suspicion by pointing out the good it contained.

Mr Andrew Pyper (NRP Durban Central) said his party would support the Bill as it was a great improvement on the past.

The NRP believed the money was available in South Africa to advance quickly the ideal of effectively improving black education.

He said only 0,5% of the gross national product was spent on education, which was less than most other developing countries.

"It is purely a matter of how the national economy is planned — how the cake is cut," he said.

The Bill was read a third time. — Sapa.



Mr Ray Swart ... "Bill enshrines a bad system."

50

Government urged to drop school apartheid

CAPE TOWN — School segregation must go and the government should stop treating Coloured teachers like children.

This call was made by Mr Franklin Sonn in his presidential address at the annual conference of the Cape Teachers' Professional Association (CTPA) here last night.

Mr Sonn, who is also the rector of the Peninsula College for Advanced Technical Education, said that school desegregation was inextricably linked to the problem of race in South Africa, and that education was the ideal area where the institutionalised inequality of race in this country should be redressed.

He said: "Separate education means unequal education. Similarly, there can be no doubt that the divided education system has favoured whites.

"For a long time one of

the actively propounded philosophical tenets of apartheid has been that contact leads to friction and that contact between South Africans should be minimised. We have seen the opposite of this come true.

"This nation's stability and security will increasingly be in jeopardy until all South Africans fundamentally accept the notion of racial equality. I believe this must be enforced by law and I confidently believe that whites will obey the law if it is vigorously enforced.

"I therefore want to call on the political leaders of this country to provide leadership on the side of justice and equality to make equal opportunity their goal, rather than popularity, to serve the needs of the country rather than the selfish wishes and fears of their groups.

"We are not asking the whites to move out. We

are telling them to move over," Mr Sonn said.

He added that the policy of the CTPA was full human and political rights for all and that fundamental political change was a prerequisite for educational and social reform.

Mr Sonn pointed out that state expenditure on schooling amounted to R654 a year for every white child, R219 for every Indian child, R159 for a Coloured and R49 a year for a black child. This, he felt, once more indicated that apartheid meant inequality.

He warned that the CTPA, representing an organised professional group of more than 12 000 Cape teachers, would during the conference "state clearly that we are not satisfied with the treatment meted out to us and we will give notice that we will oppose that treatment." — DDC.

New deal ¹⁰¹₅₀ essential ^{29/8/77} for peace — Qoboza

JOHANNESBURG — Separate development met increasing resistance from blacks because it deprived them of their South African citizenship and birthright, the editor of the Transvaal Post, Mr Percy Qoboza, said here yesterday.

Speaking at the conference of the Study Group on Internal Relations, Mr Qoboza said there was a need for South Africa to seek a new dispensation and an alternative to the present policy of separate development.

He said the policy emphasised the philosophy of race superiority — where “whites must be regarded superior to blacks”.

To counter this belief, blacks formed political groups aimed at destroying the concept of race in South Africa “which undermined their manhood and deprived them of their human dignity”.

“Their protests were met with violent reaction by the government which introduced some of the worst forms of legislation to deal with black resistance. The more the government tried to suppress our aspirations, the greater the danger of conflict became.”

Mr Qoboza said the first place to start with a democratic government was to hold a national convention at which all races would be represented. The convention would have to draw a constitution acceptable to a large section of the people.

Such a convention would have to tackle issues of how to overcome white fear on one hand and black anger and suspicion on the other.

“One can understand the fear of the whites in relation to the numerical strength of the blacks. But I must say there are far too many people in this country who hide behind the facade of this fear to justify the perpetuation of inhuman and insulting policies”, he said.

The Chief Minister of Gazankulu, Professor H. Ntsanwisi told the conference injustices and inequalities found in South Africa were there for all to see.

He said there was poverty and discontent in the rural areas and still greater discontent in the urban areas because of unemployment, insecurity and tenure and citizenship problems.

The urban black was impoverished, but a glimmer of hope had come with the Wichahn and Riekert com-



MR QOBOZA . . . blacks deprived of birthright.

mission recommendations.

“The majority of black people, including those who have opted for independence, will never accept apartheid and all that it stands for. Apartheid is a policy both morally indefensible and morally depraved, for, in spite of its positive qualities and contributions to the preservation of ethnic groups, it is essentially divisive and therefore evil and unacceptable.”

He said blacks in South Africa needed new alternatives — a new political philosophy which would embrace all the various groups without one dominating the other.

The former principal of Orlando High School, Mr T.W. Kambule, told the conference the government was busy making excuses instead of introducing bold reforms, especially in black education.

“Some astronomical sums are spent on defence, and to think that defence has precedence over education underlines how we view our priorities. Investing more liberally in black education is the best form of defence for this country.”

“If our country, which anticipates great changes, has to undergo these transformations without pain or tears, then education shall have to play a significant role, especially education for black people,” he said.

Territories like Transkei and Bophuthatswana had no right to launch universities yet because they needed to build advanced technical schools as development was the prime factor in their education.

He said that if conflict and social unrest were to be avoided, the black-education time bomb had to be defused. — SAPA.

(50)

For full text see Acts
1979



REPUBLIC OF SOUTH AFRICA

GOVERNMENT GAZETTE

STAATSKOERANT

VAN DIE REPUBLIEK VAN SUID-AFRIKA

Registered at the Post Office as a Newspaper

As 'n Nuusblad by die Poskantoor Geregistreer

PRICE + 1c GST 20c PRYS + 1c AVB
ABROAD 30c BUITELANDS
POST FREE · POSVRY

Vol. 168]

CAPE TOWN, 29 JUNE 1979

[No. 6539

KAAPSTAD, 29 JUNIE 1979

DEPARTMENT OF THE PRIME MINISTER

DEPARTEMENT VAN DIE EERSTE MINISTER

No. 1411.

29 June 1979.

No. 1411.

29 June 1979.

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 90 of 1979: Education and Training Act, 1979.

No. 90 van 1979: Wet op Onderwys en Opleiding, 1979.

ACT

To provide for the control of education for Blacks by the Department of Education and Training; and to provide for matters incidental thereto.

(English text signed by the State President.)
(Assented to 20 June 1979.)

BE IT ENACTED by the State President, the Senate and the House of Assembly of the Republic of South Africa, as follows:—

Definitions.

1. In this Act, unless the context otherwise indicates—
 - (i) "advanced technical education" means technical education and training of a standard which is higher than the standard ordinarily required for an examination for standard ten or any equivalent examination and which the Minister declares to be advanced technical education for the purposes of this Act; (viii) 5
 - (ii) "Black" or "Black person" means a Black as defined in section 1 of the Population Registration Act, 1950 (Act No. 30 of 1950); (xxviii) 10
 - (iii) "Black state" means any area for which a legislative assembly has been established in terms of section 1 of the Black States Constitution Act, 1971 (Act No. 21 of 1971); (xxvii) 15
 - (iv) "community school" means a school referred to in section 6; (vi)
 - (v) "Council" means the Council for Education and Training referred to in section 4; (xviii) 20
 - (vi) "Department" means the Department of Education and Training; (iv)
 - (vii) "education" means any education or training, including— 25
 - (a) special education;
 - (b) advanced technical education;
 - (c) technical and trade training;
 - (d) adult education; and
 - (e) education provided in any nursery school, 30
 but does not include—
 - (i) education provided by a university or university college established by or under any law; and
 - (ii) "training" as defined in the Black Employees' In-Service Training Act, 1976 (Act No. 86 of 1976); (xiii) 35
 - (viii) "governing body", in relation to any state-aided school or private school, means the owner or the person managing such school in terms of section 8 (8); (i) 40
 - (ix) "handicapped child" means a person between the ages of 3 and 23 years who in the opinion of the Secretary is capable of deriving benefit from a suitable course of education, but deviates to such an extent from the majority of persons of his age in body, mind or behaviour that he— 45

Busmen plan protest drive to see Minister

50 2/18
6/7/79 JCL

Transvaal school bus contractors plan to drive their buses to the house of the Minister of Education in protest against the Education Department's bus subsidy system.

At a heated meeting of contractors Mr J. van Heerden, chairman of the Transvaal School Bus Contractors' Association, announced that the organisation would seek an interview with the Minister of Education, Mr Janson, before July 13 to settle a dispute about outstanding subsidy money and an unsatisfactory subsidy tariff system.

"We will sit and wait until the Minister sees us," Mr van Heerden said today. "If he phones the police to take us away, we will drive our buses to his house on the long weekend of September 1 and block the streets for 10 blocks if necessary."

"I've got seven buses and they'll all be there. We've been ignored by the Transvaal Education Department, the Administrator of the Transvaal and Cabinet Ministers we've approached. We will not be ignored any longer."

The contractors are dissatisfied with the 10 tariffs now applicable to school bus services. The tariffs, based on the model of the bus, its purchase price, distance travelled and number of passengers are inadequate and unsatisfactorily drawn up, according to Mr van Heerden.

"In January this year we were given an effective half cent a kilometre increase. When the March petrol increase came we got nothing. In April this year we were given an average 17 percent increase but will wait until at least August before we get paid retrospective to April."

The TED's tariff system is based on a single trip system from the service pick up point to the school concerned and does not take into account return trips or distance travelled from bus parking grounds. In effect the latest 17 percent tariff increase will mean 2c a kilometre more for the contractors — but no allowance has been made for the latest fuel price increase.

WHITE people interested in African education are often surprised and angered by the persistence with which so many blacks — teachers, parents and students — hark back to the speech made by Dr Verwoerd when he introduced the Bantu Education Bill in the Senate in 1954. Surely things have improved, surely bringing up "that speech" is done only with malice or "for political purposes".

Such comments fail to take into account that a deep-seated sense of grievance in a community is hard to dislodge, and is often linked to particular words or events.

For 25 years blacks have felt that their education system is inferior, not because of exploding numbers and a general shortage of funds, but because whites designed it to be of poorer quality. To prove it, Dr Verwoerd's statement: "There is no place for the African in the European community above the level of certain forms of labour," is quoted again and again, not only by politically conscious students but also at many gatherings of adults.

Those words introduced an Education Act, and for the following decade steps were taken that lowered the quality of education then available to African children. The steps "proved" the words — that's why the words are remembered.

Here are some of those steps

- The State's contribution to African education was pegged at R13-million as "the Government felt the Bantu should make a bigger

contribution". The Minister said "with new organisational methods much greater educational activity would be obtained with the same amount of money". The pegging lasted for at least a decade. It was a disastrous brake on educational development.

- School boards had to collect half the cost of building higher primary schools from the local community, while local authorities had to pay for the erection of lower primary schools. This arrangement lasted until 1969.

- Faced with the dire need to build more classrooms, school boards felt themselves forced to take the Minister's advice to use money previously allocated to school feeding for "providing schooling for more children" — a cruel choice since undernourished children generally learn poorly.

- Parents had to pay for pupils' stationery. They still do. Textbooks, with minor exceptions, had to be paid for by parents also — a heavy burden in a poor community. Free textbooks for all pupils (except networks) were phased in only recently.

- Pupils had to clean their own schools. They still do, white pupils do not.

- Gardening was made a compulsory primary school subject. Though a later environment-conscious generation may praise this, Africans resented it because it was, and is, not part of the "white" curriculum.

- The introduction of double sessions in the first two classes "to increase the number of children who can

The birth of a

Educationist **Dr FRANZ AUERBACH** explains why blacks reject "Bantu" Education

be admitted" was one of the most drastic steps. Unlike the platoon system, in which two sets of pupils and teachers use the same classroom consecutively each day, it provided only one set of teachers for two sets of pupils. To make this possible, teaching time was cut from the four-and-a-half hours a day common at this level to three hours, thus cutting the teaching hours in the first two years of school by a third, or about 300 hours a year. Teachers

had to teach these double shifts on a single salary, and in 1975 the system applied to just under a million pupils (976 000), more than the total white enrolment in South Africa in that year (903 000). Although double sessions are being phased out, they were standard practice for about 75 % of all pupils in the first two classes for about two decades.

- In spite of the reduced teaching time, the State in-



Dr Hendrik Verwoerd: he sowed the seeds of resentment and bitter distrust when he said "there is no place for the African in the European community above the level of certain forms of labour"

sisted that both official languages must be taught from the start. Although this was done orally only, fitting the home language plus English and Afrikaans into the shortened school day inevitably cut the time for thorough teaching.

- Insistence on the mother tongue as the medium of instruction to the end of the primary school, that is for eight years, was bitterly resented, for it meant that more than 90 % of pupils who never reached high school were not taught through the medium of English at all, save in English language classes. And, although not strictly enforced, the policy of switching from an African language to TWO new media of instruction at high school, which could not be justified on educational grounds, made people feel the authorities did not care about the learning problems of African pupils.

- Teachers were no longer employed by the State but by "Bantu school boards". Many educated people refused to serve on these — as a result, teachers complained that they were employed, and often sacked, by ill-educated employers. Widespread allegations of "paying" for posts, especially promotion posts, persisted. When a respected teacher-leader made them public, his school board found reasons for dismissing him. Moreover, men

(Below) The first time the State committed itself to an educational course that was different from the sentiments expressed in Dr Verwoerd's infamous speech was in December, 1976 — six months after violent student protests had erupted in schools throughout the country.

50 R

50
grievance

KDM
 2/4/79

could only teach in lower primary schools if they accepted women's salaries, and farm school teachers were on lower pay scales. These pay measures no longer apply, but they are remembered. Pay scales, apart from some cost of living increases, remained the same from 1947 to 1963.

After the introduction of these and a few similar measures, the cost per pupil

actually dropped from R17,50 in 1953 to R12,50 in 1960, and the total Standard 10 pass rate sank from 47,3% in 1953 to an all-time low of 17,9% in 1960. The Eiselen Report (1951), blueprint for Bantu Education, had predicted 1 391 000 pupils by 1959, a figure that was uncannily accurate: enrolment in 1959 was 1 409 000. But while Eiselen estimated that among these

there should be 15 000 teachers in training, the actual number was only 5 656, and his hope that four years' schooling could be made compulsory by 1959 has not yet been realised 20 years later.

The educational measures of the fifties have not been forgotten. Subsequent improvements cannot erase the memory of a system that deliberately lowered

quality to get "greater educational activity with the same sum of money". Dr Verwoerd's statement: "There is no place for the African in the European community above the level of certain forms of labour" is remembered because the policy of low-quality education at minimum cost implied in it was carried out. That is the basis of the firm rejection of "Bantu" education.

The many improvements of the last decade have been welcomed, but the belief that "the system" was intended to be inferior has

hardly been shaken by them. After all, the first Cabinet announcement of a policy different from that infamous 1954 Senate speech was only made on December 30, 1976. Then the Minister stated that his Department wished "to make the most of the potential of the children entrusted to its care" and to reach standards similar to those of all other population groups. But that, alas, was done only six months after the outbreak of the student protests that sparked off such tragic violence throughout the land.

Y

Non repayable/loan bursaries granted to
 Coloured pupils/students

50
 Hansard 5 (361) 8/3/79

322. Mr. T. ARONSON asked the Minister of Coloured Relations:

- (1) How many (a) Coloured pupils, (b) Coloured students at teacher training institutions, (c) Coloured students at universities, (d) other Coloured students were granted (i) non-repayable and (ii) loan bursaries by the Administration of Coloured Affairs and his Department, respectively, in 1978;
- (2) what was the total sum 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 MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

			Administration of Coloured Affairs	Department of Coloured, Rehoboth and Nama Relations
(1)	(a)	(i)	None	None
		(ii)	None	None
	(b)	(i)	3 639	98
		(ii)	None	None
	(c)	(i)	119	24
		(ii)	None	None
	(d)	(i)	None	19
		(ii)	None	None
(2)	(a)	R1 207 635	R60 850	
	(b)	None	None	
(3)	(a)	25 818	462	
	(b)	156	None	

Coloured school children/schools
Hansard 5(340) 50
8/79
300. Mr. T. ARNISON asked the Minister
of Coloured 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 RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

- (1) Figures for 1979 are not yet available:
Total enrolment at the end of 1978 = 687 842.
- (2) Yes.
 - (a) 1 981 classrooms.
 - (b) R33 million.
 - (c) All the needs for education buildings during the following five years (1979-'80 to 1983-'84) 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 as it depends on the allocation of funds.

Coloured pupils
Hansveld's (330) 7/3/79
348. Dr. F. VAN Z. SLABBERT asked the
Minister of Coloured Relations:

(a) How many Coloured pupils were and
(b) what percentage of Coloured pupils was
enrolled in the Republic in each standard
from substandard A to Standard X as at 31
March 1978.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the
Republic is a matter falling under the
control of the Coloured Persons Representa-
tive Council and administered country-

wide by its Executive. I have, however,
ascertained that the answers to the question
are as follows:

Standard	(a) Pupils	(b) Percentage
Sub A ..	115 636	16,33
Sub B ..	101 503	14,34
1	93 469	13,20
2	83 254	11,76
3	74 369	10,51
4	65 784	9,29
5	55 247	7,80
6	43 447	6,14
7	34 829	4,92
8	21 321	3,01
9	12 015	1,70
10	7 049	1,00
Total ...	<u>707 923</u>	<u>100,00</u>

7/3/79

50

Attempts to narrow education gap—witness

East Rand Bureau

An education expert said in the Circuit Court Kempton Park today, that black education, for various reasons, was inferior to white education in South Africa, but since 1967 there had been a strong attempt to improve the system.

Dr F E Auerbach was the second witness to be called in the defence of 11 Soweto students, Mr Chief Twala (18) and 10 others, who have pleaded not guilty to charges relating to sedition and terrorism.

The charges arise from the events of June 16, 1976 and other disturbances in Soweto during the next year.

In reply to a question by senior counsel for the State, Mr K von Lieres, the doctor said it was not his opinion that African education was designed to keep the black man in an inferior position.

However, the speech made by Dr Verwoerd in 1953 in which it was said that a black child must not be educated so as to give him the impression that he could take his place together with the white man had caused a deep-seated sense of being discriminated against in the black community.

DIFFERENCES

Dr Auerbach pointed to some of the differences between white and black education. First, white teachers were much better educators.

Ninety-five percent of white teachers had a matriculation certificate plus a professional qualification, whereas only 11 percent of black teachers were similarly qualified.

Fifty percent of black teachers had a JC certificate plus a professional qualification, and 15 percent had neither matriculation certificate nor professional training. This was because vast numbers of pupils enrolled but few matriculated.

In 1975 the State spent R644 per capita on white children and R44 on black children.

The doctor said there was no significant difference in the matriculation syllabus for black children and white children.

At the end of Dr Auerbach's evidence the defence closed its case.

Mr Justice van Dyk postponed the hearing to March 12 for the start of argument.

as Artemis or Aphrodite had borne. As Godmother (Θεομητρ), Deipara (Θεορος), Pathfinder (Ὁδηγήτρια), she was the chief favourite of the Eastern Empire, and her picture was carried at the head of every procession and hung on the wall of every hut and hovel, as it is still wherever the Greek Church goes. In the year 610, when Heraclius sailed from Carthage to dethrone Phocas at Constantinople, his ships carried the image of the Virgin at their masthead. In 1143, just before

gun, the Basileus John to the Virgin that, on he put the image of he himself walked. In rays been highly honours that she began to miracles became more ed, so that Chartres, its western portal with outburst can be read means Saint Bernard.

he was reciting before her statue the 'Ave Maris Stella,' and came to the words, 'Monstra te esse Matrem,' the image, pressing its breast, dropped on the lips of her servant three drops of the milk which had nourished the Saviour. The same miracle, in various forms, was told of many other persons, both saints and sinners; but it made so much impression on the mind of the age that, in the fourteenth century, Dante, seeking in Paradise for some official introduction to the foot of the Throne, found no intercessor with the Queen of Heaven more potent than Saint Bernard. You can still read Bernard's hymns to the Virgin, and even his sermons, if you like. To him she was the great mediator. In the eyes of a culpable humanity, Christ was too sublime, too terrible, too just, but not even the weakest human frailty could fear to approach his Mother. Her attribute was humility; her love and pity were infinite. 'Let him deny your mercy who can say that he has ever asked it in vain.'

Many drop out from UWC

24/3/78 Political Correspondent

50

HOUSE OF ASSEMBLY. — Two out of every five first-year students at UWC dropped out last year or failed all their year-end examinations.

The Minister of Coloured Relations, Dr Hennie Smit, said yesterday that 218 students or 12 percent of first-year students dropped out during 1978. A further 522 or 28,6 percent failed in all subjects at the end of the year.

He was replying to a question from Dr Frederick van Zyl Slabbert (PFP, Rondebosch).

No uniform education yet says Minister

EAST LONDON — The placing of all education under one State department could not be effected within the next five or ten years, the Minister of Education and Training, Mr. T. N. H. Janson, told a delegation of The African Teachers Association of South Africa (Atasa) in Pretoria.

Such a drastic change of policy was not possible. There were four independent provincial administrations controlling white education in the country, the minister said.

These would first have to be converted to this idea before legislation establishing such a depart-

ment could be contemplated.

A statement issued by the delegation after the meeting with the Minister said:

"The purpose of the meeting was to offer both sides an opportunity to discuss proposals made by Atasa in connection with the draft Bill published by the secretary for Education and Training towards the end of 1978. "The deputation had to consider a memorandum submitted by Atasa on certain issues affecting black education.

"At the annual conference in Durban Atasa re-affirmed its stand for

placing education in the Republic under one State department and the establishment of one teachers' council for all teachers irrespective of race and the abolition of school boards. "Atasa and the Minister reached unanimity on the question of abolition of school boards and the establishment of governing bodies for community schools with full functions and powers prescribed by regulations.

"On the placing of all education under one council the Minister said such change of policy could not be effected within the next five or ten years," the statement said. — DDR.

50
20/3/79

Adult education centre to start soon

Staff Reporter

AN ADULT education centre designed especially for teachers, but open to all who wish to obtain or improve their Senior Certificate qualification, is being started next month by the Urban Foundation.

The centre is to be housed in the modern facilities of the Savio College in Lansdowne Road, Lansdowne, which is set in attractive surroundings and offers plenty of parking space as well as being easily accessible. Classes are to be held in the afternoons.

The Savio Adult Education Centre was planned in conjunction with a panel of leading Western Cape educationalists. Any person wishing to obtain a Senior Certificate will be able to attend classes in a wide variety of subjects for a fee of only R2 a subject a year.

Classes will be taught in both official languages by tutors selected for their teaching ability and qualifications. The centre will be funded by the Urban Foundation, which has voted R40 000 for the project.

Anyone wishing to study at the centre should speak to the Urban Foundation at 22 2341, and watch the press for application forms.

Schools survey ^{unhappy} painful

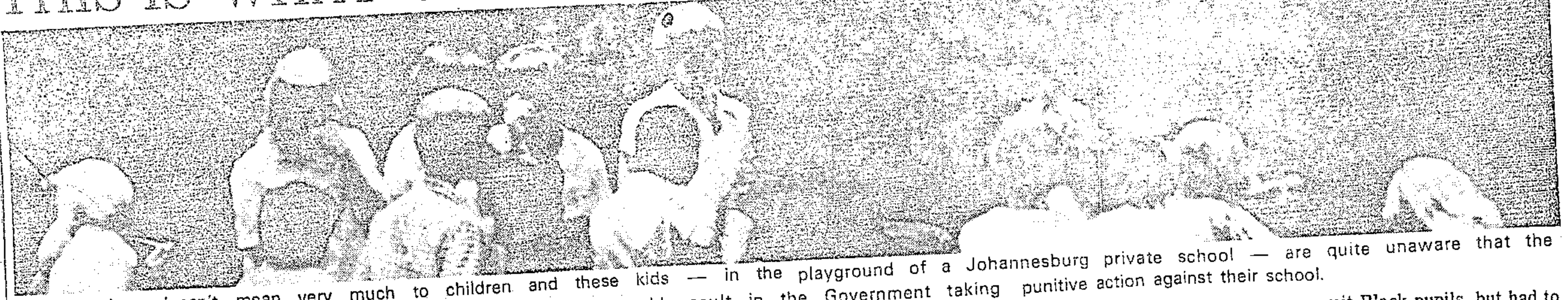
COMPARISON of white with Soweto schools in November last year proved to be a "painful and poignant experience" for a Black Sash fact-finding committee, their congress in Cape Town heard yesterday.

Many facilities proved to be inadequate; there was a "woeful lack" of gymnasiums and sportsfields; grounds were "bereft of grass"; and there were no tuck shops. Some schools had not been replaced or repaired since the riots over two years before and derelict premises remained vacant.

Within the system laid down, the director of education and his assistants were trying to do their best for black education, the report said.

It added that "the undercurrent of senior pupils' unhappiness with the curriculum and the language of instruction was, however, probably only out of sight, ready to emerge should some spark ignite grievances".

THIS IS WHAT CLASS COULD BE LIKE IN THE FUTURE



© Skin-colour doesn't mean very much to children and these kids — in the playground of a Johannesburg private school — are quite unaware that the mixing which they take for granted could result in the Government taking punitive action against their school.

PRIVATE schools in the Transvaal are quietly going ahead with racial mixing — despite the fact that virtually none of them have official approval.

One private school on the Rand has admitted so many Black pupils this year that they make up a third of the school's total enrolment. At least two schools have taken in Black boarders.

Despite the conservative position maintained by Mr Sybrand van Niekerk, the Transvaal Administrator who has granted only five applications for Black pupils to attend private schools, it is now estimated that nearly 300 African, Coloured and Indian children are in fact enrolled at these schools.

And all signs are that unless the Government insists on a more flexible attitude on the part of the Transvaal, the present situation may lead to a showdown between Transvaal authorities and the private schools, notably those of the Catholic Church.

□ □ □
Schools run by the Catholic Church have been slowly integrating for several years, and the church has indicated that it will not bow to pressure or give way in the face of threats to deregister those schools which had admitted Blacks.

A Sunday Express investigation this week showed that non-Catholic schools are joining the trend and are admitting Black pupils in defiance of the ruling by Mr Van Niekerk.

And this week the Anglican Bishop of Johannesburg, the Rt Rev Timothy Bavin, promised the support of his diocese.

The discreet breakdown of racial barriers in private schools is taking place without formal permission from Mr Van Niekerk, who warned last week that inspectors would now have to visit these schools. Deregistration of schools which failed to "legalise their standing" was a real

No permission — but private schools are taking in more Blacks

Of a total of 294 applications from private schools received this year by the Transvaal Administration, only five were granted. By contrast, the Cape Province granted permits to more than 400 Coloured and Indian pupils to attend private church schools.

Now Mr van Niekerk has put the ball back into the Government's court by asking the Minister of National Education, Mr Willem Cruywagen, for a precise interpretation of the Cabinet ruling that Black pupils could be admitted to White schools only in highly exceptional circumstances.

Mr Cruywagen said this week that the Cabinet had still to consider the request.

□ □ □
One private school without direct church links seems to be leading the field in the Transvaal as far as the scale of integration is concerned.

The Sunday Express has learned that of its 60-odd non-White pupils, about 40 are Indian, 20 are Black and one is Coloured.

The headmaster told the Sunday Express that the integration policy was working "extraordinarily well" and that minor problems encountered at the beginning of the year had been

A SUNDAY EXPRESS
INVESTIGATION
By JENNIFER HYMAN

Fees at the school, which provides for Standard 6 to matric, exceed R1 000 a year for day pupils and R2 000 for boarders.

The school has had Black pupils for several years, and in 1978 enrolled 20.

This puts it in the same category as Catholic schools, whose position was made clear this week by Brother Jude, chairman of the Catholic Education Council, who said Catholic schools were conscience-bound to accept — and had accepted — pupils of all races.

The church was not seeking a confrontation with the Government, he said, and had made every effort to follow the procedure laid down by the authorities.

"But we find ourselves in a position where, in terms of our understanding of the Gospel, we cannot discriminate on the grounds of race and have to do what is right."

Among Anglican and private schools of other denominations, the situation is less clearly defined.

□ □ □
Most of those situated in the Johannesburg area have accepted multiracialism in principle and have applied to admit Black pupils who meet academic and other standards.

But from there the schools take diverging paths.

Some go ahead and admit suitable Black pupils — with or without permission. Others have taken policy decisions to work within the law and have turned away pupils whose applications failed.

Several Anglican private schools told the Sunday Express this week that they had applied to the Transvaal Administration to ad-

mit Black pupils, but had to turn these children away when the applications were turned down.

The headmasters of St Andrews School in Senderwood, and St John's College in Houghton, said they had not admitted Black pupils whose applications were turned down — but were hoping to reapply later this year.

They believed that if pupils who were not White wanted a private school education and were up to standard academically, they should be allowed to be educated at such schools.

Two other private church schools said they had "simply gone ahead" and admitted Black pupils, in spite of being refused official permission. One of these schools has Blacks as boarders.

□ □ □
Mr Peter Nixon, Progressive Federal Party spokesman on education in the Provincial Council and a former teacher, said this week he was delighted to hear that private, non-Catholic schools were also integrating their students so successfully.

These schools would be observed with interest round the country, he added.

"This is obviously the type of thing that is going to become commonplace in the future."

We then went on for some miles and had breakfast about 11 a.m. My only food from 5 a.m. the previous day was a square inch of chocolate and two small biscuits. I had a tin of potted meat, tea and a small tin of jam in my wallets, but I was too cold and tired to go out in the rain to fetch them from the horse lines, and when I looked at my wallets in the morning,

I found th
My servant
trustworth
so there w
were so wr
and I did
things ins

The Carabi

Admission of Black/Coloured pupils to private schools
Hansaia 4 col 275 2/3/79
*18. Dr. A. L. BORAINÉ asked the Minister of National Education:

Whether any provincial Administrators have recently made representations to him in regard to the admission of Black and Coloured pupils to private schools; if so, (a) which Administrators and (b) what was his reply.

The MINISTER OF NATIONAL EDUCATION:

Yes;

(a) Transvaal; and

(b) the representations are still under consideration.

I had in them.
rly who is a very
standing by a fire
Of course the men
great temptation
derly had got the

50

the crest of the

range we marched along, and 22 of their horses died of cold during the night. Many mules also died. Mules cannot stand cold wet weather. They are much more sensitive than horses to wet cold. The main transport had not come up the big hill so that their animals were fairly sheltered.

14th October We marched towards Vryheid getting into the town on the 16th instant. The Greys left Vant's Drift on the 27th September 500 strong and by the time we got into Vryheid, 101 of our horses had died and 103 horses were sent

The combined movement did some good as the various columns captured over 80 prisoners, and must have killed and wounded a few. They also got over 2 000 cattle and some wagons. Our Body Snatchers shot a woman in the arm and have been much chaffed about it.

the bush among Boers
bit angry as she
took them away t

Capital expenditure on schools for Coloured pupils

*12. Dr. F. VAN Z. SLABBERT asked the Minister of Public Works: Hansard 4(272) 2/3/77

What was the capital expenditure on schools for Coloured pupils in the Republic during the financial year 1977-'78.

†The MINISTER OF PUBLIC WORKS:

R20 694 401.

Cape Town: archives building

*13. Mr. R. J. LORIMER asked the Minister of Public Works:

On what site in Cape Town is the new archives building to be erected.

†The MINISTER OF PUBLIC WORKS:

The Roeland Street prison site.

Mr. R. J. LORIMER: Mr. Speaker, arising out of the hon. the Minister's reply, is he able to tell us why the site offered by the Department of Community Development was not accepted, while the site of the Roeland Street geol was?

The MINISTER: Mr. Speaker, if the hon. member wants an answer to that he should table a question.

6th September

before dinner, 6
guns and a pom-
laager sixteen
at 12.30 a.m. a
some tinned th
allowed, but I
more ambulance
as possible.

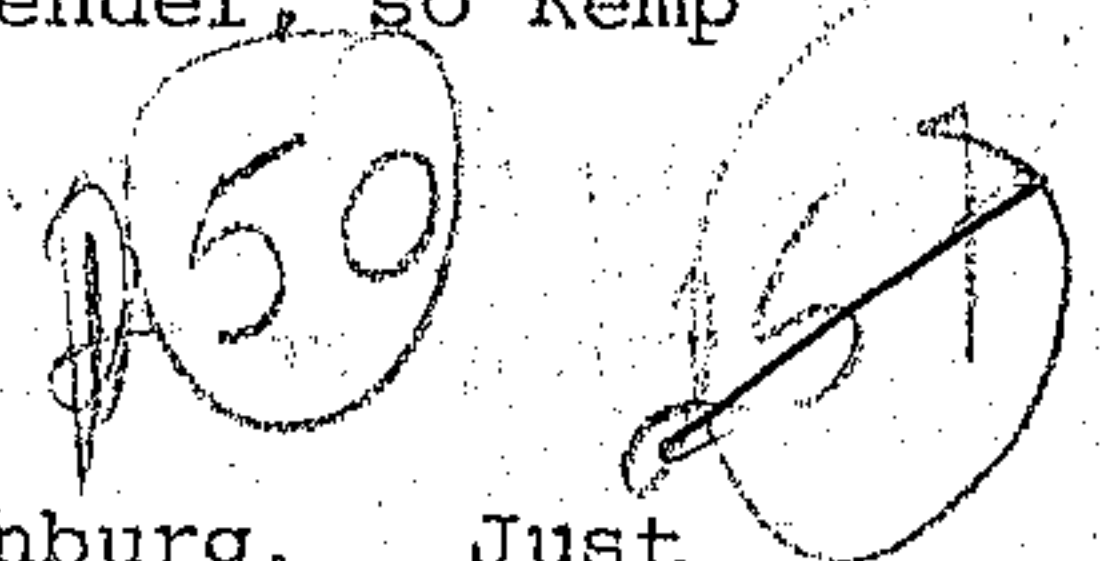
we should have
remain on the

there, and if there were only a few Boers there, then the tonga would do.

We marched all night and were near the laager by daylight.

A kaffir said there were quite 150 or 200 Boers in a laager

woman was moving about in
woman was not a
irrender, so Kemp



stenburg. Just

Carabiniers, two

prise a Boer

d bread and butter

I boiled eggs and

s of any sort were

wanted to take

to take as little

a Boers were there

ed would have to

any could be got

Chronic shortage strains pre-schools for blacks, coloured

E. Argo 1/3/79

50

THERE is a chronic shortage of pre-schools catering for black and coloured children in the Cape and many of those that exist are threatened with closure because of lack of funds.

The problem was highlighted this week by Miss Ann Short, director of the Athlone Early Learning Centre and Mrs J M Nel, financial administrator for Grassroots.

In a survey conducted by the Athlone Early Learning Centre (ELC) it was estimated that there are only 92 centres for the 141 000 coloured children and 15 centres for the 20 000 black children in the greater Cape Town area.

OVERCROWDING

Apart from the deficiency in number, many of the existing schools — with insufficient facilities and poorly trained staff — leave much to be desired.

The problem of overcrowding is enormous. In one school in Guguletu,

which has holes in the surrounding wall, desperate mothers push their children through the holes on their way to work, rather than leave their children unattended for the day.

'However, the basic problem,' said Miss Short, 'is a financial one. Until more funds can be channelled into the community services aimed at pre-school children, progress will remain slow.'

SUBSIDY

Pre-school facilities for coloured children may apply for two kinds of subsidy from the Administration of Coloured Affairs.

The Education Department provides a nursery school grant-in-aid to centres for children aged two years or more, which amounts to R8,50 a child every quarter.

The Welfare Department provides a creche subsidy of 20 cents a day for every child who attends and whose joint parental income does not exceed R140 a month.

There are no state subsidies available to private pre-school centres for black children.

However, the six centres managed by local authorities are fully subsidised by the Department of Plural Relations. These centres provide about 27 percent of the available places.

'It is critically important that a child is adequately stimulated in the early years if he is to achieve later at school and in other walks of life,' said Mrs Nel.

FAILURE RATE

'Failure rate at the moment among the lower income groups in Sub A is between 15 and 20 percent and in the townships as high as 66 percent.'

Yet very few of even the existing pre-schools are able effectively to promote the development of the children they serve because of untrained staff.

In the centres for coloured children, only 21 percent of the supervisory and teaching staff are qualified nursery school teachers.

The backbone of the pre-school personnel have no formal training and

about a Standard 6 education.

In the centres for black children expertise in early education is even more limited.

The Athlone Training Centre, which offers a two-year course for nursery school teachers, only trains 20 teachers a year for the whole of South Africa.

The entrance qualification is a Junior Certificate.

The only other form of training available is an in-service course lasting one year at the Athlone Early Learning Centre.

COURSE STARTED

In 1977, there was no formal training for black nursery school teachers in Cape Town, but a course was started this year at the St Francis Adult Education Centre in Langa.

The University of South Africa offers two correspondence courses which are equivalent to the three-year Diploma in Nursery Education and the four-year Higher Education Diploma (Pre-Primary) offered by white training institutions.

Blacks' education inferior, says expert

KEMPTON PARK. — Black education, for various reasons, was inferior to white education in South Africa, but since 1967 there had been a strong attempt to improve the system, an education expert said in the circuit court yesterday.

Dr F E Auerbach is the second witness to be called for the defence of 11 Soweto students, Mr Chief Twala, 18, and 10 others, who have pleaded not guilty to charges relating to sedition and terrorism.

The charges arise from the events of June 16, 1976, and other disturbances in Soweto over the following year.

In reply to a question by senior counsel for the State, Mr K von Lieres, the doctor said it was not his opinion that Bantu education was designed to keep the black man in an inferior position.

However, in a 1953 speech Dr H F Verwoerd had said a black child must not be educated so as to give him the impression that he could take his place together with the white man. This had caused in the black community a deep-seated sense that it was being discriminated against.

He pointed to some of the differences between white and black education. Firstly, white teachers were much better educators.

Ninety-five percent of white teachers had a matriculation certificate plus a professional qualification whereas only 11

percent of black teachers were similarly qualified.

Fifty percent of black teachers had a J C certificate plus a professional qualification and 15 percent had neither a matriculation certificate nor professional training. This was because vast numbers of pupils enrolled but very few matriculated.

In 1975 the State spent R664 per capita on a white child and R44 on a black child.

There was overcrowding in black schools and it had been estimated, taking into account double sessions, that the average black teachers taught three times as many children as the average white teachers.

The doctor said there was no significant difference in the matriculation syllabus for black children and white children, but at primary level there was a fear of differentiation when gardening was introduced as a subject for black children.

The language issue was a difficult one because all children had to have a knowledge of official languages in the country.

The question was not whether to change the medium of instruction to one of the official languages but how and when this was done.

At the end of Dr Auerbach's evidence, the defence closed its case.

Mr Justice Van Dyk postponed the hearing to March 12 for the start of argument. — Sapa

E EMPIRE

Portuguese
tion in
since

SE EMPIRE
AFRICA

ondipolicy of

DISCUSSION TOPIC NO. 3 cont.:

Yudelman, D. "The Quest for a Neo-Marxist Approach to Contemporary South Africa" in SOUTH AFRICAN JOURNAL OF ECONOMICS 45,2 (June 1977) pp.201 - 205

Davies, R. "Class, Race and Gold" in REVIEW OF AFRICAN POLITICAL ECONOMY 7 (1977) pp.127 - 131

Hughes, K. "Challenge from the Past: Reflections on Liberalism and Radicalism in the Writing of Southern African History", SOCIAL DYNAMICS 3,1 (1977)

DISCUSSION TOPIC NO. 4:

"Class and not colour was the basis of the Bantu Education Policy of Assimilation." Disc

BIBLIOGRAPHY:

Boxer, C. Chicote, R. Chicote, R. Mondlane, E. Abshire, D. & Samuels, M. &

DISCUSSION TOPIC NO. 5:

Boxer, C. Chicote, R. Chicote, R. Mondlane, E. Abshire, D. & Samuels, M. &

BIBLIOGRAPHY:

Humbaraci, A. & Muchnik, N. Mondlane, E. Chicote, R. Boxer, C. Abshire, D. & Samuels, M. &

FOR POST-INDEPENDENT EVENTS

Free schools on the horizon

Argus 26/2/79

50

history was far more vivid in the minds of the people than was the largely mythical history of Young. The Ngoni past was relatively recent, and, when compared with the dreary realities of labour migration and ecological degradation

Tom Duff, Political Reporter

CAPE TOWN — The Government plans to make it possible for certain black regions — Soweto possibly among them — to get compulsory education as soon as possible.

In an interview today, the Minister of Education and training, Mr Janson, said the Black Education Bill which is to be debated in Parliament this year will have a provision dealing with compulsory education.

It will provide for the introduction of compulsory education in regions

where there are not severe practical problems preventing it.

He stressed that local councils and parents' bodies would be fully consulted on the implementation of such a system.

Mr Janson said it would be unfair of him to promise the introduction of compulsory education for blacks throughout the whole of South Africa within the next few years.

His department faced great practical problems: a backlog of about 7 000 classrooms, a shortage of adequately trained teachers, and a lack of transport for children to

and from schools — especially in rural areas.

He said a system of compulsory education almost amounted to a system of free education: "you cannot force a parent to send a child to school if he cannot afford to pay," he said.

He thought it might be possible to introduce it in regions like Soweto, Mamelodi, Sebokeng and Pietersburg.

He declined to name a date, because he did not want to raise too many expectations, but added: "It might be sooner than I can even dare hope it to

degraded
glorious
of Zengon
— all w
stories o
used in th

When
popular de
Ngoni, with
pride simi
Ngoni res
When in 19
suggested
Chikulamay
would damag
104
so did Nbel
chiefdom of
this time in
Ngoni chiefdo
Bledisloe Cor
River and the

Thus, by
with the area
was the Ngoni
past. The oth
[Salwoka, was
on creating triba
ness, and in this they were assisted by the schools
and texts of the Livingstonia Mission. It is in this context that the whole
question of language policy arose, and decisions were made about language
policy which are still felt today.

By experience of District Councils in the Northern Province is that the Chiefs were so tired of trying to get their grievances redressed that they turned to the Native Associations in the hope that the latter, being more educated, would bring greater pressure to bear upon the Government.⁹⁷

The Mombasa Native Association took up the case of the deposed and banished Chintunga and succeeded in persuading the colonial authorities to allow him to return home, although he was allowed no political function. After Chintunga's death in 1924, the Association intensified its pressures for an ethnic revival by championing the claim of 'hikutunga's putative son, Lazaro Jero, a mission-educated clerk in the Northern Rhodesian administration, to return and become, not Principal Headman, but 'Paramount' of the Ngoni, despite the fact that under law there was no office of Paramount permitted in Nyasaland.⁹⁸ Lazaro Jero returned to the district in 1924, and at once a popular campaign was launched to resuscitate the Paramountcy, and this would cover not only Likubis District, but also areas to the north, south and west. This displeased the government immensely, and the District Commissioner contemplated calling in troops to put an end to the movement.⁹⁹ Nonetheless, in 1928 these pressures paid off when Lazaro Jero was made Principal Headman.¹⁰⁰ The naming of Lazaro to this position set off another wave in the campaign to revive the Paramountcy. In June, 1930, for example, the Mombasa Native Association asserted that the Ngoni

desire to have a paramount chief in Mombasa still rings in the hearts of the people, for the present policy of equalizing all the Principal Headmen is contrary to the law of the country — the law being that there must be one Paramount chief and that all other chiefs must act as his assistants. This old Ngoni law aims at having unity, lacking which it is difficult to form a nation. Is the cry for a paramount chief grows greater and greater, the Association earnestly asks Government to take this question into deeper consideration.¹⁰¹

Again, as with the pressures for a stronger 'hikulamayamboship, these demands came at an opportune moment, as Indirect rule was about to be introduced in the Protectorate.

While the pressure for naming Lazaro Jero as Paramount was growing, there was also a parallel in Ngoni country of the Tumbuka history writing exercise. Just as T. Cullen Young had systematized Tumbuka history for the Tumbuka, so too did the Livingstonia Mission's Reverend Yesaye Chibambo do the same for the Ngoni. Chibambo's task was far easier than Young's, as Ngoni

Blacks must wait

'at least two years'

Compulsory schooling plan delayed

Argus 23/2/79.
50
Argus Correspondent

PRETORIA. — Compulsory black education will not be introduced in South Africa in the foreseeable future.

This was announced on Wednesday night by the Minister of Education and Training, Mr T N H Janson.

Addressing more than 100 University of Pretoria students at a National Party meeting in Pretoria, Mr Janson said compulsory education for blacks in South Africa would not be introduced for several years yet.

He said it was practically and financially impossible for at least the next two years.

Mr Janson was speaking at the first meeting this year of the recently formed National Party student group, Nasionale Aksie Tuks, who are campaigning for allowing party politics back on to the university campus.

CAMPUS BAN

Party politics have been banned from the campus by the Students' Representative Council for many years.

Amid heckling from Herstigste Nasionale Party supporters and other individuals, Mr Janson refused to answer questions concerning the alleged involvement of the Prime Minister, Mr P W Botha, in certain aspects of the information scandal.

He referred questions to the findings of the Erasmus Commission which found Mr Botha free of blame concerning the activities of the defunct Department of Information.

Mr Janson invited questioners to fly to Cape Town at his personal expense to give evidence before the Erasmus Commission on the allegations.

NOT POLICY

Concerning the decision of the Transvaal Attorney-General, Mr J. Nothling, not to prosecute General Hendrik van den Bergh for his statements about the Erasmus Commission, he said it was not the policy of the Government to interfere in the decisions of Attorneys-General.

On the question of the new constitutional dispensation of South Africa, Mr Janson said that where decisions of the proposed three Parliaments clashed, they would have to be sorted out in debates in

LATIN I

OCTOBER/NOVEMBER, 1978

.../.../... FINAL. AITP.../...

INABA 22/2/79
WS supplement

(50)

Six new schools for the Cape Midlands this year

60. Medical Technicians
61. Orthopaedic Technicians

By Charles Mogale

PORT ELIZABETH — The Administration Board for the Cape Midlands (ABCM) has embarked on a project to build eight schools in areas under its control this year.

The move comes only six weeks before the date set for the Department of Education and Training to assume responsibility for

building and general maintenance of all black schools in the country.

According to an ABCM tender advertisement last week, the project entails building of six lower primary schools — three in Port Elizabeth, and one each at Kirkwood, Bedford and Adelaide, one higher primary school in Port Elizabeth, and a

junior secondary school at Kirkwood.

The project includes extensions to a higher primary school building in Kirkwood.

A spokesman for the ABCM said the project was "routine" on the part of the Board. He could not say how long it would take

to complete the buildings.

The supply of more school buildings should, to an extent, alleviate the present overcrowding problems reported in township schools, particularly in Port Elizabeth.

Overcrowding most rife in secondary and high schools, has resulted in

the Port Elizabeth Community Council sending a two-man team around the schools with the intention of easing pressure at the worst places.

The team comprises Mr A. L. Dyesi and Mr D. Mbane.

Meanwhile civil leaders reacted to black students' inability to continue with secondary and university education because of financial and accommodation problems.

One blamed the economic situation and unrests, and suggested that the best way of raising funds for the education of some students, would, under the circumstances, be to appeal directly to the public.

On the accommodation problem, several leaders urged the building of more schools.

- 14. Structural Draughtsmanship
- 15. Mechanical Draughtsmanship
- 16. Civil Engineering Draughtsmanship
- 17. Building Surveying
- 18. Engineering Surveying

(50)

<p>ship</p>	<p>Tech- ificate</p>	<p>ng hology</p> <p>ogy hology</p> <p>stics)</p>

Cruywagen stays out of private schools row

Star 22/2/79
50 154

The clash between the Government and churches intensified today as a church leader openly supported mixed schools defying the Administrator, and the Minister of National Education refused to step in.

The Minister, Mr Cruywagen, said in an interview today he had no control or say over provincial authorities. He said the Transvaal decision to withhold approval of black, coloured and Indian pupils entering private schools, was in the hands of the Province.

The Anglican Bishop of Johannesburg, the Right Rev Timothy Eavin, issued a statement declaring that he would fully support Anglican school heads and governing bodies who "find it necessary in good conscience to defy the ruling of the Administrator of the Transvaal."

The call to the Minister from the Transvaal Provincial Council's Opposition spokesman on education, Mr Peter Nixon, MPC, after the MEC in charge of education, Mr David van der Merwe Brink, last night said action would have to be taken against private schools admitting black pupils without provincial sanction.

Mr Nixon said today: "The Province cannot talk about people breaking the law. The Cabinet decision to allow black children into the schools under highly exceptional circumstances means that the Government has waived its right to rely on the law, since legally there is no provision for the admission of the children."

INFORMATION

The Star's Pretoria Bureau reports that Mr Brink told the Council last night that information had come to his notice that despite instructions to the contrary, there were private schools which had admitted black pupils without placing their names on a register.

"If that is a method of ducking the law, then action will have to be taken," he said.

The Star has established that more than 200 pupils have been admitted to schools in spite of a provincial veto.

The Roman Catholic Church indicated today that it would not back down in the face of threats.

A spokesman said today the Southern African Catholic Bishops Conference had taken a stand in 1977 that blacks could be admitted on merit — and there was little chance of the bishops reversing that stand.

0000000

Hansard 3 (160) 23/2/79
curfew regulations

35. Mr. D. J. DALLING asked the Minister of Plural Relations and Development: 334

Whether consideration has been given to abolishing or limiting the application of the existing curfew regulations; if not, why not; if so, (a) what decisions have been taken and (b) when will they be implemented.

THE DEPUTY MINISTER OF PLURAL RELATIONS AND DEVELOPMENT:

Yes.

(a) It has been decided that this control measure still serves a purpose towards the good order and must be retained, but it will be applied with circumspection.

(b) Falls away.

50

WEDNESDAY, 14 FEBRUARY 1979
 14/2/79 House no 2

†Indicates translated version.

For oral reply: 50

Compulsory education on a regional basis

*1. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

Whether his Department has completed its investigation into the feasibility of introducing compulsory education on a regional basis; if so, (a) what were the findings and (b) what steps have been taken or are to be taken in this regard.

†The DEPUTY MINISTER OF EDUCATION AND TRAINING:

No.

- (a) Falls away.
- (b) In preparation for the introduction of compulsory education on the level of primary education, the necessary steps are being taken to—
 - (i) eliminate double sessions;
 - (ii) supply all textbooks free to pupils;
 - (iii) put into practice a new deal for the erection of school buildings;
 - (iv) introduce level education for the mentally handicapped; and
 - (v) introduce teacher training for level and remedial education.

Dr. A. L. BORAINÉ: Mr. Speaker, arising out of the reply given by the hon. the Deputy Minister, could he give the House any indication as to how long this investigation is going to take and when it is going to be completed?

THE DEPUTY MINISTER: Mr. Speaker, unfortunately it is not possible to give an indication at the moment.

3.3.2 Employment figures first five months of 1977. Statistics (rather than Minir fit with the series we have 1 serious problems.

TABLE 37: COMPARISON OF AVERAGE EM

	Average employment Jan - May 1976
Iron Ore	9 472
Chrome	8 396
Manganese	9 314
Coal	80 924
Asbestos	19 370
Tin	2 836
Gold	399 359
Diamonds	17 785
Other minerals ^{1/}	83 273
Quarries ^{2/}	17 007
T O T A L	647 735

Notes:

- 1/ Copper appears to have been 'others' (which we have taken Plewman) to constitute 'other
- 2/ 'Quarries' here seems very close to 'Quarries and Salt' which we have previously labelled 'Other' (in line with Plewman).

There is a good deal of interest in these figures.

1) Indications are that employment in gold-mining may well be closer to the 1970 level of 425 000-odd than it has been since 1973. Employment for the first five months was 369 810, 425 952, 429 168, 424 251 and 437 192 - averaging 417 275. We have been told by people in gold-mining that (as a result, they think, of unemployment in other sectors)

Principals blamed over bursaries

Hundreds of thousands of rands intended for teacher-training bursaries are not used each year because some college principals apparently do not allocate the money to needy students.

The bursary scheme, established in 1970, provides aid for students studying for primary and junior secondary teacher certificates at teachers training colleges throughout the country.

A spokesman for the Department of Education and Training in Pretoria said today each college was given an average of 20 bursaries — each worth R160. Allocations of the bursaries to needy students was done by principals because "they alone know the circumstances of each child."

Last year the department provided R248 000 for the scheme but only about R4 000 was allocated to children. The rest of the money was used on other educational projects.

"This year R309 000 has been made available for the bursary scheme. But so far only R1 750 has been awarded to individual children," the spokesman said.

ilable for the
e Bulletin of
some small lack of
es not create

1976 AND 1977 ⁵¹

Percentage change in average employment 1976/1977
0,4
31,1
3,0
11,7
14,8
7,4
4,5
- 2,0
11,8
- 5,8
6,5

ual category of
inum, in line with

50 3/2/79 DD

Exam results being probed

PORT ELIZABETH — The results of all black schools which did exceptionally well in the 1978 matriculation and junior certificate examinations are being checked against their record in previous years.

This was explained by the Public Relations Officer for the Department of Education and Training in Pretoria, Mr G. Engelbrecht, yesterday in response to questions relating to alleged irregularities in East Cape schools.

Pupils and schoolmasters in the East Cape believed some results had been held back because inspectors had been asked to account for exceptionally high numbers of first classes and university exemptions.

The results of some schools were available as much as two weeks before others and some junior certificate results have still not been released.

Mr Engelbrecht said this was largely due to some papers having been received later than others. His department was still waiting for some papers.

The check on schools which did exceptionally well, he said, had been introduced following irregularities in the 1977 examinations.

The investigations had shown no irregularities in examination papers from East Cape schools, he said.

The check was in no way a reflection on the integrity of any of the schools. —
DDR.

Protest at mixed language classes

ROOM 2011/29

CAPE TOWN. — A group of Germans are out to stop blacks attending language classes at the German School.

The group, which calls itself Informa 2002, has been campaigning against moves to hold multiracial German language classes at the school for several months.

The chairman, Mr Gerhard Sixt, said the course — for 85 black children and three whites — was due to begin yesterday. He said pamphlets would be handed out to the black pupils.

The pamphlets, headlined boldly with the word "warning", tell black students: "You can learn the German language, you can study the German culture but you can never be a German."

The German culture could not be absorbed by blacks and blacks should "trust" in their own heritage.

The pamphlets say black students have been misled by promises that they will be admitted to the school once they have learned German. The Department of Education has not given the school permission to admit blacks, they say.

In an interview Mr Sixt said he "had nothing" against other races but felt Germans had the right to "preserve their own identity". He said he represented a large number of local Germans who felt the German School should be kept strictly for Germans only.

Mr Sixt also had postcards protesting against the classes. He said local Germans were sending the postcards to the Minister of Foreign Affairs in West Germany.

Spokesmen for the school could not be contacted. — Sapa.

	Limited Knowledge		Good	Very Good	Outstanding
Ability to communicate by role-playing			Next 15%	Next 5%	Top 5%
Emotional maturity			65-69	70-74	75+
Intellectual capacity					
Appearance					
Grooming					
Command of spoken language (Dutch)					
Command of spoken language (Afrikaans)					
Extent of previous training					
Quality of previous training					

2. Please list material presented for audition:

.....

.....

.....

.....

3. Having interviewed the applicant about his/her what extent his/her application is based on -

.....

.....

.....

.....

.....

.....

.....

.....

the course specified, please assess to

The Plan p
employment
programme :
physical a
(health, e
immediate :
difficultie
facilities
villages s
into the c
villages ar
within this
that the pr
reduced if :

The Plan emp
subject of s
is required.
departments
greater prec
the use of s
processes, c
lots of disp
prescription
Pilot Project
Project (te
are, the at
sufficient

It is pertin
1973 by Robe
Paper propos
that one has
knowledge on
In 1973 Cham
tribution of
For instance,

1. Para. 4.53

Ciskei teaching posts crowded

EAST LONDON — The shortage of schools in the Ciskei is causing many teachers to leave the profession to join industry and commerce.

When schools opened in the Ciskei yesterday a large number of teachers flocked to the offices of education inspectors in the hope of getting posts.

At the Mdantsane circuit inspector's offices, teachers who were in queue included some who had passed the teachers' course four years ago, but it appeared there were no posts available for them.

A large number were young girls who had left training schools last year and wanted to join the teaching profession.

The acting Mdantsane circuit inspector, Mr A. M. Bam, said he had to cope with a large number of applicants.

He said more teachers came into the profession than compared to the rate schools were built which made it difficult for education officials to place teachers.

At Mdantsane there are 25 lower primary schools, 14 higher primary schools, four secondary and four high schools. The teachers' training schools — both at Mdantsane and Zwelitsha — are expected to produce more than 300 teachers this year.

A spokesman for the

Ciskei Education Department said it would be difficult to list the number of schools in the Ciskei off hand as schools were being graded and some had been completed just before the schools re-opened yesterday. It was also difficult to know the number of teachers employed by the department as some had resigned, he said. Two Mdantsane teachers who completed their course at the training school last year, Miss Nandipha Mrubata and Miss Ntobi Zondani, said: "We are desperately in need of teaching posts".

Miss Mrubata said she was attracted to the teaching profession because she had gathered there was a shortage of teachers.

"What is the use of taking a teachers' course and then having to work as a labourer?" she asked.

Miss Mrubata said if the Ciskei Education Department did not build more schools there would be a brain drain of teachers. She said teachers were there to give the black child knowledge.

Miss Zondani said although there was unemployment in industry she would try to get a job for a year to raise the fees for a degree, or a special course as the teaching profession seemed useless without schools. — DDR.

Thousands begin their education

EAST LONDON — It was back to school for thousands of pupils when black schools in the Ciskei and Border re-opened yesterday.

At certain schools enrolment started on Monday because of the large number of applications.

Yesterday the turnout of pupils at various schools was described by principals as brisk. Hundreds of sub A pupils were brought by their parents and relatives.

Although the total enrolment could not be ascertained, the rush was reported at all lower primary schools at Mdantsane and Zwelitsha.

Pupils arriving for the first time were in high spirits, but many of them burst into tears when left behind with teachers by their parents.

The principal of Khanyisa Lower Primary

School in Mdantsane, Mrs M. N. Xorile, said the turnout was big compared to previous years.

The principal of Mzingisi Lower Primary School and Pakamile Lower Primary School, Mrs E. B. Zokufa and Miss F. Katiya each reported an excellent turnout. Both schools started enrolment on Monday.

Mrs Zokufa said because of the big roll at their schools they would have to do double shifts. She hoped they would cope with the big number of new pupils. More pupils were expected to be enrolled during the course of the week.

Other lower primary schools which have double shifts in Mdantsane are Zuzile and Isitsaba, in Zone Eight; Nonzuzo and Songezo, in Zone Seven and Tembeka and Inkqubela, in Zone Nine. — DDR

to stimulate
te the building
e proposed for
nfrastructure
way in which an
The past
el to man these
e towns and larger
does pump funds
to the smaller
ne; probably not
ondition may be
side be significantly
ul.

and that it is the
ective co-operation
g to see that
h the call for
e acquisition and
s made of organic
on arising from
tements that policy
Integrated Farming
on the Barolong Farms
as the two projects
periments are a
s worrisome.

opment prepared in
as led to the White
me. I presume
the light of recent
survey of 1975/76.
ery unequal dis-
ed by the survey.
ed that the top five

R.D.M. 23/1179 (50)

Back to school...

Staff Reporter

ALMOST 1 500 000 black South African primary and secondary pupils — excluding the homelands — will be streaming back to school today, Mr G Englebrecht, chief PRO of the Department of Education and Training, said yesterday.

He said he based his estimation on a possible increase of about 100 000 on top of last year's 1 400 000 pupils. More than 30 000 teachers will be needed.

He said Mr J Strydom,

the Johannesburg Regional Director, was in a better position to estimate Soweto's pupil population.

Mr Strydom had already told the Press that 170 000 primary and secondary pupils will be getting to school from today.

Mr Englebrecht added that equating black and white standards of education depended on quality of teachers and his department wanted to offer pupils the "best it can with present resources".

SOUTHERN AFRICA

Serious ⁵⁰ crowding ^{23/1/79} in Indian schools ^{gai}

RESEARCH UNIT



RESEARCH DIVISION,
SCHOOL OF ECONOMICS,
BEATTIE BUILDING,
UNIVERSITY OF CAPE TOWN,
RONDEBOSCH,
7700.

TELEPHONE 69-8531 (Ext. 453 440)

NO.	AUTHOR			PRICE
1.	Francis Wilson	Inte	Indian leaders say Indian schools in Lenasia (Johannesburg), Laudium (Pretoria), Actonville (Benoni) and Roshnee (Vereeniging) are overcrowded because the Department of Indian Affairs ignored warnings to build more schools or add classrooms to existing schools.	R2,00
2.	OUT OF PRINT			
3.	Dudley Horner	Afric	Educational committees are concerned by the Department of Indian Affairs' "lethargic attitude" towards the problem.	R1,50
4.	OUT OF PRINT			
5.	Dudley Horner/ Alide Kooy	Confl	The department has admitted that Indian schools, especially in Lenasia, are seriously overcrowded because of the population increase through resettlement in the Indian suburbs.	R2,50
6.	D.G. Clarke	Contra Africa Intern	A spokesman for Indian Affairs' Department of Planning said they had been informed about the increase in the number of pupils.	R3,00
7.	J.B. Knight	Labour	However, it took five years to plan a school and 24 to 36 months to build one, the spokesman added.	R2,50
8.	Mike Morris	Aparth The Fa	Civic leaders, broadcasters and educational committee members said they believed there was no proper liaison between the Departments of Indian Affairs, Planning and Community Development.	R2,50
9.	Nigel Bloch	The De	"Group Areas resettlement was going on at a mad pace while no adequate provisions were being made in schools to accommodate the surplus children," said a civic leader, former teacher and now educational committee chairman, Mr M Dockrat.	R2,50
10.	David Selvan	Housin Cape T	Meanwhile, crowded primary schools have been ordered by Indian Affairs to send their Standard 3, 4 and 5 children to high schools, a situation which has incensed parents.	R3,00
11.	Sheila Niven/ Charles Simkins	A Stud in Cap		R1,50
12.	Johann Maree/ Janet Graaff	Reside		R4,00
13.	Norman Reynolds	Rural Development in Botswana		R2,00
14.	Johann Maree/ Judith Cornell	Sample Survey of Squatters in Unibell		R1,50
15.	Norman Bromberger (FORTHCOMING)	Mining Employment in South Africa, 1946-2000		R4,00
16.	Gordon Young (FORTHCOMING)			
17.	Johann Maree	Sample Survey of Squatters in Crossroads		R1,50



A chilly morning greeted little Nompumelelo Mokoena as she set off for the first day of school in Orlando, Soweto, today with her books. When she saw our photographer, she hitched a ride from him and he could not resist stopping to help.

10. David Selvan

Housing Con
Cape Town

Confusion as

R3,00

11. Sheila Niven/
Charles Simkins

A Study of C
in Cape Town

black pupils go

R1,50

12. Johann Maree/
Janet Graaff

Residential

back to school

R4,00

13. Norman Reynolds

Rural Develo

back to school

R2,00

14. Johann Maree/
Judith Cornell

Sample Surve

The delay in announcing junior certificate results caused some confusion today as hundreds of thousands of black pupils returned to schools throughout South Africa.

Form 4, the only classes at the school this year.

R1,50

15. Norman Bromberger
(FORTHCOMING)

Mining Empl

In Soweto there was a slow return to school but all was quiet and police kept in the background. Education authorities said they were confident the opening of the new school year would go smoothly.

At Morris Isaacson more than 100 pupils waited to register early today.

R4,00

16. Gordon Young
(FORTHCOMING)

Sample Surve

Two of Soweto's best-known schools, Orlando High and Morris Isaacson, opened their doors for the first time since 1977 when unrest closed them.

There appeared to be no sign of any major school boycott despite the meeting at the weekend where a vociferous section of nearly 2 000 parents and pupils decided there should be no return to school until "Bantu Education" had been abolished.

R1,50

17. Johann Maree

TRANSFER

Another factor which seemed to add to the confusion today was the transfer of pupils from higher primary schools to secondary schools.

"We are still waiting for figures of pupils from the Regional Director of Education and Training in Johannesburg," said Mr Moses Msimango, principal of Naledi High School.

P.T.O.

NORMAL

Mr A Mthembu, principal of Orlando High, said today the registration of pupils was going normally. By mid-morning more than 200 pupils had turned up for Form 1 and

4. Employment in 'Other Mines' (mainly Platinum)

4.1 In this study we are going to assume that in recent years this category of mining employment is almost entirely employment on platinum mines. This view is based on statistics provided by Profes

do not
- nor
close
howeve

The Star

Monday January 22 1979 50

Back to school

in Soweto

4.2. What i
be reg
the th
the tot
the per
than th
of the t
cent) an
a peak i

NOBODY in South Africa should forget the dissatisfaction over black education which helped spark one of the bloody events in South African history on June 16, 1976. Feelings in the townships still run high on that subject. This was confirmed at a meeting in Soweto yesterday when the Soweto Students' League (itself militant on the need to scrap the present black education system) urged pupils to go back to school tomorrow and to fight the system from within. There was considerable opposition from tens of hundreds of parents and children who attended the meeting in the Regina Mundi church. While there may be the suspicion that the SSL wants children back at school because it makes for easier organisation, the fact is that the meeting underlined the tremendous opposition to the present education system.

times as much on educating a white child as it does on a black. This blatant discrimination lies at the root of the dissatisfaction over black education.

Fortunately there are signs that the Government has learned something in the past two years. Positive changes are in the pipeline. There is a move towards compulsory, free education for blacks. More free books are being made available and there will be more money for black schools in the next financial year.

These changes are not nearly enough and education cannot be eliminated as a cause of friction until the people concerned feel they are getting equal educational opportunities. Most responsible black leaders know that the system cannot change overnight. However, if their responsible viewpoints are to be strengthened, the Government must act fast. The authorities must provide evidence of meaningful progress towards the common goal of an education system acceptable to most black people. 1979 will prove crucial in this regard.

In the meantime, black parents and pupils can help their cause best at this stage by filling the schools tomorrow.

4.3 A rough possible

4.3.1 interrup
16,8 per
have bee

between
the open

4.3.2 (employme
16 044 b

This opposition is based on the black belief that their system of education is discriminatory and inferior. While Department of Education and Training officials do wonders with the money provided by the central government, the fact is that South Africa still spends more than 12

... suggests cyclical influences). In fact the years 1958 to 1964 (inclusive) show considerable fluctuations and no growth - at least in the sense that only in 1965 was the 1957 level of employment improved upon.

ils). We
ime
so
ey

is
t of
Over
ular
re
er
th

seems

e
to
ts

Top school can legally take blacks

RDM 18/1/79

(50)

(154)

By ROY DEVENISH

One of Johannesburg's elite private schools, St Stithians College, has opened the way for the admission of students of all races.

Mr Justice Esselen this week granted an application in the Pretoria Supreme Court brought by the chairman of the college's board of trustees, Reverend Stanley Pitts.

The application was for the removal of an obstructive clause in the Trust Deed — by which the governing body ran the school — which limited the admission of pupils to whites.

And there will be a great increase in the number of blacks attending exclusive private white schools in Natal and the Cape this year.

Mr F A Loots, MEC in charge of education in the Cape, said it was likely that there would be an increase of 10% on last year's figure of 391.

In Natal, Michaelhouse, which had only one coloured pupil in attendance last year, will receive six new Indian boys as will St Anne's school for girls.

Mr Pitts said yesterday the move by St Stithian's was in line with Methodist Church policy. It had been felt for some years that the restrictive clause should be removed when the time was right.

The application to the Supreme Court followed a resolution by the St Stithians College Council to open the school to all races.

The College has about 850 pupils in a high school and a preparatory school.

Mr Pitts said they had received applications from other race groups to enrol at the College for some years, and he now felt the church had removed stumbling blocks which were in the way.

However, he said, there was still a "confused position" in the country, and the school council was waiting for a statement from the Government to show the way.

In the Cape, Mr Loots said:

"Everything is working well. In fact, we are rather pleased at the way things are working out as far as integrated private schools are concerned."

In Natal, Mr Neil Jardine, rector of Michaelhouse, commenting on the admission of the new Indian pupils, said:

"This is the policy of the school and we hope to make it work well."

Mr Anthony Cheetham, rector of St Anne's, said six Indian girls would attend the school for the first time this week.

Four of the six girls admitted to St Anne's would be in residence and all six of the Michaelhouse boys would be in residence.

When Mrs R E Lewis, the headmistress of Epworth school in Maritzburg, was asked to confirm reports that her school had opened its doors, she replied:

"We will have 70 new pupils arriving and whether they are black, white or any colour is immaterial."

The Roman Catholic school, the Convent of Our Lady of Fatima, in the exclusive suburb of Durban North, will open its doors to blacks for the first time this year.

Hilton College has no black pupils at present but the Rector, Mr R G Slater, said:

"In the case of a black pupil applying we would apply the same criteria as to any white student."



SALISBURY — Fifty Black children queue outside Frank Johnson primary school in the White suburb of Waterfalls here. But they were not admitted — legislation allowing Blacks to attend formerly all-White schools had still not been passed. — (Cablecast.)

Black pupils turned down

JOHANNESBURG — The Transvaal Provincial Administration had approved only three of 219 applications from Black pupils for admission to private schools, a senior official of the administration confirmed here yesterday.

The official said 216 applications — from Black, Indian and Coloured pupils — had been turned down.

The Administrator of the Transvaal, Mr. Sybrand van Niekerk, said people had used all sorts of loopholes in the past to admit Black pupils to private and church schools.

The private schools had intimated that they were not aware of the requirements or that permission had to be granted to admit Black pupils, and in this way had admitted many Black pupils.

"Now we in the Transvaal have decided to support the Cabinet decision to allow only exceptional cases to attend private schools.

"We have circulated the Cabinet decision to all schools and have fully informed them on how the decision affects the Transvaal," Mr. van Niekerk said.

Factors

There were three factors in the past which had enabled private schools to admit a Black pupil: The pupil must be able to finish his curriculum, be socially adaptable, and the parents must be able to pay the school fees.

"Not one of these reasons is highly exceptional. If a child is not able to finish his curriculum then he is out of place anyway."

Mr. van Niekerk said that in accordance with the country's laws there was no authority to give permission in any instance for Black and Coloured children to attend White schools. — (Sapa.)

3. Characteristics of a "Good" Money (i.e. of money efficiently).

"CANONS" of Jevons — Different functions need an evaluation of different kinds of money in terms of attributes. The most important requirement

which relies on confidence supply to be controlled and retain confidence. Is there a "perfect" supply make this a p

4. Different kinds of Gradual evolution of semi-precious metals GOLDSMITH and the convertible and Inco.

Money supply today (Note that not all of these are the 1.0.0.0 or face value is equal to a larger extent of

5. DIFFERENT METAL nationalities Students might refer

6. THE SUPPLY OF MONEY (a) COMMERCIAL BANK OF DEPOSITS:

Commercial banks' Li Understanding of the of modern commercial and not acceptable a form of checkable deposits of different arrangements of asset order of profitability How Bank loans create deposit-creating process MULTIPLIER — Different of deposits and "MULTI Concept of Excess Res credit multiplier

Schools swamped by Group Act influx

Lenasia schools are facing an accommodation crisis because of a rapid increase in schoolchildren being resettled in Lenasia under the Group Areas Act.

Parents and teachers committees said this week that they had warned the department about this.

Hundreds of primary school children are being transferred to high schools which in turn are trying to make space for their own pupils.

Trinity High School, for Standards 6 to 10, has been ordered to take an overflow of about 200 pupils from Standards 4 and 5.

The school has no accommodation for them and the Lenasia Muslim Association has placed 10 rooms used for religious instruction at the disposal of the school.

Trinity hopes to have 10 new classrooms in the next few months.

All eight primary schools

are being forced to send pupils to the four high schools in the area.

Educational committee members are also concerned that Standard 10 pupils who have failed are not re-admitted for a second chance because of overcrowding.

Meanwhile, hundreds of pupils still living in Fordsburg, Pageview and Diagonal Street, Johannesburg, who have passed out of the four primary schools in these areas, have no high school of their own.

The department has decided to transport them to Roodepoort High School.

This has angered parents who pointed out that two white schools have been standing empty in Ninth Avenue, Mayfair — adjoining Fordsburg — for more than three years.

A spokesman for the Department of Indian Education said 14 schools had been planned for the next five years in Lenasia.

DD 18/1/79 (50)

Uniform education rejected

DURBAN — Although it was natural blacks should clamour for uniform education in South Africa, it was not possible for them to have an identical syllabus to that of whites, KwaZulu's Chief Minister and Inkatha president, Chief Gatsha Buthelezi, said here yesterday.

Opening the annual conference of the African Teachers' Association of South Africa, he said he always had misgivings

whenever people spoke about uniform education for all race groups.

Although blacks had become sensitive about differentiation based solely on colour because Bantu Education had been devised to make blacks "hewers of wood and drawers of water," he

doubted whether most people knew where blacks were headed when they spoke about uniform education.

Although blacks were confident of ultimate victory and the creation of a free and open society, "we have also to accept that even if South Africa were

liberated tomorrow, we will, for the foreseeable future, be a country of contrasts, with development sections and developing or under-developed sections."

Blacks would have to catch up with a lot on many fronts because of the disparities in the

systems of education for whites and blacks.

"We have to take into account that after generations of oppression our system (of education) has to have a liberating element. We are struggling for the liberation of all the people of South

Africa, including the oppressors, who are not free so long as they continue to oppress us," Chief Buthelezi said.

He attacked leadership elements that had emerged in the wake of the Soweto riots, and quoted Robben Island prisoner and ANC leader Mr Nelson Mandela and former Chinese leader, Mao Tse-Tung, to defend his role in trying to achieve liberation for blacks. — SAPA.

Star 17/1/79
407 50

Parallel education not on — Buthelezi

Own Correspondent

DURBAN—KwaZulu's Chief Minister and the Inkatha president, Chief Gatsha Buthelezi, said in Durban today, that although it was natural that blacks should clamour for a uniform system of education, it was not possible for blacks to have an identical syllabus to that of whites.

Opening the annual conference of the African Teachers' Association of South Africa, he said he always had misgivings whenever people spoke about a uniform system of education for all race groups.

Although blacks had become sensitive about differentiation based solely on colour because Bantu Education had been devised to make blacks "hewers of wood and drawers of water," he doubted whether most people knew where blacks were headed when they spoke about uniform education.

FUTURE

Chief Buthelezi said that, although blacks were confident of ultimate victory and the creation of a free and open society, "we have also to accept that even if South Africa were liberated tomorrow, we will, for the foreseeable future, be a country of contrasts, with developed sections and developing or underdeveloped sections."

Mr R L Peteni, president of the association, said it stood for one united South Africa in which there would be no balkanisation, regionalism or tribalism.

Mr Peteni said his association wanted a South Africa which would not be split into warring factions.

19/11/79 (Stak)
Call for training (50)

Own Correspondent
DURBAN — A call for political preparation in African schools was made yesterday by the president of Natal African Teachers' Union Mr Theo Shandu.

Mr Shandu, speaking at a conference of the African Teachers' Association of South Africa in Durban's Elangeni Hotel, said: "Without the youth being politically conscientized and guided along the correct channels, the children are bound to overtake and overwhelm us."

"One of the most important contributions which teachers and teacher organisations can make it, as an agent of political socialisation, to inculcate in individuals, particularly children and young people, the necessity to acquire attitudes and feelings about the political system, and the kinds of political roles expected of them," he said.

12. Total employment in all mi

12.1 Total employment seem not so surprising given that over our period of the total.

12.1.1 Between 1946 and 1976 sector employment (with jobs were added to the total. This represents 15 years at a rate of 2 per cent per annum.

12.1.2 In the year 1974 to 1977

employment creation continues but at a slower rate and subject to apparently increasing fluctuations. If one simply takes the employment statistics at their face value and fits a constant growth rate to the change between 1961 and 1976 the rate at which jobs are created in the second half of this 30-year period turns out to be one-tenth of what it was between 1946 and 1961 viz. 0,2 per cent per annum. If (as we have argued above in the case of gold) one allows for some supply-side constraints in 1974 to 1976 - and if one takes the first 10 months' employment figures for 1977 as establishing the probability of an annual average of about 700 000 workers in employment this year,²⁹ then the growth rate rises to about 0,6 per cent per annum - still quite distinctly below that for 1946-61.

12.2 The underlying reasons for the different employment growth records in the two periods are fairly clear.

12.2.1 In the period to 1961 employment in gold mining was expanding - adding about 95 000 jobs to the total. This impulse was imparted to the overall total. Similar expansion of output and employment in coal, asbestos, quarries and salt and manganese ore (to take the obvious candidates) reinforced the growth tendency. It appears that technical progress was not yet of the sort (or at the rate) to damp down employment growth markedly - in the face of rapid output growth.

o 2 major phases - which is employment does so too, and between 60 and 80 per cent

long expansion of mining (since the mid 1950s). About 140 000 jobs were added in existence in mining. This represents a long expansion at an average compound

1977) employment creation